

HILBERT COLLEGE



2013-2015
COURSE CATALOG

TABLE OF CONTENTS

THE COLLEGE	2	Accelerated Degree Programs.....	57
Mission Statement.....	2	Conflict Studies & Dispute Resolution.....	57
Philosophy Statement.....	2	Organizational Development.....	58
Core Values.....	2	Graduate Programs.....	59
Customer Information Safeguards	3	Master of Public Administration.....	59
ADMISSIONS INFORMATION	6	Master of Public Administration: Health.....	61
Admissions.....	6	Master of Criminal Justice Administration.....	61
New York State Registered Programs.....	9	Residential Administration Mentoring Program.....	62
FINANCING AN EDUCATION	10	ACADEMIC POLICIES	63
Federal Financial Aid Programs.....	10	Degree Requirements.....	64
State Financial Aid Programs.....	11	Grading System/Academic Standing.....	65
Scholarships.....	12	Withdrawals/Leaves of Absence.....	66
PROGRAMS	16	Grade Grievance Policy.....	66
Arts & Science Division.....	16	Academic Ethics.....	67
English.....	17	FINANCIAL INFORMATION	71
Digital Media and Communication.....	19	Financial Policies.....	71
Liberal Arts.....	19	Refund Policies.....	72
Non-degree Programs within Arts and	20	Applying for Financial Aid.....	74
Sciences Division.....	21	Costs & Estimated Budgets.....	75
Foreign Languages.....	21	Specific Aid Program Information.....	76
Mathematics.....	22	Satisfactory Academic Progress requirement.....	79
Music.....	23	TRANSFER POLICY AND AGREEMENTS	82
Science.....	23	Transfer Policy.....	82
General Studies.....	24	Two-Year College Graduates.....	82
Criminal Justice/Forensic Science Division.....	24	Hilbert and Area High Schools.....	83
Criminal Justice.....	24	STUDENT LIFE	84
Forensic Science/Crime Scene Investigation.....	28	Student Life.....	84
Professional Studies Division.....	29	Student Conduct.....	84
Accounting.....	30	Career Planning Services.....	87
Commercial Accounting Track.....	31	Residence Life.....	88
Economic Crime Investigation Track.....	32	COURSE DESCRIPTIONS	90
Business Management.....	33	COLLEGE PERSONNEL	165
Global Business Management.....	34	Officers.....	165
Small Business Management.....	35	Administrative and Professional Staff.....	165
Sports Industry Management.....	35	Academic Services.....	165
Computer Security and Information Assurance.....	37	Faculty.....	167
Legal Studies.....	39	Board of Trustees.....	173
Paralegal Program.....	40	Trustees Emeriti.....	174
Social Science Division.....	41	Memberships.....	175
Human Services.....	41	MAP & CONTACT INFORMATION	176
Liberal Studies.....	42	Mailing address and contact information.....	176
Political Science.....	45	Location and facilities.....	177
Psychology.....	47		
Rehabilitation Services.....	49		
General Education Courses.....	51		
Honors.....	52		
Leadership Scholarship Program.....	54		
Academic Minors.....	54		
Hilbert College Online.....	55		
Study Abroad.....	56		
Teacher Certification.....	56		
Articulation with St. Bonaventure University.....	56		
The Institute for Law & Justice.....	57		

THE COLLEGE

Hilbert College is a Catholic independent, co-educational, four-year institution whose degree programs are registered by the New York State Education Department and is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools. Governed by a Board of Trustees, the College is authorized to offer baccalaureate degrees in Accounting, Business Management, Global Business Management, Small Business Management, Sports Industry Management, Digital Media and Communication Studies, Criminal Justice, Computer Security & Information Assurance, English, Forensic Science/Crime Scene Investigation, Human Services, Liberal Studies (Law and Government), Paralegal Studies, Psychology, and Rehabilitation Services, as well as associate degrees in Accounting, Business Administration, Criminal Justice, Human Services, Legal Studies, Liberal Arts, and Management Information Systems.

MISSION STATEMENT

Hilbert College is an independent institution of higher learning that embraces its Catholic Franciscan heritage and values. Students from diverse backgrounds are educated in liberal arts and professional programs to become informed citizens committed to serving and strengthening their communities.

PHILOSOPHY STATEMENT

Hilbert College strives to be faithful to the deep and diverse historical foundations on which it rests. From the founding congregation of the Franciscan Sisters of St. Joseph, we embrace the traditions of St. Francis: respect, service, hope, vision, joy, integrity, compassion, and peace. From the noble legacies of the liberal arts academy, we honor intellectual inquiry, freedom of thought, breadth of knowledge, and lifelong learning. And from our own history, we continue to reach out to students from all backgrounds. We are committed to providing them skills and resources to achieve success in a wide range of careers, recognizing that in today's world, that entails equipping students to respond to a rapidly changing global environment.

CORE VALUES

The core values that provide a framework for the Hilbert community to accomplish the college mission are respect, service, hope, joy, integrity, vision, compassion, and peace. Defined in our Franciscan tradition, they are as follows:

RESPECT is recognition and reverence for God's presence in all creation including ourselves, others, and the environment.

SERVICE is selflessly working and advocating for the well-being of others, especially the poor, the under-educated, and those in need.

COMPASSION is heartfelt concern for another person's suffering or need, accompanied by action to help better the situation.

PEACE is God's love radiating from the core of one's being to others, resulting in non-violence, forgiveness, reconciliation, and harmony.

HOPE is the desire for a future good, joined with perseverance and trust that it can be attained with God's help.

JOY is a conviction - outwardly manifested in an exuberant demeanor - that throughout the good and despite the bad times in life, the Spirit of God is always within us.

INTEGRITY is firm adherence to doing what is right no matter what the circumstances may be.

VISION is the ability to imagine what can be with God's help.

SAFEGUARDING CUSTOMER INFORMATION NOTICE

Recent legislation enacted by the Federal Trade Commission requires colleges and universities to act in compliance regarding the safeguarding of customer information. Hilbert College acknowledges this requirement and publicizes this notice to alert its customers that those policies and procedures are in place to protect all nonpublic personal information about its customers. A copy of our safeguarding customer information policy is available upon request. This notice applies to students as customers.

INFORMATION COLLECTED BY HILBERT COLLEGE

Hilbert College collects nonpublic personal information about its customers from the following sources:

Applications, financial aid and other forms; Financial transactions and methods of payment.

INFORMATION DISCLOSED BY HILBERT COLLEGE

Hilbert College does not disclose any nonpublic personal information about its customers or former customers to anyone that is not affiliated with Hilbert College, except as permitted by law.

Hilbert College discloses customer information to its affiliates that are service providers to the school. Service providers include companies such as banks and other lending institutions, collection agencies, loan processing agencies and credit card processing companies. The customer information accessed by service providers includes name, address, date of birth, phone number, social security number, driver's license number and state, loan amount, loan number, loan period, tuition cost, tuition payments, balance owed, financial aid awarded, cost of attendance, expected family contribution, enrollment status and graduation date.

KEEPING CUSTOMER INFORMATION SECURE

Hilbert College restricts access to nonpublic personal information to those employees who need to know that information in order to provide service to customers. Hilbert College maintains physical, electronic and procedural safeguards that comply with Federal Trade Commission standards to protect customer nonpublic personal information. Information on this issue can be found at the following website: <http://www.ftc.gov/privacy/glbact/index.html>

HILBERT COLLEGE IS AN EQUAL OPPORTUNITY EMPLOYER

AMERICANS WITH DISABILITIES ACT (ADA)

The College prohibits discrimination against a qualified individual with a disability in regard to admissions, registration, access to instruction, hiring, compensation, advancement, training, and other terms or conditions of employment and termination. The College evaluates each request for accommodation individually and provides reasonable accommodations as applicable to qualified applicants and employees with disabilities.

CAMPUS SECURITY ACT AND CRIME REPORT

Hilbert College is in compliance with the Crime Awareness and Campus Security Act of 1990 which requires that colleges collect, prepare and publish information related to crime and campus security and distribute it to all current and potential students and employees, and to any applicant for enrollment or employment, upon request. The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act or Clery Act is a federal statute codified at 20 U.S.C. 1092(f), with regulations in the U.S. Code of Federal Regulations at 34 C.F.R. 668.46. CCC's Annual Campus Security Report may be accessed at the following web site: <http://www.hilbert.edu/student-life/campus-safety/safety-report>

This report includes statistics for the three most recent calendar years concerning the crimes on campus, in or on non-campus buildings or property, and public property. Printed copies are also available upon request through security.

COLLEGE NAVIGATOR SCHOOL PROFILE FOR HILBERT COLLEGE

The National Center for Education Statistics' College Navigator web site is a comprehensive site maintained by the Department of Education. It contains information on many aspects of Hilbert College (and most other colleges) including costs, financial aid, enrollment breakdown, accreditation, graduation rate, retention rate and faculty to student ratio. Completion/graduation rate report

The Hilbert College graduation rate is defined as the proportion of full-time, first-time students who enrolled at the beginning of the fall semester and subsequently completed a degree program within 6 years.

CONSUMER INFORMATION

Colleges participating in federal student aid programs are required to make certain information available to all students and staff. Hilbert College has compiled the required information at <http://www.hilbert.edu/admissions/student-aid/disclosure-links> in accordance with federal law.

COPYRIGHTED MATERIAL, ILLEGAL DOWNLOADING AND PEER TO PEER FILE SHARING

Hilbert College has a written procedure to effectively combat the unauthorized distribution of copyrighted material by users of the institution's network without unduly interfering with the educational and research use of the network. Students who illegally download or distribute copyrighted materials using the institution's information technology system are subject to Hilbert College disciplinary actions up to and including suspension and expulsion. Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code).

FERPA - NOTIFICATION OF RIGHTS

The Family Educational Rights and Privacy Act (FERPA) afford students certain rights with respect to their education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the College receives a request for access. Students should submit to the Director of Student Records, Department Chair, or other appropriate official, written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes is inaccurate or misleading.

Students may ask the College to amend a record that they believe is inaccurate or misleading. They should write the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right of a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the College discloses education records without consent to officials of another school, in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Hilbert College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C., 20202-4605

HARASSMENT & DISCRIMINATION

Hilbert College is committed to maintaining a work and educational environment free of discrimination and harassment.

All persons associated with Hilbert College including, but not limited to, the administration, faculty, staff, students, and members of the public will provide an environment free from harassment and discrimination. Any person who engages in harassment and/or discrimination against others on the basis of race, gender, sexual orientation, religion, color, national origin, age, disability or Veteran status while acting as a member of the College community or while on college property will be in violation of college policy. Inquiries regarding the policy or the filing of a complaint should be directed to the Director of Human Resources.

NET PRICE CALCULATOR

Hilbert College makes publicly available a Net Price Calculator at <http://www.hilbert.edu/admissions/student-aid/intro> help current and prospective students, families, and other consumers estimate a student's individual net price of attending Hilbert College.

RETENTION RATE

Hilbert's first-time full-time student retention rate is 67% based on our fall 2011 cohort. More information is available by contacting the Executive Director of Student Success and Retention.

STUDENT CODE OF CONDUCT

Student conduct is expected to be consistent with the learning environment and is subject to standards set by the College. The Student Code of Conduct is designed for the promotion and protection of such an environment at the College and to balance the rights and needs of the individual with the responsibility of the individual to the College community. Copies of the Student Code of Conduct Policies and Procedures are available on the College's web site at <http://www.hilbert.edu/Public/file/Student-Life-StudentHandbk.pdf>

STUDENT COMPLAINTS

Complaints and grievances by students and other constituents are addressed through various college policies and procedures and administrative offices. The College keeps a record of formal complaints. Student grievance procedures are included in the Student Code of Conduct, available at the Dean of Students Office.

STUDENT RIGHT-TO-KNOW AND CAMPUS SECURITY ACT

Hilbert College is in compliance with Public Law 101-542, the Student Right-to-Know Act. Copies of the Student Right-to-Know document are available on the College's web site at <http://www.hilbert.edu/student-life/campus-safety/safety-report>.

STUDENT IDENTIFICATION NUMBER

Hilbert College will provide all students with a system-generated identification number in the admissions process. The student must still provide their social security number for tax reporting and financial aid and will be used only for such purposes as allowed under the FERPA regulations.

TEXTBOOK PRICING INFORMATION

Textbook pricing information for both required and recommended materials for classes can be found at: <https://www.efollett.com/CategoryDisplay/10001-9604-13928-1?demoKey=d>.

VOTER REGISTRATION

In compliance with the National Voter Registration Act (42

U.S.C. 1973gg-2(b)), mail in voter registration forms for Hilbert College are available for all Hilbert students and the public. Voter registration forms are available in the Dean of Student's Office.

This catalog was prepared on the basis of the best information available at the time of publication. All information is subject to change without notice, obligation, or liability.

REGIONAL ACCREDITATION

Hilbert College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104 (215) 662-5606. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation.

ADMISSIONS

The Admissions Office is located on the lower level of Franciscan Hall. Its staff provides the necessary information, resources and opportunities for prospective students to learn more about the options available to them at Hilbert College.

One of the best ways to find out more about Hilbert College is to visit our campus. Throughout the year, the Admissions Office hosts several evening visit programs that offer students the opportunity to talk to faculty, admissions and financial aid counselors, graduates and current students. In addition, we make every effort to provide the same services to students who drop in the office or make a pre-scheduled appointment.

Students may also elect to have a tour given to them by Student Ambassadors. Our ambassador program is a select group of highly motivated and successful Hilbert students who have volunteered their time to share, their experiences and views of our college with new and prospective students. This provides a unique opportunity for new applicants and parents to ask current students the questions that only they can answer.

GENERAL ADMISSIONS

Admission for high school graduates is based upon past academic performance, demonstrated scholastic ability and personal characteristics. In all cases, students are considered for admission without regard to their age, race, creed, sex, ethnic background, or physical handicap. Students may be asked to come for an interview to discuss their educational plans more thoroughly.

The College seeks to make all its programs and services available to all students within the requirements of Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1988, and the Civil Rights Act of 1991.

TRANSFER ADMISSIONS

Students transferring into Hilbert College from another institution may have their credits evaluated for transfer into one of Hilbert's degree-granting programs. Before an admissions decision can be made, all official college transcripts and credentials from previously attended colleges and universities must be submitted to the Office of Admissions. Departmental Chairpersons will officially evaluate all transcripts. Students who were academically dismissed from another college are eligible for transfer admissions following the lapse of one semester.

Special Transfer Articulation agreements are available to students who have graduated with a two-year degree. Hilbert College, which has these agreements with twenty-nine local public and private colleges, provides these students with unique benefits and guarantees. See the "Transfer Agreement" section for specifics detailing this opportunity. (p. 80)

ADMISSIONS FOR ADULT LEARNERS

The student body of Hilbert College represents a great diversity of backgrounds and experiences. Many of these students are adults who have not come directly from high school. Hilbert College encourages adults seeking to continue their education by providing career counseling, evening classes, and access to various support services. Adult students who attend on a full-time or part-time basis may be eligible for some type of federal and state financial assistance.

In addition to the traditional undergraduate offerings, the College has established the Office of Adult and Graduate Studies. This office acts as the admissions office for all accelerated degree programs offered in the evening and the graduate programs.

EARLY ADMISSIONS AND ADVANCED COLLEGE CREDIT PROGRAMS

Hilbert College offers two programs for select students who have completed their junior year in high school that allow them to attend classes during either the summer between their junior and senior years or simultaneously during their senior year for college credit. These programs make it possible for students to shorten the time required to earn a degree by combining their senior year at high school with their first-year college courses at Hilbert College.

The Early Admissions Program permits eligible high school students to attend Hilbert College and complete their freshman year of college while they finish high school. These students are considered full time freshmen provided that they are registered for 12 credits or more during the semester, but are not eligible for financial aid until they complete high school diploma requirements. Normal tuition and fees apply.

The Advanced College Credit Program permits students to take classes in the summer and one or two courses during their senior year. These students may enroll on a space available basis and must meet course prerequisites. No application or college fees will be charged. Students will pay at a rate of two-thirds of regular tuition. Admissions consideration for these two programs is highly selective and requires a recommendation from a high school guidance

counselor or principal as well as the approval of the Director of Admissions at Hilbert College.

VERIFICATION OF IMMUNIZATION

Verification of immunizations is a requirement in compliance with the New York State Public Health Law (NYS PHL) §2165, all students enrolled for six or more credit hours and were born on or after January 1, 1957 must submit verification of immunization or proof of two measles, one mumps, and one rubella inoculations, signed by a doctor or designated health official. Proof of the required immunizations must be on file in the Office of Student Life within 30 days of the first day of class.

In addition, New York State Public Health Law (NYS PHL) §2167 requires institutions, colleges and universities, to distribute information regarding meningococcal disease and vaccination to all students enrolled for at least six credit hours, whether they live on or off campus. A response to receipt of this information is required in the form of a signed acknowledgement. These forms are included in the Student Life packet and must be returned to the Office of the Vice President of Student Life. Resident students and student athletes are strongly encouraged to receive the meningitis vaccination.

ADVANCED PLACEMENT/CREDIT BY EXAMINATION

Hilbert College recognizes college-level work completed in high school under the Advanced Placement Program of the College Entrance Examination Board (CEEB). Student work that receives a rating of 3 to 5 on the advanced placement examination will be considered for college credit and/or advanced placement status.

Hilbert College also participates in the New York State College Proficiency Examination Program (CPEP) and the College Level Examination Program (CLEP) established by the College Entrance Examination Board. Determination of appropriateness of test and level of performance as applicable to credit are determined by the College.

Further information on CPEP is available from the:

College Proficiency Examination Program
State Education Department
Albany, New York 12224

Data on CLEP may be obtained by writing to:

College Level Examination Program
PO Box 592
Princeton, New Jersey 08540

SENIOR CITIZENS ADMISSIONS/FEEES

Persons over 60 years of age may take courses of their choice on a space available basis, tuition free. If they desire credit full tuition will be charged.

ADMISSIONS PROCEDURES FOR HIGH SCHOOL STUDENTS

1. Fill out the application carefully and completely.
2. Attach to the application a check or money order in the amount of \$25. This application fee is non-refundable.
3. Take the completed application to the High School Guidance Counselor and ask him/her to complete the counselor's recommendation section. Attach a copy of the secondary school transcript and return the application to:

Office of Admissions
Hilbert College
5200 South Park Avenue
Hamburg, New York 14075-1597

4. Complete the Free Application for Federal Student Aid (FAFSA) and forward it to Federal Student Aid Programs, P.O. Box 4032, Iowa City, IA 52243 for processing. Applications are available from the high school guidance office, the Hilbert College Office of Student Finance or at www.fafsa.ed.gov.

FAFSA CODE IS 002735

5. (a) Write directly to the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540, to register for the Scholastic Aptitude Test or ask that scores from previously taken tests be reported to the College (College Code: 2334).
Or
(b) Ask that results of the American College Testing Program (ACT) be sent directly to the College (College Code: 2759). Scores from these tests are used for placement in courses and academic counseling. They are not a requirement for admission to the College.
6. When the steps listed above are fulfilled, you may be notified to contact the Admissions Office to arrange for a personal interview.
7. Upon acceptance, send a deposit of \$50 (nonrefundable, applicable toward tuition) as an indication of your intent to register.
8. Return the completed health survey to the Office of Student Life.

AUDIT FOR TRADITIONAL STUDENTS

Courses may also be audited with the approval of the instructor and the Vice President for Academic Affairs and payment of the audit fee. Auditors receive neither credit nor grades.

Due to limited space, requests for auditing computer classes cannot be processed until current student registration is finalized.

REGIONAL ACCREDITATION

Hilbert College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104 (215) 662-5606. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation.

ADMISSIONS PROCEDURE FOR ACCELERATED DEGREE PROGRAMS

Application process:

ADP students must have successfully completed 24 college credits before applying.

1. Complete the free Hilbert College on-line ADP application.
2. Submit official transcripts from ALL prior colleges.
3. Submit one letter of recommendation from an employer, professional supervisor, colleague, or previous professor.
4. Submit a current resume.
5. Submit an admission statement/essay of at least 500 words addressing how the program will be of benefit to you and the community that you serve.
6. Complete an interview with a representative from the Center for Adult & Graduate Center to review your transfer credits and readiness for the ADP program.

Admissions Process - All materials, transcripts, etc., should be forwarded to: Director, Center for Adult & Graduate Studies, 5200 South Park Ave., Hamburg, NY 14075

ADMISSIONS PROCEDURE FOR GRADUATE DEGREE PROGRAMS

Admissions Policy - To be considered eligible for entrance into the graduate MS CJA or MPA program, applicants must:

1. Complete the Hilbert College on-line graduate application.
2. Submit an admissions statement/essay specifically addressing how the program will be of benefit to you and the community that you serve.
3. Provide official transcripts from ALL prior colleges.
4. Submit two letters of recommendation from employers, professional supervisors, colleagues, or previous professors.
5. Submit a current resume.
6. Possess relevant work experience.*
7. Hold a baccalaureate degree from an accredited college or university having earned a 3.0 cumulative grade point average (GPA) or higher.*
8. Complete a personal interview with the Director of the Center for Adult and Graduate Studies.

*Applicants who do not meet the above requirements may be admitted on a conditional basis at the discretion of the respective graduate program chair.

Graduate Admissions Process - All materials, transcripts, etc., should be forwarded to the Director of the Center for Adult & Graduate Studies.

NYSED DEPARTMENT INVENTORY OF REGISTERED PROGRAMS

HILBERT COLLEGE

All college degree programs are registered by the New York State Education Department.

New York State Education Department
 Office of Higher Education and the Professions
 Cultural Education Center, Room 5B28
 Albany, New York 12230
 (518) 474-5851

Program Title	HEGISCode	Program Code	Degree/Award
Accounting	0502	20995	BS
Business Administration	0506	92127	BS
Communication Studies	0601	28705	BA
Criminal Justice	2105	92126	BS
Computer Security and Information Assurance	5505	21875	BS
English	1501	92128	BA
Forensic Science/ Crime Scene Investigation	1999	29649	BS
Human Services	2101	92129	BS
Liberal Studies	4901	21914	BS
Legal Studies	0599	92125	BS
Political Science	2207	30039	BS
Psychology	2001	20098	BA
Rehabilitation Services	2199	28703	BS
Accounting	5002	76068	AAS
Business Administration-Banking	5003	77285	AAS
Business Administration	5004	77286	AA
Business Administration	5004	77417	AAS
Criminal Justice	5505	01838	AA
Human Services	5506	01831	AA
Legal Studies	5099	77731	AAS
Liberal Arts-Pre-Professional	5649	01832	AA
Business Management	0506	92127	BS
Small Business Management	0506	35658	BS
Global Business Management	0513	35622	BS
Organizational Development	0599	34713	BS
Sports Industry Management	0599	35891	BS
Digital Media & Communications	0605	28705	BA
Public Administration	2102	34496	MPA
Criminal Justice Administration	2105	34495	MS
Conflict Studies & Dispute Resolution	2299	34714	BS

FINANCING AN EDUCATION

Since the cost of a college degree is most often compared to another major investment in a person's lifetime, purchasing a house, careful financial planning is needed. The Student Finance Office consists of the areas of financial aid and student accounts. This "blend" of data information and staff provides the whole picture of cost, financial resources, and payment options to students and their parents when meeting the expense of this very important investment. It is the mission of this office to provide the personal counseling that is necessary to make attending Hilbert College an affordable reality. The combined efforts of students and college staff produce the most effective results by acquiring what financial assistance is available.

WHAT IS FINANCIAL AID?

Financial aid, simply defined, is money that is supplied by a source outside of the family to help meet the cost of higher education. There are two basic categories of aid: need-based and non need-based. Need-based aid contributes the major portion of assistance available for higher education. When a student does not have sufficient family resources to pay for college, that student is considered to have financial need. This is determined by collecting financial data about the student and his/her family and then analyzing that data according to a standard set of calculations. This need analysis results in an expected family contribution (EFC). The EFC represents the amount of resources, in dollars, that the student and his/her family are assumed to have available to contribute towards the cost of attendance which includes the following:

- Tuition and fees
- Room
- Board
- Books and supplies
- Transportation
- Personal expenses

After the cost of attendance is calculated by the college, the expected family contribution is subtracted, leaving a remaining sum which is the student's financial need.

Institutions that participate in federal student aid programs are required to provide student consumer information regarding the cost of attendance so that a prospective student can examine it to make sure that it is realistic and reasonable in view of his/her career goals. This material, as it relates to Hilbert College, is described in the financial policy section of the catalog.

Within each category of financial aid, need-based and non

need-based, there are three types of aid: grants, loans, and student employment. Grants are gift aid; they do not have to be repaid, nor do they have to be earned. A loan does have to be repaid, unless it carries a provision that allows all or part of it to be canceled if the student fulfills certain requirements. Employment is a straightforward exchange of money for work performed in a job affiliated with the college. There are four sources of funding for all aid: federal, state, institutional and private.

FEDERAL FINANCIAL AID PROGRAMS

This is the largest source of need-based funding available through the Department of Education that is also referred to as Title IV funding. The most common programs regulated by the Higher Education Act (HEA) of 1965 are:

- Federal Pell Grants
- Federal Supplemental Educational Opportunity Grants (FSEOG)
- Federal Perkins Loans
- Federal Work-Study
- Federal Direct Student Program
- Federal Direct Stafford Loan (subsidized and unsubsidized)
- Federal Direct PLUS Loan (Parent Loan)

The Federal Pell Grant, Federal SEOG, Federal Work-study, Federal Perkins Loan and subsidized Federal Stafford Loan programs are need-based. Simply stated, this means that when determining eligibility for funds for these programs, a student's expected family contribution is considered.

Unsubsidized Federal Stafford and Federal PLUS loans are referred to as non need-based since the expected family contribution is not considered when determining eligibility for funds from these programs.

The Federal Pell Grant Program provides "gift" assistance to undergraduates who have not yet earned a baccalaureate degree. It is an entitlement award which is not dependent upon the availability of funds at a particular institution. The annual amount of a student's Federal Pell Grant depends in part on the amount that Congress appropriates for the program.

Campus-based programs include Federal Supplemental Educational Opportunity Grant (FSEOG), the Federal Work-Study (FWS), and the Federal Perkins Loan Program. Unlike the Federal Pell Grant, receiving aid from the campus-based programs depends upon the availability of funds at the college. The actual amount of funds received by a student under each of these programs depends upon the student meeting additional program specific criteria set by Congress and Federal regulations, the student's need, and the amount of the school's allocation.

The Federal Supplemental Educational Opportunity Grant (FSEOG) Program provides grant funds for exceptionally needy students who are Pell eligible and who have not yet earned a bachelor's or professional degree.

The Federal Work-Study (FWS) Program provides jobs for students who need earnings to meet a portion of their educational expenses.

The Federal Perkins Loan Program is a low-interest loan (currently 5%) offered to students with exceptional financial need.

The Federal Direct Loan Program is a set of guaranteed Federal student loan programs that includes the Federal Stafford Loan (subsidized and unsubsidized) and the Federal Direct PLUS (Parent Loan) Programs. While students apply for these loans through the school, the source of funds for these programs is from the Department of Education. (Direct Lending)

The terms subsidized and unsubsidized must be understood when discussing the loan programs. A subsidized loan means that the federal government pays the interest to the lender while the student is in school and during other periods when the borrower is not required to make payments. Once in repayment, students are then responsible for paying the interest on the loan. An unsubsidized loan means that the federal government does not pay the interest on behalf of the student. Instead, the borrower pays all the interest that accrues throughout the life of the loan, including the interest that accrues while the borrower is enrolled as a student. The borrower can pay the interest as it accrues or have it capitalized (added to the principal amount of the loan). Another major difference with the unsubsidized loan is that the expected family contribution (EFC) is NOT taken into consideration when determining eligibility. This has allowed many students who did not meet the eligibility requirements of a subsidized Federal Stafford Loan due to a large family contribution to apply for a loan under the unsubsidized calculation.

Additional Unsubsidized Federal Stafford Loan eligibility is available for independent students and for certain dependent students (whose parents are denied the parent loan).

The Federal PLUS Loan (FPLUS) Program is designed for parents of dependent students and allows them to borrow federal money to help pay the cost of attending the college.

OTHER FEDERAL AID

The Department of the Interior provides grants under the Bureau of Indian Affairs (BIA). This agency administers a higher education grant for enrolled members of a tribe, Indian, Eskimo or Aleut, who are pursuing an undergraduate

degree. Additional information is available from the Bureau of Indian Affairs Office.

OTHER LOAN PROGRAMS

Various lending institutions offer Alternative Loans for student borrowers with a credit-worthy co-signer. Additional information and applications are available in the Student Finance Office.

STATE FINANCIAL AID PROGRAMS

The State of New York administers a variety of grant programs for New York residents attending institutions within the state. They include:

- The Tuition Assistance Program (TAP), an entitlement program that is need-based for students enrolled full-time at the college.
- Tuition Assistance for part-time study which is available to students enrolled for less than twelve credit hours. The number and amount of awards are contingent upon the allocation of funds granted the college by the State of New York. Other State-funded programs, related to specific criteria, include:
- Part-Time TAP, available to first-time freshman enrolled in academic year 2006-2007 and thereafter. These students may only receive TAP for part-time enrollment after successfully completing two consecutive semesters of at least 12 college credits and maintaining a 2.0 average. Students must also be enrolled for at least 6 credit hours during the semester they are requesting Part-Time TAP. Part-Time TAP will be calculated as a percentage of the full-time TAP a student would have received and will be counted as a percent of TAP in calculating a student's eight semesters of TAP eligibility.
- The Child of Veteran award, available to applicants who are children of veterans who are deceased, disabled or missing in action as a result of service during World War I, World War II, Korean Conflict or Vietnam War or who were prisoners of war during such service.
- The Child of Deceased Police Officer-Firefighter award which is available to applicants who are children of a police officer, firefighter, or volunteer firefighter who has died as a result of injuries sustained in the line of duty.
- The Vietnam Veterans award, available to persons who served in the armed forces of the United States in Indochina at any time from January 1, 1963 through May 7, 1975.
- Assistance for students with certain disabilities. This program is administered through the Office of Vocational and Educational Services for Individuals with Disabilities (VESID). For more information, contact the nearest VESID office.
- State aid to Native Americans, administered through the Native American Education Unit, New York State

Education Department, Cultural Education Center,
Albany, New York 12230.

INSTITUTIONAL AND PRIVATE FUNDING

Various private benefactors and Hilbert College provide funding for grants and scholarships that are need-based or merit-based. Merit-based aid is given to students in recognition of special skills, talent or academic ability. Non need-based may also be awarded considering other criteria such as field of study, ethnicity, or class level.

Although some students may qualify for several of the scholarships listed, they are distributed in a limited manner. Combinations of scholarships and grants are subject to review by the Director of Student Financial Aid. The Director of Student Financial Aid awards the scholarships (except in those cases specifically stated) based on information submitted on the Free Application for Federal Student Aid (FAFSA) and academic records as required. An Institutional application for financial aid must be completed if the student declines the federal application and yet wishes to be considered for private funding.

ACADEMIC EXCELLENCE SCHOLARSHIPS

- *President's Scholarships* are awarded by the Office of Admissions to a high school senior who has achieved a scholastic average of 90+ in a college preparatory curriculum in high school. The Scholarship is renewable on an annual basis if the student maintains a minimum 3.00 quality point average.
- *Honors Scholarships* are awarded by the Director of Student Financial Aid to selected returning students with a cumulative grade point average of 3.5 or higher and determined need. The Student must be full-time and scholarships are awarded on an annual basis.
- *Academic Scholarships* are awarded by the Office of Admissions to a high school senior who has achieved an academic average of 85+ in a Regent's level course of study. The student must maintain a grade point average of 3.00 to continue to receive this Scholarship.
- *The Magdeline and John Hayman Scholarship* will be awarded to a middle income student enrolled in any Hilbert College degree program who has demonstrated a potential to succeed academically and who has shown a commitment to service to community, church and/or school. The scholarship is renewable provided that the student remains in good academic standing. Eligibility will be determined by the College's Student Finance Office.
- *Jocelyn R. Hughes Academic Scholarship* is awarded to an incoming freshman who demonstrates above average academic performance.
- *Alumni Association Scholarship* is awarded to a student who demonstrates financial need and maintains a 3.0 grade point average.

LEADERSHIP AND INTEGRITY BASED SCHOLARSHIPS

- *Elizabeth Prezyna Endowed Scholarship* is awarded annually to a female student at Hilbert College who exhibits leadership characteristics and is enrolled in a program leading to a Bachelor's degree in Business Administration or Accounting. The recipient will be selected by the Hilbert College Director of Student Financial Aid.
- *Edward and Harriet Reska Scholarship* is awarded to an average student of Polish heritage.
- *New York State Federation of Home Bureaus, Inc. Scholarship* is awarded each year to a full-time student in the Economic Crime Investigation major. Student must have a QPA of 2.5 or higher, be a U.S. Citizen and a New York State resident, residing in a qualifying county, and demonstrate financial need. Information will be posted in March or April. Qualifying students must complete an application (available in the Student Finance Office) and, if chosen as a candidate, will attend an interview session by members of the Bureau who will choose the recipient.
- *Shane Heltz Memorial Scholarship* is awarded to a student in their second through fourth year who demonstrates passion, teamwork and enthusiasm.
- *Sturm Family Scholarship* is awarded to a junior or senior with financial need who is involved in leadership roles and activities on and off campus.
- *Heraty Family Scholarship* is awarded to a "first-generation" student. Preference is assigned to business majors.
- *Habib Family Scholarship* is awarded to a first or second year student.
- *Jason C. Luna Scholarship* is awarded to a second or third year student with a 3.0 GPA. Student must be active in a club/organization on campus and demonstrates pride in Hilbert.
- *MT Gacioch Scholarship* is awarded to a student actively involved in community service, college clubs, and volunteer work who maintains a 2.0 average and demonstrates Franciscan values.
- *Meghan Sorbera Scholarship* is awarded to a "first-generation" student.

NOTE - All scholarships are for full-time students.

DEGREE PROGRAM SCHOLARSHIPS

Accounting:	Sarah Hanson
	Joseph & Lottie Walas
	National Gas
	Elizabeth Prezyna
	HSBC

Business:	David S. Kielar Memorial Elizabeth Prezyna HSBC Heraty Scholarship
Criminal Justice:	Frank & Isabel Buczek Flood-Qualey Family Bernard J. Olszewski Luna Scholarship
Economic Crime Investigation:	New York State Home Bureau
English:	George Thomas Family
Forensic Science/Crime Scene Investigation:	The Mary Hobar Memorial The Nicholas F. Jonmaire Memorial
Human Services/ Rehabilitation	Janet Facklam Memorial Edward B. Hein Memorial
Paralegal Studies:	William J. & Barbara S. Conners
Liberal Arts:	Vincent M. Gaughan Memorial Boyd & Joan McGowan Edmund & Edna Paczesny Family

- *Florence Hafner, Emmert & Cecilia Hafner Scholarship* is awarded to an incoming freshman with financial need. It is renewable.
- *Hilbert College Scholarship* is awarded annually to a graduating senior of Eden High School.
- *Hilbert College Scholarship* is awarded annually to a graduating senior of Hamburg High School.
- *John W. Kissel Leadership Scholarship*, Hilbert College Leadership Scholarship, and M & T Leadership Scholarship are awarded by the Office of Student Life to a high school senior who has demonstrated active participation in Student Government, club activity, or community groups. The student must have a minimum academic average of 80 in a Regent's level course of study. It is renewable each year if satisfactory academic progress and participation in a leadership role are maintained.
- *Johengen Family Scholarship* is awarded to a Lakeshore High School graduating senior who exemplifies holistic values as a whole person. Hilbert College awards the scholarship through its Student Finance Office.
- *John F. Kissel Scholarship* is awarded to an incoming freshman residing in the Residence Hall. It is renewable if satisfactory grades and resident status are maintained.
- *High School Articulation Scholarships* are awarded by the Office of Admissions to a limited number of students graduating from various high schools that have articulation agreements with Hilbert College. These schools are listed in the Transfer Agreement section of this catalog. Scholarship is renewable on an annual basis if the student maintains a minimum 2.0 cumulative grade point average.
- *Thomas & Rose Notaro Scholarship* is awarded by Immaculata Academy to a graduating senior.
- *Ray Walter Scholarship* is awarded to a student involved in community service.
- *Sibling Discount* of \$1000 per year is awarded to the second sibling who attends simultaneously and both are enrolled fulltime.
- *Univera Health Systems/Excellus* is awarded to an incoming freshmen based upon need.
- *Mauray Emerling Scholarship* is awarded to an incoming freshmen based upon need.

ADULT LEARNER SCHOLARSHIPS

- *Cameron Baird Scholarship* is awarded to an adult female residing in the Southtowns.
- *Lambert & Margaret Graham Scholarship* is awarded to a full-time adult student with financial need and who demonstrates academic progress.
- *William Randolph Hearst Foundation Scholarship* is granted to adult women students.
- *Roger & Diana Weiss Scholarship* is awarded to a middle income adult student with financial need.
- *Sister Mary Edwina Bogel Scholarship* is awarded to a female student with academic potential.
- *The Barbara Wicks/Hamburg Women's Democratic Club Scholarship* is awarded to an adult woman attending Hilbert who lives in the Southtowns.

NEW STUDENT SCHOLARSHIPS

- *Child of Alumni Grant* in the amount of \$500 per semester is awarded by the Office of Admissions to dependent children of Hilbert College graduates (Bachelor or Associate) who register full-time in a matriculated program at Hilbert College. It is renewable each year if full-time registration status and satisfactory academic progress are maintained.
- *Sgt. Martin F. Bogdanowicz Memorial Scholarship* is awarded to a veteran or child of veteran.

A \$1,500 ANNUAL CATHOLIC HIGH SCHOOL SCHOLARSHIP is awarded to ALL high school senior(s) who have attended a Catholic High School and have achieved a scholastic average of 80 or higher in a college preparatory curriculum in high school. It is renewable if good academic status is maintained.

A \$2,000 BOCES ARTICULATION SCHOLARSHIP is awarded to students who have completed a program pre-approved by Hilbert College.

A \$2,000 HIGH SCHOOL ARTICULATION SCHOLARSHIP is

awarded to students who have completed courses approved at Hilbert College at certain area high schools.

A \$1,000 SIBLING DISCOUNT is awarded to the second sibling who attends simultaneously and both are enrolled fulltime.

A \$1,000 HILBERT COLLEGE ALUMNI GRANT is awarded to dependent children of Hilbert College graduates (Bachelor or Associate) who register full-time in a matriculated program at Hilbert College. It is renewable each year if fulltime registration status and satisfactory academic progress are maintained.

TRANSFER STUDENT SCHOLARSHIPS

A \$2,500 ANNUAL Transfer Articulation Scholarship is awarded to transfer student(s) who have or on track to complete their associate's degree at one of the community colleges Hilbert College has an articulation agreement with. They must attend Hilbert full time and have completed their associates degree or are on track to finish their associates degree by their first semester at Hilbert College to remain eligible for the scholarship.

A \$6,000 ANNUAL HONORS SCHOLARSHIP is awarded to student(s) who are transferring from a four year accredited, non-articulating college. Students must have a cumulative GPA of 3.5 or higher, and at least 12 credit hours completed or on track to be completed before attending Hilbert. Students must attend full time to be eligible.

A \$3,000 ANNUAL HILBERT SCHOLARSHIP is awarded to student(s) transferring from a four year accredited, non-articulating college. Have a cumulative GPA of 3.0 or higher, and at least 12 credit hours completed or on track to be completed before attending Hilbert. They must attend Hilbert College full time.

A \$2,500 ANNUAL COMMUNITY COLLEGE SCHOLARSHIP is awarded to student(s) transferring from a non-articulating community college. Students must have a GPA of 3.0 or higher, and more than 12 credit hours completed or be on track to complete 12 credits before attending Hilbert. They must attend Hilbert College full time.

ETHNIC SCHOLARSHIPS

- *Goya Foods Great Lakes Scholarship* is awarded to minority students.
- *Diversity Scholarship* is awarded by the Office of Admissions to a high school senior who has achieved an academic average of 80+, will be attending full-time, and indicates on the Application for Admission that he/she is from a diverse background. The student must maintain good academic standing to continue to receive this scholarship.

- *Dr. and Mrs. Robert Pantera Scholarship* is awarded to a student of Polish heritage who is in financial need.
- *Stanley P. Szymanski Scholarship* is awarded to a student of Polish heritage in financial need.
- *David S. Kielar Memorial Scholarship* is awarded to a student of Polish heritage, Business major, who comes from a large family, with financial need.

FINANCIAL NEED SCHOLARSHIPS

- Biddle Family
- Citibank/Citicorp
- Richard M. Craig Memorial
- First Niagara Bank
- HSBC Bank
- Mrs. Flavia Gernatt
- Flood - Qualey
- Franciscan Sisters of St. Joseph
- Mr. and Mrs. Daniel & Veronica Rebmann
- Thomas Hale
- Mary Hobar
- Leonard Kieffer Family
- M & T Bank
- National Fuel Gas
- R. John Oshei
- Palisano Foundation
- Natalie Roth Memorial
- Evelyn M. Naughton
- Ren Poynton
- Louis and Anna Mae Russo Memorial
- St. Joseph Hospital Foundation
- William R. and Josephine Shults
- Rev. John Szymczyk
- The Zenger Group
- Virginia Weiss Memorial
- 1957 Endowed Scholarship

Additionally, Hilbert College offers scholarships made available from endowments created in memory and/or the generosity of:

Mary Falletta/Michael Graci Memorial, Dick Fischer, Janet and Aaron Cohen, Frank J. Giambra, Hart and Jordan Families, Dr. Edward and Estelle Hein, Key Bank of WNY, Conrad and Florence Natschke, Ann Miles/Martin and Josephine Zarkoski, Emil Schwartz, and Wiertel Family.

Students are urged to apply for outside scholarships offered by local foundations, service clubs, various business and labor organizations. The Student Finance Office has a listing of websites that may be helpful in locating scholarships. The local library also has reference materials for scholarships.

OTHER PAYMENT OPTIONS

The staff of the Student Finance Office provides personal counseling to the student and his or her parents to determine the best payment approach. Any balance remaining after grants, scholarships and loans can be paid with cash, personal check, VISA, MasterCard, and Discover. The College also offers a monthly payment plan which divides the semester's balance into four manageable monthly payments.

Many employers offer a tuition reimbursement benefit to qualified employees. Students who are sponsored under this benefit may defer tuition payment until two weeks after the grade reports for the semester are mailed.

Every student has a unique financial position. Every staff member has a dedicated, problem solving approach to each student's needs. Every Hilbert graduate is proof of a worthwhile investment.

START HERE:

<http://www.fafsa.ed.gov/>

HILBERT COLLEGE CODE:

002735

APPLICATION INSTRUCTIONS ON PAGE 72



PROGRAMS

ARTS AND SCIENCES DIVISION

The Division of Arts and Sciences is home to Art History, Digital Media, Creative Studies, Communication, English, French, General Studies, Italian, Library Science, Mathematics, Music, Science, Spanish and Theater courses. These courses form the basis of a solid liberal arts education, support Hilbert College’s Liberal Learning Goals, and General Education Curriculum. Arts and Sciences courses teach students critical thinking, qualitative and quantitative reasoning skills. In addition, these courses also introduce students to cultural and aesthetic literacies that prepare students to live in the global society, live reflectively and pursue lifelong learning.

Students with the Division pursue degrees in Digital Media and Communication, English and Liberal Arts.

List of degree programs within Arts and Sciences
 English: BA
 Digital Media & Communication: BA
 Liberal Arts: AA

English

BACHELOR OF ARTS IN ENGLISH

The mission of the English Department is to provide students with a critical, theoretical, and practical basis for interpreting and evaluating human culture in its written, rhetorical, visual, performative, and aesthetic forms. When appropriate, the Department also prepares students to use the technologies that are necessary for success in their chosen fields. We prepare students in literature, film analysis, and theatre, instilling a lifelong commitment in using language and image to confer meaning on experience and to promote the common good.

The English Department is committed to student learning with a focus on cultural studies, language, and communication processes within the liberal arts tradition by:

- Promoting intellectual curiosity, creativity, active learning, and independent thought;
- Treating students as participants in the construction of knowledge;
- Engaging students in the creation and critical analysis of

- texts and modes of discourse in their diverse historical, aesthetic, cultural, social, and theoretical contexts;
- Developing life-long, transferable skills in critical thinking, reading, writing, speaking, listening, and modes of inquiry;
- Fostering respect for intellectual and human diversity;
- Encouraging interdisciplinary approaches to content and style;
- Facilitating pre-professional, career development, and graduate school preparation;
- Serving as a community resource for the arts by hosting artistic events featuring regional, national and international artists working in various media.

Students may concentrate their studies in one or more of the following concentrations or career paths:

- 1) Drama studies
- 2) Film studies
- 3) Writing (Creative and Professional)

Students with an English Degree have entered the following fields and careers:

Teaching (elementary, secondary, and post secondary)
 Public relations
 Advertising
 Business
 Law
 Publishing
 Library Science
 English as a second language

LEARNING OBJECTIVES

The mission of the English Department is met by the following objectives.

English students will demonstrate a strong knowledge in literature through the ability to:

- Compare the main literary periods and key aspects of each period
- Recognize significant authors in the literary canon, including those from diverse backgrounds and cultural traditions
- Distinguish between the standard generic distinctions in the field and their key attributes
- English students will demonstrate proficiency in writing through the ability to:
- Complete written assignments without distracting mechanical errors
- Synthesize ideas in order to effectively support one’s

- point of view
 - Identify different modes of writing and use the appropriate mode of writing to achieve an intended purpose for a specific audience
- English students will demonstrate research skills through the ability to:
- Find, evaluate, and use primary and secondary sources
 - Accurately apply the summarization, paraphrasing, and quotation of primary and secondary sources
 - Support an argument/interpretation with appropriate sources
 - Use MLA documentation method appropriately and adequately
- English students will demonstrate interpretive skills through the ability to:
 - Carefully and critically read, analyze and evaluate literature
 - Create independent interpretations of literature
 - Apply theoretical perspectives to literature
 - Create connections between literature, lived experiences, and historical, social, and cultural contexts

Baccalaureate in Arts Degree 120 Credit Hours

General Education Requirements (54)

COM 151 Public Speaking	3
EN 101 College Writing	3
EN 102 Writing in the Humanities	3
PS 402 Junior Symposium	3
GS 101 Foundations Seminar	3
Intercultural Awareness Elective	3
Interdisciplinary Studies Elective	3
Literature and Arts Elective	3
Mathematics Elective	3
Moral Reasoning Elective	3
Political Science/History/Geography Elective	3
Religious Studies Elective	3
Science Elective	3
Sociology/Psychology/Economics Elective	3
General Education Elective	3
All College Any Level Elective	3
All College Any Level Elective	3
All College Any Level Elective	3

Course in Major (42)

EN 200 Level Elective	3
EN 200 Level Elective	3
EN 200 Level Elective	3
EN 200 Level Elective	3
(Three must be survey courses –two in sequence)	
EN 300/400 Level Electives	3
EN 300/400 Level Electives	3
EN 300/400 Level Electives	3
EN 300/400 Level Electives	3

EN 300/400 Level Electives	3
EN 300/400 Level Electives	3
EN 300/400 Level Electives	3
EN 300/400 Level Electives	3
EN 300/400 Level Electives	3
EN 300/400 Level Electives	3
EN 303/304 Senior Seminar	3
Upper Level Electives (24)	
Liberal Arts Elective (300/400)	3
Liberal Arts Elective (300/400)	3
Liberal Arts Elective (300/400)	3
Liberal Arts Elective (300/400)	3
All College Elective (300/400)	3
All College Elective (300/400)	3

Total Requirements 120

Specific Requirements for Education Students

- 2 Social Sciences – Political Science or History only
 - 2 Sections Foreign Language
 - 2 Sections Science
 - 2 Sections Mathematics-Statistics Recommended
- ### Specific Requirements in Literature
1. One Shakespeare (EN 303/304)
 2. One course emphasizing poetry
 3. One genre/period course (not poetry)
 4. One British Literature before 1800
 5. Two American Literature courses
 6. One capstone course (EN 440 or EN 445)

Digital Media and Communication

BACHELOR OF ARTS IN DIGITAL MEDIA AND COMMUNICATION

The mission of the Digital Media and Communication Department is to provide students with a critical, theoretical, and practical basis for interpreting and evaluating human culture in its, visual, performative, and aesthetic forms. The Department also prepares students to use the technologies that are necessary for success in their chosen fields. We prepare students in all areas of communications: film analysis and production and all convergent technologies integrative research skills instilling a lifelong commitment in using language and image to confer meaning on experience and to promote the common good.

The Digital Media and Communication Department is committed to student learning with a focus on media arts, cultural studies, language, and communication processes within the liberal arts tradition by:

- Promoting intellectual curiosity, creativity, active learning, and independent thought;
- Treating students as participants in the construction of knowledge;

- Engaging students in the creation and critical analysis of texts and modes of discourse in their diverse historical, aesthetic, cultural, social, and theoretical contexts;
- Developing life-long, transferable skills in critical thinking, reading, writing, speaking, listening, and modes of inquiry;
- Fostering respect for intellectual and human diversity;
- Encouraging interdisciplinary approaches to content and style;
- Facilitating pre-professional, career development, and graduate school preparation;
- Serving as a community resource for the arts by hosting artistic events featuring regional, national and international artists working in various media.

LEARNING OBJECTIVES

The mission is met by the following objectives.

Digital Media and Communication students will be able to work in an information rich society at a proficient level as demonstrated by the following competencies:

- Determine the extent of information needed;
- Identify the necessary information effectively and efficiently;
- Evaluate information and its sources critically;
- Use information effectively to accomplish a specific project;
- Identify and appraise the economic, legal, ethical, and social issues surrounding the use and access of information.
- Use information ethically

Digital Media and Communication students will demonstrate proficiency in technological literacy in the following ways:

- Use computers to communicate information via print, the Internet, and multimedia technologies;
- Identify the major digital communication theory and able to apply it practically;
- Interpret the uses of technology and their effects on a community
- Choose appropriate technology for a project;
- Employ the processes of acquisition, manipulation, distribution and archiving of technological communication.

Digital Media and Communication student will demonstrate creative literacy proficiently in the following ways:

- Identify, argue and assess major visual theories and be able to apply them;
- Use sound effectively in communication;
- Demonstrate effective written communication skills.

Digital Media and Communication students will demonstrate cultural literacy in the following ways:

- Apply work in their own communities to explore and communicate culture “close to their own doorstep”;
- Interpret the major movement in western culture;
- Interpret, compare and contrast the relationship of western culture to other culture by understanding the politics of communication and understand how modern technology can be used to empower people;
- Demonstrate an understanding of how cultures place meaning in various communication systems.

Students may concentrate their studies in one or more of the following concentrations or career paths:

- 1) Integrated Marketing Communication
- 2) Interpersonal and Organizational Communication
- 3) Media Arts Production
- 4) Journalism and Media Writing

Students with a DMAC Degree have entered the following fields and careers:

Marketing management
Video and film production
Media writing
Public relations
Advertising
Business
Law

Digital Media and Communication Baccalaureate in Arts Degree (120 credits)

General Education Core (45)

COM 151 Public Speaking	3
EN 101 College Writing	3
EN 102 Writing for the Humanities	3
GS 101 Foundations Seminar	3
PS 402 Junior Symposium	3

Specific General Education Core Modules

Intercultural Awareness Elective	3
Interdisciplinary Studies Elective	3
Literature and Arts Elective	3
Math –MA 200 Topics in Statistics	3
Moral Reasoning Elective	3
Political Science/History/Geography Elective	3
Religious Studies Elective	3
Science Elective	3
Sociology/Psychology/Economics Elective	3
General Education Elective	3

All College Electives (9)	
All College Elective	3
All College Elective	3
All College Elective	3
Required Courses in Major (24)	
COM 110 Introduction to Mass Media	3
COM 170 Multimedia Production I	3
COM 180 Multimedia Production II	3
EN 240 The Art of Persuasion	3
COM 210 Media Analysis	3
COM 310 Communication Theory	3
COM 320 Law and Ethics	3
Capstone Course	3
Upper-Level Electives (18)	
Liberal Arts Elective 300/400	3
Liberal Arts Elective 300/400	3
Liberal Arts Elective 300/400	3
Liberal Arts Elective 300/400	3
All College Elective 300/400	3
All College Elective 300/400	3
Choose ONE area of concentration	
Integrated Marketing Concentration (12).....	
COM 261 Concepts of Integrated Marketing	
COM 344 Public Relations Writing	
COM 362 Integrated Marketing Research	
COM 460 Persuasive Campaigns	
Interpersonal & Organizational Concentration (12)..	
COM 330 Group Dynamics	
PSY/HS 205 Interpersonal Communication and Effectiveness	
PSY 408 Organizational Psychology	
SOC 306 Cultural Diversity	
Media Arts Concentration Core (12).....	
COM 242 Script Writing	
COM 275 Digital Filmmaking	
COM 375 Digital Film-Editing	
COM 475 Studio Production	
Media Writing Concentration (12).....	
COM 242 Script Writing	
COM 243 Journalism I	
COM 344 Public Relations Writing	
COM 348 Advertising Writing	
Electives in Major (12)	
100/200 level elective	3
300/400 level elective	3
300/400 level elective	3

300/400 level elective	3
Total Requirements	120

MINOR IN DIGITAL MEDIA AND COMMUNICATIONS (18)

Digital Media and Communication offer a minor for those students wanting to supplement the work in their major with competence in certain areas of Digital Media and Communication. This knowledge would complement any degree, but in particular students in Business, English, Psychology, and Law and Government will find that Communication/media courses will help to strengthen their knowledge base and thus their resumes.

The requirements for the minor are as follows:

- COM 110 Introduction to Mass Media
- COM 170 Multimedia Production I
- COM 210 Media Analysis
- Three Electives (Two over the 300 level)****

**** Digital Media and Communication minors may take any (COM) prefix communication courses at the appropriate level to fulfill this requirement, but it is suggested that students speak to a Digital Media and Communication professor to determine which course would be most useful.

Digital Media and Communication (All courses are 3 credits unless otherwise indicated)

Liberal Arts

ASSOCIATE DEGREE IN ARTS - LIBERAL ARTS

The mission of the Arts and Sciences Department is to provide students with a critical and practical basis for developing and demonstrating competence in expressing ideas, interpreting texts, and making aesthetic judgments, in English or other languages (humanities); in thinking quantitatively and in using the scientific method (mathematics and science); and in analyzing social and organizational commitments and behaviors (social sciences). These competencies facilitate life-long human inquiry by providing the conceptual tools and skills for conducting that inquiry to live an examined life, supportive of self and community.

VISION STATEMENT

The Arts and Sciences Department is committed to student learning with a focus on the humanities, sciences, and social sciences within the liberal arts tradition by:

Developing life-long, transferable skills in critical thinking, reading, writing, listening, and modes of inquiry;
 Engaging active learning, problem-solving, logical reasoning, and independent thought;
 Nurturing aesthetic and evaluative judgment;
 Fostering cultural literacy through interdisciplinary perspectives on different media, peoples, times, and places;
 Encouraging a life-long commitment to self-reflection and a respect for intellectual and human diversity;
 Promoting values clarification and community awareness;
 Facilitating, pre-professional and career development preparation.

The department offers an Associate's degree program for liberal arts majors, requiring courses in English and the humanities; mathematics and the natural/physical sciences; and the social sciences, by collaborating with other departments providing courses in economics, history, philosophy, political science, psychology, religious studies, and sociology.

Departmental Organization by Program Disciplines.

Supporting the arts (humanities) and sciences (mathematics and science) with its Associate's degree in the liberal arts, the department supervises the following disciplines: Art history, communication, English, foreign languages (French, Italian, Spanish), mathematics, music, and science (biology, chemistry, and physical science), along with several general studies and physical education courses.

Course Sequence

Liberal Arts Major, Arts & Sciences Department

Semester 1

Foundations Seminar
 EN 101
 COM 151
 Gen Ed mathematics module
 Gen Ed module

Semester 2

EN 102
 Lib. Arts Elective
 Gen Ed module
 Gen Ed module
 Gen Ed module

Semester 3

Art History or Music
 Gen Ed module
 Gen Ed module
 Gen Ed module
 All-College Elective

Semester 4

Gen Ed module
 Gen Ed module elective
 Lib. Arts Elective
 All-College Elective
 All-College Elective

 Liberal Arts
 Associate in Arts Degree
 60 Credit Hours
 English (9)
 EN 101 College Writing
 EN 102 Writing Across the Humanities
 COM 151 Public Speaking

First Year Experience (3)
 GS 101 Foundations Seminar
 Modules (27)
 Intercultural Awareness
 Interdisciplinary Studies
 Literature and Arts
 Mathematics
 Moral Reasoning
 Political Science/History/Geography
 Religious Studies
 Science
 Sociology/Psychology/Economics
 Module Elective (3)
 Liberal Arts Electives (6)
 Art History or Music
 Liberal Arts Elective
 Liberal Arts Elective

All College Electives (12)

Non-Degree Programs within the Arts and Sciences Department

ART HISTORY

Arts and Music

The mission of the Art History Program is to provide students with the knowledge and skills central to the study of the history of the visual arts. Through classroom lectures and discussion, and both small group and individual exercises, students will learn art historical methodologies and use critical thinking to analyze, interpret, and evaluate works of visual art in both oral and writing presentations. To encourage an understanding of the place and function of the visual arts in their own community and in societies in a larger sense, classes will visit local museums, galleries, and architectural sites.

VISION STATEMENT

The vision of the Art History Program is to develop students who:

- Use critical thinking to analyze, interpret, and evaluate works of visual art;
- Have an informed sensitivity to the aesthetic properties of the visual arts;
- Appreciate the place and function of the visual arts in societies;
- Value the creative diversity of the visual arts across time and from one culture to another;
- Regard opportunities to experience works of art at first-hand as an ongoing aspect of an enriched life.

LEARNING OBJECTIVES

Students will:

- Learn the key monuments in the history of art
- Learn the language, concepts, and methodologies basic to the study of art history
- Use the appropriate art-historical procedure to arrive at informed interpretations and evaluate judgments of works of art
- Appreciate empiricism and ambiguity in understanding works of visual art
- Understand the ways in which works of visual art express the values of a particular place and time
- Develop skill in researching topics relevant to art history and practice effective communication in both oral and written expression on art-historical topics
- Appreciate the diverse nature of creative expression in the visual arts

Courses Offered

AHI 103: Creative Moments in Art History

AHI 320: The Art of the Renaissance in Italy

AHI 350: Impressionism and the Roots of Modernism

AHI 380: Women in Art

FOREIGN LANGUAGES

The mission of the Foreign Languages Program (French, Italian, and Spanish) is to provide students with appropriate linguistic skills: listening, reading, and writing in a language other than English. With the properly developed oral, auditory, lexical, and reading abilities, students will have the necessary tools to communicate effectively with speakers of the target language.

In keeping with the goals of the Hilbert Liberal Learning curriculum the department seeks to instill in its students an awareness and appreciation of the cultural differences and similarities between their own culture and that of other diverse populations. The main focus is to view all cultures and languages as valid and to see the value of learning a language as the key to a better understanding of the world at large and how one's own cultural heritage fits into the larger

view of the global community.

VISION STATEMENT

The Foreign Language Program provides opportunities for students to

- Develop listening, speaking, reading, and writing skills in languages other than English
- Acquire an awareness of cultural differences and similarities between a target culture and a student's own cultural perspective

In addition, the Foreign Language Program encourages students to explore other opportunities beyond the confines of the college to refine the basic skills acquired in the classroom; for example, travel or study abroad. With an eye to promoting global citizenship it is the hope of the Foreign Language Program that the experience of studying a foreign language will motivate students to be aware of and pursue further linguistic and cultural learning opportunities.

LEARNING OBJECTIVES

Students will:

- Master the four basic skills (listening, speaking, reading, and writing) in languages other than English:
- Acquire an awareness of cultural differences and similarities;
- Demonstrate knowledge of a foreign language in workplace conditions in the context of professional use;
- Fulfill New York State teacher certification requirements;
- Acquire knowledge of the history and culture of the target language country;
- Research historical periods and cultural trends in the target language country.

Courses Offered:

FR 101: Introduction to French I

FR 102: Introduction to French II

FR 103: Introduction to French III

ITA 101: Introduction to Italian I

ITA 102: Introduction to Italian II

SP 101: Introduction to Spanish I

SP 102: Introduction to Spanish II

SP 103: Intermediate Spanish I

SP 300: Spanish for Law Enforcement Officials

Notes: Two semesters of foreign language study fulfills education requirements for Master's degree in education at D'Youville College.

IT 101, SP 101 and SP 102 satisfy the Gen-Ed requirement in the Intercultural Awareness module.

MATHEMATICS

The mission of the mathematics faculty is to empower

students mathematically. This empowerment includes the ability to analyze, reason logically, communicate about and through mathematics, solve non-routine problems using strategies already known, and introduce new mathematical concepts not previously encountered. To accomplish these aims, the faculty creates a safe classroom environment that encourages active learning via teaching strategies enabling student participation to direct the flow of the lesson. This discourse is encouraged at the individual, small group, and class level. Through this experience, students will value mathematics and the significant role it plays in their lives.

VISION STATEMENT

As Hilbert College does not offer a mathematics or science degree, the vision of the mathematics program is to

- Identify students lacking math skills and place them in the appropriate remedial course;
- Enable students to progress from their entry level to the highest mathematical level needed in their degree program;
- Offer mathematics courses which complement and complete Hilbert's degree programs.

LEARNING OBJECTIVES

Students will:

- Learn the concepts, language, algorithms, and major theories of mathematics;
- Understand the appropriate application of mathematical skills, concepts, and theories to human services, criminal justice, psychology, accounting, business administration, economics, and the sciences;
- Appreciate empiricism ambiguity, and alternative methods of analyzing problems;
- Adhere to appropriate mathematical techniques and methods of inquiry;
- Use and appreciate available technological advances (e.g., calculators and computers);
- Develop research and communication skills, and practice critical thinking.

Courses Offered:

- MA 099: Preparation for College Mathematics I
- MA 100: Preparation for College Mathematics II
- MA 145: College Mathematics
- MA 146: Pre-Calculus
- MA 180: Discrete Mathematics
- MA 200: Topics in Statistics
- MA 205: Survey of Calculus
- MA 300: Applied Statistics with Project

Notes: MA 099 and MA 100 are required of students placement-tested into them. Credit-bearing math courses fulfill general mathematics requirement.

MA 200 is required of various four-year degree programs. MA 146 is required of certain Business Administration majors. MA 180 is required of ECI majors. MA 145 and MA 200 satisfy the Gen-Ed requirement in the Mathematics module.

MUSIC

The mission of the Music Program is to provide students with the knowledge and skills central to the study of the history of music. Through classroom lectures and discussion, students will develop a basis for understanding music as an art and as an academic discipline by developing and demonstrating listening skills and an ability to respond perceptively to music of the Western tradition in its various modalities, reinforced by basic music vocabulary and consideration of historical and cultural contexts. Students will also attend concerts to encourage an understanding of the place and function of music in their own community and in society at large.

VISION STATEMENT

The vision of the Music Program is to develop students who:

- Use critical thinking to analyze, interpret, and evaluate works of music;
- Have an informed sensitivity to the aesthetic and aural properties of music;
- Appreciate the place and function of music and musical performance in societies;
- Value the creative diversity of music across time from one culture to another;
- Regard opportunities to experience the performance of music at first hand as an ongoing aspect of an enriched life.

LEARNING OBJECTIVES

Students will:

- Develop aural sensitivity to promote perceptive listening skills
- Learn the language, concepts, and music theory elements basic to the study of music
- Use appropriate procedures in the study of music to arrive at informed interpretations and evaluative judgments of pieces of music
- Appreciate empiricism and ambiguity in understanding musical texts;
- Understand the ways in which pieces of music and musical performance express the values of a particular time and place;
- Develop skill in researching topics relevant to music, and practice effective communication in both oral and written expression on music topics;
- Appreciate the diverse nature of creative expression in music.

Courses Offered

MU 101: History of Western Music from Its Origins to Romanticism

MU102: History of Western Music from Romanticism to the Present

MU 103: The Enjoyment of Music

MU 305: Romantic Music: Classical Music in the 19th Century

MU 250: Afro-Centric Music

MU 380: Twentieth-Century Music

Note: Fulfills an Art/History/Music requirement for Liberal Arts degree. MU 101, MU 102, and MU 103 satisfy the Gen-Ed requirement in the Literature and Arts module. MU 250 satisfies the Gen Ed requirement in the Intercultural Awareness module.

SCIENCE

The mission of the Science Program is to enable students to understand the principles and methodology of science through the knowledge and practice provided within the biological and physical sciences. Through classroom lecture and discussion, demonstrations, laboratory experiments, and individual exercises, students will learn to think critically in the biological sciences about the unifying principles of life, the structures and mechanisms of organisms, including the human body, the interrelatedness and differentiation of biological forms, and the conserving role of environmentalism; and in the physical sciences, about the properties and interaction of matter and energy through the study of chemistry, physics, earth science, and astronomy.

VISION STATEMENT

The vision of the Science Program is to develop students who

- Can apply scientific principles and procedures
- Understand the developmental patterns, similarities, and relations among different forms of life;
- Value the role of conservation and environmental concerns;
- Know the chemical and physical basis for interactions and reactions;
- Are cognizant of scientific theories of cosmic and geological formations;
- Employ scientific issues and themes to stimulate critical thinking and problem-solving.
- Can conduct experiments through computer-based laboratory investigation.
- Biology and Science

SCIENCE LEARNING OBJECTIVES

Students will:

- Learn the scientific method and the terms, concepts, and

principles intrinsic to scientific studies

- Become knowledgeable about a variety of current scientific issues
- Evaluate the accuracy of claims that report to be “scientific” and identify resources that provide scientifically sound information
- Formulate and express opinions about many pertinent, socially relevant scientific issues
- Develop skills in researching topics relevant to scientific issues and practice effective communication in both oral and written expression on scientific topics
- Demonstrate facility with lab-based experimentation and computerized equipment

Courses Offered

BI 101: Introduction to the Physical Sciences

BI 102: Science in Society: Modern Topics in Biology

BI 112: Environmental Science

BI 114: The Human Body

BI 140: College Biology I

BI 141: College Biology II

CH 102: Science in Society: Modern Topics in Chemistry

CH 201: General Chemistry I

CH 202: General Chemistry II

Note: All biology and chemistry classes satisfy the Gen Ed requirement in the Science module.

CHEMISTRY AND PHYSICAL SCIENCE

LEARNING OBJECTIVES

Students will:

- Become conversant with the scientific method;
- Understand the nomenclature, concepts, and principles of chemistry, physics, earth science, and astronomy;
- Can analyze, interpret, and evaluate the properties of matter and chemical change;
- Understand the operations and applications of matter and energy;
- Develop skill in researching topics relevant to physical science issues, and practice effective communication in both oral and written expression on physical science topics;
- Demonstrate facility with lab-based experimentation.

Courses Offered

BI 101: Introduction to the Physical Sciences

CH 201: General Chemistry I

CH 202: General Chemistry II

Notes: Fulfills a science elective requirement.

BI 101 and CH 201 fulfills a Gen-Ed requirement in the Science module.

(If approved, CH 202 could satisfy the Gen-Ed requirement in the Science module.)

GENERAL STUDIES

The aim of the General Studies electives is to develop (1) college reading and study skills; (2) leadership, organizational skills, and healthy lifestyle habits through course work variously focusing on theory and practice in leadership studies; (3) students activities programming; and (4) health and wellness knowledge and initiatives associated with career success. Through classroom lectures and discussion, group work, and individual exercises, students will improve their reading and study skills; will learn different leadership styles in historical perspective, while emphasizing skill development; will understand the ways in which students activities programming enhances classroom learning while supporting academic and student-related concerns; and will consider and apply to their lives health-related topics like nutrition, stress management, and physical fitness.

VISION STATEMENT

The vision of the General Studies electives is to develop students who

- Can apply reading and study skills at the college level;
- Understand theories of leadership, student development, and health and wellness approaches;
- Can identify, evaluate, and practice effective leadership styles, student programming activity initiatives and healthy lifestyles;
- Exhibit communication skills appropriate to leadership, student programming, and health and wellness activities.

LEARNING OBJECTIVES

Students will:

- Understand the historical and theoretical underpinnings of the discipline;
- Use critical thinking to identify, analyze, and evaluate discipline-specific information
- Understand, implement, and evaluate good discipline-specific practices;
- Demonstrate writing, speaking, listening, reading, and study skills;
- Demonstrate cultural fluency;
- Evaluate personal behaviors, skills, and attributes.

Courses Offered:

- GS 111: College Reading and Study Skills
- GS 160: Introduction to Leadership
- GS 170/370: Introduction to Student activities Programming: Theory and Application
- GS 180: Health and Physical Fitness

GS 300 Service Learning Abroad
GS 460: Leadership Applications

Note: GS leadership courses contribute to a Leadership Minor administered by the Professional Studies Division.

CRIMINAL JUSTICE STUDIES DIVISION

Criminal Justice

BACHELOR OF SCIENCE (B.S.) IN CRIMINAL JUSTICE

The mission of the Hilbert College Criminal Justice Department is to provide students with a challenging and relevant curriculum through a balance of liberal arts, career preparation and the integration of multiple disciplines. In addition to discipline specific knowledge, the Criminal Justice Program cultivates student skills in critical thinking, oral and written communication, research, analysis, technology and problem solving. The program develops student commitment in the areas of community service, personal accountability, global responsibility, and cultural diversity. It stresses ethical decision making, principled behavior and the importance of life-long learning and facilitates professional and career development in specialized fields.

A criminal justice professional has many career paths from which to choose. The public sector includes federal, state and local agencies which comprise the fields of law enforcement, probation, corrections, investigation, and special services. The private sector offers career opportunities in corporate security and juvenile treatment centers.

VISION STATEMENT

The Criminal Justice Department is dedicated to the advancement of student education and provides a balanced liberal arts curriculum integrated with practical experience by:

- Enhancing oral and written communication skills.
- Developing abilities in critical thinking, logical assessment and analytical problem solving and encouraging intellectual growth.
- Instilling an awareness and appreciation for the social and cultural diversity of society.
- Improving proficiency in multi-media research methods and technological fluency.
- Advocating service to the community.
- Infusing ethical decision making and principled behavior.

CRIMINAL JUSTICE

The Criminal Justice baccalaureate degree offers a program which provides students with a solid basis of knowledge and skills for service in various criminal justice fields. This degree gives students a broad liberal arts knowledge base and an understanding of the conceptual, organizational and practical dimensions of various criminal justice fields and agencies. The Criminal Justice program is designed to prepare students for employment in the field of criminal justice and also serve as preparation for graduate work in criminal justice, law, counseling, public administration or more technical areas concerned with organized and white collar crime. Criminal Justice majors are encouraged to take electives in their major that should assist in their career objectives and preparation. There are eight concentrations available that will assist in this development.

Internships are available in many of the concentrations.

Students pursuing the Bachelor of Science degree in Criminal Justice must fulfill the following requirements.

The Criminal Justice requirements include the following distribution of credit hours:

General Education Requirements (45)

COM 151 Public Speaking	3
EN 101 College Writing	3
EN 102 Writing in the Humanities	3
GS 101 Foundations Seminar	3
PS 402 Junior Symposium	3

Specific General Education Core Modules

General Education Elective	3
Intercultural Awareness Elective	3
Interdisciplinary Studies Elective	3
Literature/Arts Elective	3
MA 200 Topics in Statistics	3
Moral Reasoning (CJ 330 Ethics in CJ System)	3
Political Science/History/Geography Elective	3
Religious Studies Elective	3
Science Elective	3
SOC/PSY/ECO (SO 101 Introduction to Sociology)	3

All College Elective	3
All College Elective	3
All College Elective	3
All College Elective	3
All College Elective	3
All College Elective	3
All College Elective	3

MIS Elective (3)	3
------------------	---

Courses in Major (21)

CJ 101 Introduction to Criminal Justice	3
---	---

CJ 200 Introduction to Corrections	3
CJ 202 Introduction to Law & Justice	3
CJ 204 Crime and Society	3
CJ 305 Research Methods in Social Sciences	3
CJ 311 Police Management	3
CJ 405 Seminar in Criminal Justice	3

Upper Level Criminal Justice Elective	3
Upper Level Criminal Justice Elective	3
Upper Level Criminal Justice Elective	3
Any Level Criminal Justice Elective	3

Upper Level Credit Elective	3
Upper Level Credit Elective	3
Upper Level Credit Elective	3
Upper Level Credit Elective	3
Upper Level Credit Elective	3
Upper Level Credit Elective	3
Upper Level Credit Elective	3
Upper Level Credit Elective	3

(21)	
Liberal Arts Elective	3
Liberal Arts Elective	3
Liberal Arts Elective	3
Liberal Arts Elective	3
(12)	

All College Elective	3
All College Elective	3
All College Elective	3

Courses that may be used in the major: ECI 340, ECI 350, ECI 370, FS101, PSY 410, LW 302, LW/HS 410, HS 101, HS 210, CJ/HS/PSY 317, HS 205, HS 300, HS 302, HS 306 Those students considering graduate school should take CJ 402 Advanced Criminology Theory.

Criminal Justice Baccalaureate in Science Degree Student Planner

Semester 1

EN 101
CJ 101
SO 101 (SOC/PSY/ECO Elective)
GS 101 Foundations Seminar
General Education Elective (MA 099, MA 100 or EN 100 if required)

Semester 2

EN 102
CJ 202
General Education Elective
General Education Elective
All College Elective (100, 200) (MA 099, MA 100 or EN 100 if required)

Semester 3

COM 151
 CJ 200
 CJ 204
 General Education Elective
 General Education Elective

Semester 4
 CJ Elective (100, 200)
 General Education Elective
 General Education Elective
 All College Elective (100, 200)
 MIS Elective

Semester 5
 MA 200 (Math Elective)
 Liberal Arts Elective
 Liberal Arts Elective (300, 400)
 All College Elective (100, 200)
 All College Elective (100, 200)

Semester 6
 CJ 305
 CJ 311 Police Management
 PS 402 Symposium
 CJ Elective (300, 400)
 CJ Elective (300,400)

Semester 7
 CJ 330 (Moral Reasoning Elective)
 CJ 405
 All College Elective (100, 200)
 Liberal Arts Elective (300, 400)
 All College Elective (100, 200)
 (CJ Internship)

Semester 8
 CJ Elective (300, 400)
 Liberal Arts Elective (300, 400)
 All College Elective (300, 400)
 All College Elective (300, 400)
 All College Elective (300, 400)
 (CJ Internship)

CONCENTRATIONS IN CRIMINAL JUSTICE

Any criminal justice major may take a concentration in criminal justice by adhering to the following policy:

1. Apply by completing a form provided by the Office of Student Records which will be forwarded to the appropriate departments for evaluation.
2. Take eighteen hours of elective course work in the following areas: Take Both CJ 101, Introduction to Criminal Justice and CJ 204, Crime and Society.
3. Take one that relates to your area of request.
 CJ 102 Juvenile Delinquency (C or E)

CJ 103 Introduction to Security (H)
 CJ 200 Introduction to Corrections (A)
 CJ 202 Introduction to Law and Justice (D, F, or G)
 CJ 205 Drugs, Crime, and the CJ System (B)
 RH 205 Microcounseling or HS 203 Introduction to Counseling (C or E)
 Select exactly one group from A-H and take any 3 courses listed within the group (9 credit hours).

A. Corrections

CJ 300 Probation, Parole, and Community Based Corrections
 CJ 400 Advanced Issues in Corrections
 HS 300 Introduction to Chemical Dependency
 PSY 410 Forensic Psychology

B. Criminology

CJ 302 Juvenile Justice
 CJ 304 Organized Crime & Career Criminal
 CJ 307 Women and CJ System
 CJ 320 Global Crime and Comparative CJ Systems
 CJ 334 Analysis of Sexual Offenses & The Sex Offender
 CJ 335 Diversity Issues in CJ OR SO 306 Cultural Diversity
 CJ 402 Advanced Criminological Theory
 CJ 417 Violent Phenomena

C. Family Violence

CJ/HS/PSY 316 Family Violence
 CJ/HS/PSY 317 Family Violence Treatment
 CJ 334 Analysis of Sexual Offenses & The Sex Offender
 CJ 416 Advanced Issues in Family Violence
 CJ 417 Violent Phenomena
 HS 203 Introduction to Counseling OR
 RH 205 Microcounseling
 HS 300 Introduction to Chemical Dependency
 HS 330 Violent Children
 HS 403 Family Counseling

D. Investigations

CJ 304 Organized Crime/Career Criminal
 CJ 314 Environmental Investigation
 CJ 315 Laws and Rules of Evidence
 CJ 404 Criminal Investigation/Criminalistics
 ECI 340 Intelligence Research Methods OR
 ECI 350 Law of Economic Crime
 FS 320 Interview and Interrogation Techniques

E. Juvenile Justice

CJ 302 Juvenile Justice System
 CJ/HS/PSY 316 Family Violence
 CJ/HS/PSY 317 Family Violence
 Treatment and Prevention
 CJ 402 Advanced Criminological Theory
 CJ/HS/PSY 416 Advanced Issues in Family Violence
 CJ 417 Violent Phenomena
 Counseling

LW/HS 410 Child/Family Law (Core)

F. Law

CJ 315 Laws and Rules of Evidence
 ECI 350 Law of Economic Crime
 LW 302 Introduction to Criminal Law and Procedure
 LW 312 Environmental Law (Core)
 LW 402 The U.S. Constitution: Legal and Historical Perspectives (Core)
 LW/HS 410 Child/Family Law (Core)

G. Police Management

CJ 310 Introduction to Policing/Professional Entry
 CJ 311 Police Management/Organization
 CJ 312 Police: Human Dimensions
 CJ 411 Police, Politics, and Professionalism
 CJ 412 Advanced Issues in Policing

H. Security

CJ 303 Retail Security
 CJ 321 Terrorism and Homeland Security
 CJ 333 Information Security
 CJ 403 Security Administration

Forensic Science/CSI majors are not eligible for Investigations as those classes are required in the FS/CSI program.

Criminal Justice

THE ASSOCIATE IN ARTS DEGREE

The Criminal Justice program is designed to prepare graduates for employment in the criminal justice areas of police work, courts, probation, parole, youth counseling, retail security, and private security. It also serves to prepare persons for careers in areas allied with the various enforcement fields or continued educational pursuits. The program is designed for in-service personnel as well as for persons wishing to prepare for service in the criminal justice fields.

The criminal justice requirements include the following distribution of credit hours:

General Education Requirement (36)
 COM 151 Public Speaking
 EN 101 College Writing
 EN 102 Writing in the Humanities
 GS 101 Foundation Seminar
 Mathematics (3)

Specific General Education Core Modules (21)
 Science Elective
 Religious Studies Elective
 Political Science/History/Geography Elective

Intercultural Awareness Elective
 Interdisciplinary Studies Elective
 Literature and Arts Elective
 Moral Reasoning Elective

Criminal Justice Concentration (18)
 Major Program (18)
 SO 101 Introduction to Sociology
 CJ 101 Introduction to Criminal Justice
 CJ 204 Crime and Society

All College Electives (6)
 MIS Elective

Criminal Justice Associate in Arts Degree Student Planner

(These suggestions may be interchanged based on availability and advisor input.)

Semester 1

EN 101
 CJ 101
 GS101 Foundation Seminar
 SO 101 (SO/PSY/ECO Elective)
 All College Elective
 (MA 099, MA 100 or EN 100 if required)

Semester 2

EN 102
 CJ Elective
 CJ Elective or CJ 204
 Intercultural Awareness Elective
 MIS Elective
 (MA 099, MA 100 or EN 100 if required)

Semester 3

COM 151
 Interdisciplinary Studies
 CJ Elective or CJ 204
 Literature and Arts Elective
 Religious Studies Elective

Semester 4

Science Elective
 MA 200 (Math Elective)
 Political Science/History/Geography Elective (HIS/GEO)
 Moral Reasoning Elective
 CJ Elective

Suggested Electives

PSY 101
 CJ 102, 103
 CJ 200, 202, 204, 205
 HI/CJ 207

HS 101, HS/SO 205, HS 210 (May be used as Criminal Justice Electives)

SECURITY MANAGEMENT

A sequence of six courses at the College that would lead to a letter of accomplishment in Security Management. The eighteen-hour sequence is composed of courses in College Writing, Public Speaking, Introduction to Security, Terrorism and Homeland Security, Information Security, Retail Security and Security Administration. The sequence may be taken as part of the Associate in Arts or Bachelor of Science Degree Program in Criminal Justice.

Security Management Certificate

EN 101, COM 151, CJ 103, CJ 321, CJ 333, CJ 403

THE INSTITUTE FOR LAW AND JUSTICE

The mission of the Institute for Law and Justice at Hilbert College is to support criminal justice, social service and related community support agencies by enhancing their ability to deliver services. Working with these agencies, the Institute will develop projects and seek funding from a wide variety of sources to conduct research that will enhance present knowledge related to issues of law and justice.

The goals of the Institute for Law and Justice are as follows:

- To assist criminal justice and associated community support agencies to produce positive community change. By facilitating such positive community change, Hilbert College and the Institute for Law and Justice will increase their visibility in the local and Western New York area as an institution that effectively strengthens agencies and promotes community improvement.
- To improve governmental, private and public inter-agency communications in an attempt to increase collaborative efforts that promote positive community change.
- To help educate the criminal justice community relative to innovations and promising ideas in the fields of law and justice.
- To establish within Hilbert College a research-based institution that provides faculty and students opportunities to grow intellectually.

Forensic Science/Crime Scene Investigation

BACHELOR OF SCIENCE

The mission of the Hilbert College Forensic Science / Crime Scene Investigation Department is to provide students with a venue for the realistic application of contemporary forensic science techniques used in the criminal justice

field. The program balances liberal arts, physical and social sciences and practical training to develop students' oral and communication skills, analytical problem solving abilities, aptitude for collaborative work, experiential learning and multimedia research competencies. It promotes service to community, ethical behavior, professionalism, personal accountability, respect for diversity and fosters commitment to life-long learning and intellectual growth.

VISION STATEMENT

The Forensic Science/Crime Scene Investigation Department is committed to the enrichment of student learning and affords a realistic venue integrated with a liberal arts curriculum by:

- Developing skills in oral and written communications and technical writing.
- Improving analytical and critical thinking abilities and problem solving strategies.
- Cultivating an understanding, appreciation and respect for the diversity of contemporary society.
- Advocating community service, accountability and global responsibility.
- Encouraging life-long learning and continued intellectual development and promoting professionalism and ethical behavior.
- Increasing competence in multi-media research methods and technology.

The Hilbert Forensic Science/Crime Scene Investigation degree is a four-year program which provides students with a solid base of knowledge and skills for service in a growing number of investigative agencies. It also prepares students for the pursuit of advanced degrees in criminal justice or forensic science.

Typical forensic science degrees focus on natural sciences in laboratory settings where evidence is analyzed. However, crime scene investigation, involves the proper identification, collection, and chain of custody of evidence to the forensic lab for analysis. Hilbert will provide a blend of the two areas with a strong emphasis on crime scene investigation and how it relates to the forensic lab.

The FS/CSI baccalaureate degree includes coursework in crime scene photography, laws and rules of evidence, bloodstain pattern analysis and fingerprint evidence. This background will promote a stronger more precise relationship between the crime scene unit and the forensic lab responsible for crime analysis. Such coursework will be embedded within a well-balanced social science bachelor's degree.

The FS/CSI program is intended to provide both college students and law enforcement personnel with the most current technological knowledge and practical applications in

crime scene investigation. These skills will enable students to obtain entry-level positions in a wide array of positions, including:

- Accident Investigator
- Arson Investigator
- Autopsy Technician
- Crime Scene Photographer
- Crime Scene Reconstructionist
- Crime Scene Specialist
- Criminalist
- Document Examiner
- Evidence Control Technician
- Firearms Examiner
- Lab Assistant
- Latent Fingerprint Technician
- Police Crime Scene Technician
- Trace Evidence Examiner
- Tool Mark Examiner

Additionally, the program will furnish veteran officers with career advancement opportunities available through specialized education in crime scene investigation.

General Requirements (51)

COM 151 Public Speaking
 EN 101 College Writing
 EN 102 Writing in the Humanities
 GS 101 Foundations Seminar
 PS 402 Junior Symposium

Specific General Education Core (33)

General Education Elective
 Intercultural Awareness Elective
 Interdisciplinary Studies Elective
 Literature/Arts Elective
 MA 200 Topics in Statistics
 Moral Reasoning (CJ 330 Ethics in CJ System)
 Political Science/History/Geography Elective
 PSY 101 Introduction to Psychology
 Religious Studies Elective
 Science (BI 114 Human Body)
 SO/PSY/ECO (SO 101 Introduction to Sociology)

All College Electives (Any Level) (15)

MIS Electives (3)
 Electives (12)

Lower Level (15)

FS 101 Introduction to Forensic Sciences
 FS 201 Introduction to Photography/Imagery
 CJ 101 Introduction to Criminal Justice
 CJ 202 Introduction to Law and Justice
 CJ 204 Crime and Society

Upper Level (36)

FS 302 Introduction to Forensic Photography/Imagery
 FS 318 Special Topics in Forensic Science I

FS 319 Special Topics in Forensic Science II
 FS 320 Interview and Interrogation Techniques
 FS 400 Photography/Imagery
 FS 401 Fingerprint Evidence
 FS 402 Trace Evidence/Arson-Firearms/Impression Evidence
 FS 403 Bloodstain Pattern Analysis/Crash Management/FS Report Writing
 FS 405 Advanced Seminar in Forensic Science
 CJ 305 Research Methods in Social Sciences
 CJ 315 Laws and Rules of Evidence
 CJ 404 Criminal Investigations/Criminalistics

Upper-Level Electives (6)

Liberal Arts Elective
 PSY 410 Forensic Psychology

Suggested Electives

Classes in Biology, Chemistry or Physics
 FS 499 Forensic Science Internship

Forensic Science/Crime Scene Investigation Baccalaureate in Science Degree Student Planner

Semester 1

EN 101
 CJ 101
 FS 101
 GS 101 Foundation Seminar
 General Education Elective
 (MA 99, MA 100 or EN 100 if required)

Semester 2

EN 102
 SO 101 (SO/PSY/ECO) Elective
 BI 114 (Science Elective)
 CJ 202
 General Education Elective
 (MA 99, MA 100 or EN 100 if required)

Semester 3

COM 151
 PSY 101
 CJ 204
 FS 201
 General Education Elective

Semester 4

MA 200 (Math Elective)
 FS 302
 General Education Elective
 General Education Elective
 MIS Elective

Semester 5

CJ 305
FS 320
FS 318
General Education Elective
All College Elective (any level)

Semester 6
FS 319
FS 400
PS 402 Junior Symposium
All College Elective (any level)
All College Elective (any level)

Semester 7
CJ 330 (Moral Reasoning Elective)
FS 401
FS 402
FS 403
All College Elective (any level)
(FS Internship)

Semester 8
CJ 315
CJ 404
PSY 410
FS 405
Liberal Arts Elective (300, 400)
(FS Internship)

** Students requiring MA 99, MA 100 or EN 100 should be advised to register for those classes during their 1st and/or 2nd semester

Business Administration courses are identified by the following prefixes: ACC, BUS, ECO, FIN, MGT, MIS, MKT

Liberal Arts: ART, BI, CH, CJ, CS, ECO, EN, LW, MA, PH, PHY, PSY, RH, RS, SO, SP

Mathematics & Natural Science: BI, CH, MA, PHY

Social Science: CJ, ECO, HI, HS, LW, PSY, RH, SO

PROFESSIONAL STUDIES DIVISION

Accounting

BACHELOR OF SCIENCE IN ACCOUNTING

The mission of the Accounting Program at Hilbert College is to provide quality educational opportunities to Accounting graduates, to discover and disseminate knowledge about the field of accounting through research and teaching, and

to provide relevant public service to the community. We strive to develop Accounting graduates who can analyze and solve problems, communicate articulately, use technology effectively, work as part of a team, and contribute to society.

To analyze, control, manage, forecast, and plan are all actions that involve the person who chooses accounting as a career. The professional roles that accountants fill vary widely depending upon the work environment. Public accounting, private corporate accounting, and government accounting are three general areas which offer a variety of professional positions to the practicing accountant.

Accounting, labeled the “language of business,” is the tool used to describe business practices and relationships. As a field of study, accounting complements other professional and academic disciplines resulting in a strong foundation upon which a life-long career can be built.

PROGRAM LEARNING OBJECTIVES

- Accounting graduates should be able to communicate effectively in writing and should be able to comfortably address groups of professionals and non-professionals alike from all disciplines.
- Accounting graduates should be able to demonstrate relevant complex computation skills and techniques to solve accounting or auditing problems.
- Accounting graduates should be able to use logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to accounting problems requiring “professional judgment.”
- Accounting graduates should be able to demonstrate proper business “acumen and decorum” in professional interactions and respond appropriately to business situations whether or not specifically related to the practice of accountancy.
- Accounting graduates should be able to recognize and respond thoughtfully to situations that present ethical dilemmas related to the practice of auditing or accountancy.
- Accounting graduates should be able to utilize and analyze accounting information systems; both computerized and non-computerized.
- Accounting graduates should be able to respond effectively to the impacts of globalization on accounting and auditing standards, methods and principles.
- Accounting graduates should be able to analyze the impact and capitalize on the strengths of diversity in all its forms on business in general and the practice of accountancy in particular.
- Accounting graduates should be able to demonstrate proficiency in the technical skills of accounting and auditing...specifically by applying authoritative guidelines to accounting and auditing problems; preparing and analyzing financial statements and identifying and using

- relevant information for decision making.
- Accounting graduates should be able to analyze and use the technologies of accounting information systems. Specifically, accounting graduates should be able to identify basic business processes and major components of transaction cycles; evaluate relevant controls within an information system; interpret relevant documentation for an accounting information system and effectively utilize a computerized accounting system.
- Accounting graduates should be able to identify and apply accountants' legal responsibilities and potential liability in a variety of accounting related situations dealing with tax and audit issues; specifically, an accounting graduate should be able to describe the legal and regulatory environment for accountants and identify the role, duties and responsibilities of accountants in fraud detection and prevention in public, private and governmental accountancy environments.

Accounting

BACHELOR OF SCIENCE DEGREE IN ACCOUNTING

The Bachelor of Science degree in Accounting combines specialized accounting courses, general business courses, and a strong foundation in the liberal arts. The program will provide a broad overview and maintain student options for various employment opportunities, professional certification, and graduate studies. The accounting curriculum will encourage a commitment to life-long learning and will develop a diverse set of skills in accounting graduates including technical competence, effective communication and interpersonal relations, critical thinking, and ethical awareness.

Specialized accounting courses include financial accounting, cost accounting, individual and corporate taxation, advanced intermediate accounting, advanced accounting, and auditing. A student must earn a C grade or better in each accounting course required for the major.

To accommodate a mix of student goals, which include enhancement of existing job skills and/or CPA certification, the program will offer both theory and application. A noteworthy course which will stress "application" is the accounting internship (ACC 400). This is an elective course taken in the student's senior year where the student sees firsthand how their education is applied in a very practical sense.

In addition, Hilbert offers three "tracks" of within the accounting curriculum consisting of the "Commercial Accounting" track, the "CPA" track and the "Economic Crime Investigation" track. While each track culminates in a Bachelor of Science in accounting degree, the difference

between the tracks lies in a specific combination of otherwise elective courses in accounting and other disciplines. These tracks prove a unique opportunity for the student majoring in accounting to specialize and focus their undergraduate education in a way to maximize their ultimate career potential whether they desire a career in public, private or governmental accounting. Students should consult with their academic advisor prior to the beginning the sophomore year as to the "track" they wish to pursue. Refer to the program sheets that follow for specific track course requirements.

Accounting graduates will be prepared to enter the field of public accounting, private accounting, and government accounting and will have met the education requirements to sit for the CPA exam*. Before becoming licensed, an accounting graduate may also be required to attain an additional 30 credit hours at the graduate level and meet the experience requirements of New York State.*

*Applies to those graduates applying for licensure before August 1, 2009. Applicants after that date must satisfy New York State's 150 credit hour requirement; see the New York State Society of Certified Public Accountants' website for further information on current licensing requirements at <http://www.nysscpa.org/trustedprof/1104/tp23.htm>. Additional information can also be found at the New York State Office of the Professions' website on CPA license requirements, go to <http://www.op.nysed.gov/cpa.htm>.

Program Requirements:

COMMERCIAL ACCOUNTING TRACK

General Education Requirements (45)

COM 151 Public Speaking
 EN 101 College Writing
 EN 102 Writing for the Humanities
 GS 101 Foundations Seminar
 PS 402 Junior Symposium

Specific General Education Core Modules

Intercultural Awareness
 Interdisciplinary Studies
 Literature and Arts
 General Education Elective
 ECO 204 Principles of Contemporary Macroeconomics
 Mathematics Module -*

*MA 146-Pre-Calculus

Moral Reasoning
 Political Science/History/Geography
 Religious Studies

Sociology/Psychology/ECO-*

*ECO 203 Principles of Contemporary Microeconomics
 Science Module

Lower Level Courses in Major (24)
 ACC 205 Financial Accounting

ACC 206 Managerial Accounting
ACC 270 Income Tax Theory & Practice
BUS 210 Principles of Management
BUS 217 Business Law I
MA 200 Topics in Statistics
MIS 205 Spreadsheet Software
Microsoft Excel
MIS Elective (Except MIS 120)

Lower Level Liberal Arts Elective (3)

Upper Level Courses in Major (300 & 400) (39)

ACC 310 Corporate Taxation
ACC 320 Intermediate Accounting I
ACC 321 Intermediate Accounting II
ACC 350 Advanced Intermediate Accounting
ACC 380 Cost Accounting
ACC 410 Advanced Accounting
ACC 420 Auditing
BUS 317 Business Law II
FIN 310 Managerial Finance
EN 340 Professional and Technical Writing
Finance Elective
BUS/ACC Elective
BUS/ACC Elective

Upper Level Liberal Arts Elective (300 & 400) (9)

Program Requirements:

CERTIFIED PUBLIC ACCOUNTING CPA TRACK

General Education Requirements (45)

COM 151 Public Speaking
EN 101 College Writing
EN 102 Writing in the Humanities
GS 101 Foundations Seminar
PS 402 Junior Symposium

Specific General Education Core Modules

Intercultural Awareness
Interdisciplinary Studies
Literature and Arts
General Education Elective
ECO 204 Principles of Contemporary Macroeconomics
Mathematics Module –MA 205 Calculus
Moral Reasoning
Political Science/History/ Geography
Religious Studies
Sociology/ Psychology/ECO
ECO 201 Microeconomics
Science Module

Lower Level Courses in Major (27)

ACC 205 Financial Accounting
ACC 206 Managerial Accounting
ACC 270 Income Tax Theory & Practice
BUS 210 Principles of Management
BUS 217 Business Law I
MA 200 Topics in Statistics
MIS 205 Spreadsheet Software Microsoft Excel
PH 205 Business Ethics
SOC 101 Sociology

Upper Courses in Major (300 & 400) (48)

ACC 310 Corporate Taxation
ACC 320 Intermediate Accounting I
ACC 321 Intermediate Accounting II
ACC 350 Advanced Intermediate Accounting
ACC 380 Cost Accounting
ACC 410 Advanced Accounting
ACC 420 Auditing
BUS 317 Business Law II
ECO 320 Money and Banking
EN 340 Professional and Technical Writing
FIN 310 Managerial Finance
FIN 410 Investments
MA 300 Topics in Statistics
MIS 320 Intro MGT Info Systems
BUS/ACC Elective
BUS/ACC Elective
Upper-Level Liberal Arts Elective (300 & 400) (3)

Program Requirements:

ECONOMIC CRIME INVESTIGATION TRACK

General Education Requirements (45)

COM 151 Public Speaking
EN 101 College Writing
EN 102 Writing in the Humanities
GS 101 Foundations Seminar
PS 402 Junior Symposium

Specific General Education Core Modules

Intercultural Awareness
Interdisciplinary Studies
Literature and Arts
General Education Elective
Mathematics Module
Moral Reasoning
Political Science/History/Geography
Religious Studies
Sociology/Psychology/ECO
Science Module

Lower-Level Courses in Major (30)

ACC 205 Financial Accounting
ACC 206 Managerial Accounting
ACC 270 Income Tax Theory & Practice

BUS 210 Principles of Management
 BUS 217 Business Law I
 CJ 101 Introduction to Criminal Justice
 CJ 204 Crime & Society
 MA 200 Topics in Statistics
 CIS 170 Computer SYS/Architecture &
 Operation Systems
 CIS 230 Database Management Systems

Upper-Level Courses in Major (300&400) (51)

ACC 310 Corporate Taxation
 ACC 320 Intermediate Accounting I
 ACC 321 Intermediate Accounting II
 ACC 350 Advanced Intermediate Accounting
 ACC 380 Cost Accounting
 ACC 410 Advanced Accounting
 ACC/ECI 313 Financial Investigations
 ACC 420 Auditing
 ACC 430 Fraud Examination
 ACC/ECI 450 Senior Seminar
 BUS 317 Business Law II
 CJ 333 Information Security
 ECI 340 Intelligence Research Methods
 ECI/CJ 350 Law of Economic Crime
 FIN 310 Managerial Finance
 EN 340 Professional and Technical Writing
 FIN 410 Investments

Accounting

ASSOCIATE IN APPLIED SCIENCE

The Accounting Program offers training in the professional skills necessary to perform the duties of an entry-level accountant. Accounting graduates will be able to seek employment as full charge bookkeepers and accounting clerks or assistants. The program also prepares Accounting graduates to continue their study of accounting at the baccalaureate level.

Accounting graduates will obtain a strong foundation in accounting and a broad background in various areas of business such as management information systems, business law and management.

Program Requirements:

General Education (12)
 EN 101 College Writing 3
 EN 102 Writing in the Humanities 3
 GS 101 Foundations Seminar 3
 COM 151 Public Speaking 3

Mathematics (3)
 MA 200 Topics in Statistics 3

Mathematics/Natural Science Elective 3
 Liberal Arts Elective 3
 Liberal Arts Elective 3

Social Sciences (6)
 ECO 203 Principles of Contemporary Microeconomics 3
 ECO 204 Principles of Contemporary Macroeconomics 3

Accounting Concentration (15)
 ACC 205 Financial Accounting 3
 ACC 206 Managerial Accounting 3
 ACC 320 Intermediate Accounting I 3
 ACC 321 Intermediate Accounting II 3
 ACC 270 Income Tax Theory & Practice 3

Business Core (12)
 BUS 210 Principles of Management 3
 BUS 217 Business Law I 3
 MIS 205 Spreadsheet Software Microsoft Excel 3
 MIS Elective (Except MIS 120) 3

All College Elective 3
 Program Requirements: Total Credits 60

Business Management

BACHELOR OF SCIENCE IN BUSINESS MANAGEMENT

The Bachelor of Science (B.S.) degree in Business Management (MGT) prepares students for today's challenging and highly competitive business environment. The curriculum is based on critical knowledge, marketable skills, and specific competencies critical to successfully managing in the global economy. In addition to helping students build core knowledge in business, the B.S. in Business Management focuses on specific skills and competencies in functional, business, and strategic areas of management.

Additional emphasis on research, quantitative and statistical analysis, information technology, communication and leadership skills, global business, cross-cultural management, and business ethics result in a comprehensive education and training for management students. Students also receive experiential training through fieldwork assignments and the final capstone strategic management course in order to bridge the gap between practice and theory. A major goal of the Business Management program is to help students develop a Management Skills Portfolio (MSP) that will be valuable in pursuing management careers or graduate education and training in business and related areas.

Course #	Course Name	Credits
MGT 331	Corporate Legal Environment	3
MGT 332	Corporate Financial Management	3

MGT 333 Marketing Management	3
MGT 334 Operations and Supply Chain Management	3
MGT 401 Human Resources Management	3
MGT 430 Organizational Behavior & Change Management	3
MGT 404 Fieldwork/Internship	3
MGT 490 Strategic Management and Business Policy	3
Business Management Elective	3
Business Management Elective	3
Major Courses	30

ECO 203 Principles of Contemporary Macroeconomics	3
ECO 204 Principles of Contemporary Microeconomics	3
ACC 205 Financial Accounting	3
ACC 206 Managerial Accounting	3
BUS 200 Introduction to Business Management	3
BUS 301 Applied Business Statistics	3
BUS 302 Computing & Management	3
BUS 304 Ethics, Leadership and Management	3
BUS 334 Small Business Mgt. & Entrepreneurship	3
BUS 335 Information Technology & Management	3
BUS 344 Introduction to International Business	3
Foundation Courses in Major	33

COM 151 Public Speaking	3
EN 101 College Writing	3
EN 102 Writing in the Humanities	3
GS 101 Foundations Seminar	3
PS 402 Special Topics (Junior Symposium)	3
General Requirements	15

Intercultural Studies elective	3
Interdisciplinary Studies elective	3
Literature & Arts elective	3
MA 145 College Mathematics	3
Moral Reasoning elective	3
Political Science/History or Geography elective	3
Religious Studies elective	3
Science elective	3
CORE Educational Modules	24

MA 146 Precalculus	3
Liberal arts elective - any level	3
Liberal arts elective - any level	3
All College elective - any level	3
All College elective - any level	3
All College elective - any level	3
Additional Requirements	18

Total Credits required for B.S. 120

The Bachelor of Science (B.S.) degree in Global Business Management (GBM) meets the needs and demands of today's global economy, which is complex, highly integrated, and multifaceted. The GBM curriculum prepares students to meet new challenges in global markets by providing broad-based knowledge and understanding of topics and concepts in global business, as well as specific business skills and competencies for employment with businesses and multinational corporations, non-government organizations (NGOs), multilateral banks, and government agencies.

The GBM curriculum effectively integrates college liberal arts core courses with a strong foundation in global business principles and functions, including global operations, global culture and human resources management, global communication and marketing, global economics, finance, accounting, and legal environment in global commerce. The GBM major will help students develop marketable hard and soft skills critical to today's global business environment. Thus, the "student professional skills portfolio" will be a big point of emphasis and an important measurable outcome for graduates of the GBM program.

Course #	Course Name	Credits
GBM 349	Cross-Cultural Communication & Management	3
GBM 352	Global Economic Environment	3
GBM 354	Legal Environment in Global Business	3
GBM 355	Global Logistics & Supply Chain Management	3
GBM 358	Cross-Cultural Marketing Management	3
GBM 398	Global Accounting & Financial Management	3
GBM 404	GBM Fieldwork/Internship	3
GBM 430	Global Organizational Change & Leadership	3
GBM 490	Global Strategic Management	3
	Upper Level Business elective	3
	SPECIALTY COURSES IN MAJOR	30

ACC 205	Financial Accounting	3
ACC 206	Managerial Accounting	3
BUS 200	Introduction to Business Management	3
BUS 301	Applied Business Statistics	3
BUS 302	Computing & Management	3
BUS 304	Ethics, Leadership & Management	3
BUS 334	Small Business Mgt. & Entrepreneurship	3
BUS 335	Information Technology & Management	3
BUS 344	Introduction to International Business	3
	FOUNDATION COURSES IN MAJOR	27

COM 151	Public Speaking	3
EN 101	College Writing	3
EN 102	Writing in the Humanities	3
GS 101	Foundations Seminar	3
PS 402	Special Topics (Junior Symposium)	3
	GENERAL REQUIREMENTS	15

	Language elective - Level 1	3
	Interdisciplinary studies elective	3

Global Business Management BACHELOR OF SCIENCE IN GLOBAL MANAGEMENT

Literature and Arts elective	3
MA 145 College Mathematics	3
Moral Reasoning elective	3
Political Science or History or Geography elective	3
Religious Studies elective	3
Science elective	3
ECO 203 Principles of Contemporary Macroeconomics	3
ECO 204 Principles of Contemporary Microeconomics	3
GENERAL CORE REQUIREMENTS	30
MA 146 Precalculus	3
Language elective - Level 2	3
Language elective - Level 3	3
All College elective - Any Level	3
All College elective - Any Level	3
All College elective - Any Level	3
ADDITIONAL REQUIREMENTS	18
TOTAL DEGREE REQUIREMENTS	120

Small Business Management

BACHELOR OF SCIENCE IN SMALL BUSINESS MANAGEMENT

According to recent census statistics, there are approximately 20 million small businesses operating in the U.S. economy. Small businesses account for 39% of the country's gross national product, create two out of every three new jobs, and generate 2.5 times as many innovations per employee as do large firms. The Bachelor of Science (B.S.) in Small Business Management (SBM) is designed to meet specific management and human resource needs of small and medium-sized businesses. Given the importance of small businesses to the marketplace and job creation for the U.S. economy, this major prepares students to function successfully in small business environments by helping them gain knowledge and skills necessary to own, operate, and grow a small business. This program is ideal for the young entrepreneur or family member who hopes to carry on and eventually run the family business. The proposed major will help students gain broad-based knowledge and understanding of topics and concepts in business with added emphasis on small business management and entrepreneurship.

The coursework in this program effectively integrates college liberal arts core courses with a strong foundation in general business as well as specific functional areas of small business management, including operations, human resources management, communication and marketing, finance, and accounting. Additional emphasis will be on entrepreneurship, innovation, and preparation of business plans as financing and planning tools for small businesses.

Course #	Course Name	Credits
SBM 335	Small Business Operations Management	3
SBM 341	Legal Issues in Small Business Management	3
SBM 343	Integrated Marketing for Small Business Mgt.	3
SBM 398	Small Business Financial Management	3
SBM 404	SBM Fieldwork/Internship	3
SBM 401	Human Resources in Small Business Mgt.	3
SBM 430	Global Entrepreneurship	3
SBM 490	Small Business Strategic Management	3
	Business Elective - Upper Level	3
	Business Elective - Upper Level	3
	Major Courses	30
ACC 205	Financial Accounting	3
ACC 206	Managerial Accounting	3
BUS 200	Intro to Business Management	3
BUS 301	Applied Business Statistics	3
BUS 302	Computing and Management	3
BUS 304	Ethics, Leadership & Management	3
BUS 334	Small Business Mgt. & Entrepreneurship	3
BUS 335	Information Technology & Management	3
BUS 344	Introduction to International Business	3
	Foundation Courses in Major	27
COM 151	Public Speaking	3
EN 101	College Writing	3
EN 102	Writing in the Humanities	3
GS 101	Foundations Seminar	3
PS 402	Special Topics (Junior Symposium)	3
	General Requirements	15
	Intercultural Studies Elective	3
	Interdisciplinary Studies Elective	3
	Literature & Arts Elective	3
MA 145	College Mathematics	3
	Moral Reasoning Elective	3
	Political Science or History or Geography Elective	3
	Religious Studies Elective	3
	Science Elective	3
ECO 203	Principles of Contemporary Macroeconomics	3
ECO 204	Principles of Contemporary Microeconomics	3
	Core Educational Modules	30
MA 146	Precalculus	3
	Liberal Arts Requirement - Any Level	3
	Liberal Arts Requirement - Any Level	3
	All College Elective - Any Level	3
	All College Elective - Any Level	3
	All College Elective - Any Level	3
	Additional Requirements	18
	Total Credits for B.S.	120

Sports Industry Management

BACHELOR OF SCIENCE IN SPORTS

INDUSTRY MANAGEMENT

The Bachelor of Science (B.S.) degree in Sports Industry Management (SIM) at Hilbert is designed to provide students with a practical foundation in business disciplines coupled with the real world experience of internships. In addition to the practical application of business courses, students will complete a core liberal art curriculum that ensures that Hilbert graduates of the sports industry management program are confident writers, strong public speakers and have the ability to organize, plan and lead in a host of sport related industries.

Not everyone will end up working in major league sports, but there are countless opportunities in retail, the fitness industry, college programs, marketing and the recreation and tourism industries. Within this program, students will study marketing and business principles in the context of sports with specific courses such as sports economics, the legal environment in the sports industry, sports events management and marketing strategies for the sports industry.

Course #	Course Name	# Credits
SIM 331	Legal Environment Sports Industry	3
SIM 338	Sports Economics	3
SIM 343	Marketing Strategies in Sports Industry	3
SIM 348	Financial Management in the Sports Industry	3
SIM 398	Sales and Retail Management	3
SIM 402	SIM Fieldwork/Internships	3
SIM elective		3
SIM elective		3
SIM 410	Sports Events Management	3
SIM 490	Strategic Management in Sports Industry	3
SPECIALTY COURSES IN MAJOR		30
ACC 205	Financial Accounting	3
ACC 206	Managerial Accounting	3
BUS 200	Introduction to Business Management	3
BUS 301	Applied Business Statistics	3
BUS 302	Computing and Management	3
BUS 304	Ethics, Leadership & Management	3
BUS 334	Small Business Mgt & Entrepreneurship	3
BUS 335	Information Technology & Management	3
BUS 344	Introduction to International Business	3
FOUNDATION COURSES IN MAJOR		27
COM 151	Public Speaking	3
EN 101	College Writing	3
EN 102	Writing in the Humanities	3
GS 101	Foundations Seminar	3
PS 402	Special Topics (Junior Symposium)	3
GENERAL REQUIREMENTS		15
Intercultural Studies elective		3
Interdisciplinary Studies elective		3

Literature & Arts elective	3
MA 145 College Mathematics	3
Moral Reasoning elective	3
Political Science or History or Geography elective	3
Religious Studies elective	3
Science elective	3
ECO 203 Principles of Contemporary Macroeconomics	3
ECO 204 Principles of Contemporary Microeconomics	3
CORE EDUCATION MODULES	30
MA 146 Pre-Calculus	3
Sports Psychology	3
All College Elective - any level	3
All College Elective - any level	3
All College Elective - any level	3
All College Elective - any level	3
ADDITIONAL REQUIREMENTS	18
TOTAL DEGREE PROGRAM	120

Business Management

THE ASSOCIATE OF APPLIED SCIENCE (AAS) DEGREE

The AAS degree in Business Management provides the two-year student with introductory business and liberal arts courses in preparation for an entry-level business position or for enrollment in a related baccalaureate degree, an increasingly necessary level of education for job seekers. A student who completes Hilbert's AAS in Business may continue into Hilbert College's BS in Business Management.

Associate in Applied Science Degree
Business Management
(60 Credit Hours)

General Requirements (27)
EN 101 College Writing
EN 102 Writing in the Humanities
COM 151 Public Speaking
GS 101 Foundations Seminar

Specific General Education
ECO 204 Principles of Contemporary Microeconomics
ECO 203 Principles of Contemporary Macroeconomics
MA 145 College Mathematics
Interdisciplinary Studies
Intercultural mod

Foundation courses in major (27)
ACC 205 Financial Accounting
ACC 206 Managerial Accounting
BUS 200 Introduction to Business Mgt.
BUS 301 Applied Business Statistics
BUS 302 Computing and Management

BUS 304 Ethics, Leadership & Mgt.
BUS 334 Small Business Mgt. & Entrepreneurship
BUS 355 Infor Technology & Mgt.
BUS 344 Intro to International Business

Remaining coursework (6)

MA 146 Precalculus
All-College Elective

Computer Security and Information Assurance Program

BACHELOR OF SCIENCE IN COMPUTER SECURITY AND INFORMATION ASSURANCE

The mission of the Computer Security and Information Assurance Department is to prepare students to master the methods, processes, and techniques used in computer crime investigations and computer security issues. Students will also understand the core principles of information security—confidentiality, integrity, and availability. Students will develop the ability to recognize and resolve ethical problems that arise in internships and in the profession. Students will also possess the knowledge and skills to prepare them for professional careers in the public or private sector, or for graduate studies.

VISION STATEMENT

The vision of the Computer Security and Information Assurance Department is support student learning objectives by:

- Providing students with a combination of academic course work and practical hands-on and field experiences.
- Preparing students for employment in government service or in private industry in fields relating to computer crime investigations and computer security.
- Imparting in students the importance of life-long learning and professional development.
- Providing students with a strong foundation in professional ethics

STUDENT LEARNING OBJECTIVES

Students in the CSIA program will acquire the skills to achieve the following learning objectives:

- Identify, appraise and interpret the legal concepts relating to computer crime investigations and computer security issues.

- Compare, contrast, understand and appreciate the intelligence process as it relates to computer crime investigations and computer security issues within law enforcement and commercial enterprise.
- Understand their professional and ethical responsibilities to society, and recognize, analyze and resolve ethical problems occurring in the computer field.
- Interpret information security policies related to computer crime and security.
- Appraise and examine how law enforcement agencies use computers to investigate crimes.
- In addition to the technological issues, students will develop advanced skills in critical thinking, oral and written communication, and problem solving techniques.

A Bachelor of Science degree in Computer Security & Information Assurance gives students a background in the fields of computer crime investigation and computer security through a blend of courses from Criminal Justice, Accounting, and Computer Sciences. A dedicated Computer Security and Information Assurance Department lab, with up-to-date technological software and hardware, gives students practical, hands-on experience. The degree is designed to prepare students for entry-level professional employment, enhance skills for working professionals, or provide a foundation for graduate studies.

Increasingly sophisticated technology has allowed economic and computer crime enterprises to flourish. To deal with these contemporary types of crimes, corporate and government employers need qualified professionals with computer, and investigative skills. College graduates with this type of specialized training are in demand to deal with the sophisticated white-collar and computer crimes made possible by our technological age.

Careers that Computer Security and Information Assurance graduates have chosen include:

- Intelligence Analyst
- Special Investigator – Computer Crimes
- Information Assurance Specialist
- Credit card fraud investigator
- Health insurance investigator – Special Investigations Department
- Anti-Money Laundering Analyst
- Network Administrator
- Bank Security Department – Compliance Officer
- Compliance, Risk Management and Fraud Supervisor
- Forensic Examiner

General Education Requirements (45)

COM 151 Public Speaking
EN 101 College Writing
EN 102 Writing in the Humanities
GS 101 Foundations Seminar

PS 402 Junior Symposium

Specific General Education Core Modules

General Education Elective
 Intercultural Awareness
 Interdisciplinary Studies
 Literature and Arts
 MA 200 Topics in Statistics
 Moral Reasoning
 Political Science/History/Geography
 Religious Studies
 Science
 Sociology/Psychology/Economics
 SOC 101

Major Courses Lower Level (36)

ACC 205 Financial Accounting
 ACC 206 Managerial Accounting
 CJ 101 Introduction to Criminal Justice
 CJ 204 Crime & Society
 CIS 170 Computer Systems Comp. Architecture and OS
 CIS 220 Intro to Computer Programming C/C++
 CIS 230 Database Management Systems
 CIS 270 Introduction to Computer Networking
 MA 145 College Mathematics or Equivalent
 MA 180 Discreet Math
 All College Elective
 ECO 204 Principles of Contemporary Microeconomics

Major Courses: Upper-Level (36)

ACC/ECI 313 Financial Investigations
 CJ 333 Information Security
 ECI 340 Intelligence Research Methods
 ECI 345 Computer and Network Security
 ECI 350 Law of Economic Crime
 ECI 355 Computer Crime
 ECI 360 Computer Forensics
 ECI 410 Introduction to Cryptography
 ECI 450 Senior Seminar
 ECI/CJ/LW
 ECI/CJ/LW
 All College Elective
 Liberal Arts: Upper-Level (6)
 EN 340 Professional and Technical Writing
 Liberal Arts Elective

Computer Security & Information Assurance Program Planner

Semester 1

EN 101
 GS 101 SO 101
 CJ 101
 MA 145

Semester 2

EN 102
 COM 151
 CJ 204
 All College Elective
 CIS 170

Semester 3

ACC 205
 CIS 220
 MA 180
 Module
 ECO 203

Semester 4

ACC 206
 CIS 270
 MA 200
 CJ 333
 CIS 230
 Module

Semester 5

PS 402
 ECI 345
 ACC 313
 ECI 350
 All College Elective

Semester 6

ECI 355
 ECI 340
 EN 340
 Module
 Module

Semester 7

ECI 360
 ECI 450
 Module
 Module
 Liberal Arts Elective

Semester 8

ECI 410
 ECI/CJ/LW
 ECI/CJ/LW
 Module
 Module

Computer Security & Information Assurance Minor: ACC 205,
 CJ 101, CJ 102, Computer elective (CIS prefix), ACC/ECI 313,
 CJ 333 or ECI 340, ECI 350

Legal Studies

BACHELOR OF SCIENCE IN LEGAL STUDIES

The mission of the Legal Studies Department's paralegal degree programs is to provide students with versatile undergraduate degree programs based in a liberal arts setting with essential writing, communication, research and quantitative skills coupled with legal procedural, substantive and ethical knowledge from selected practice areas to prepare for professional positions in the legal or law-related fields or for graduate studies.

LEARNING OBJECTIVES

- Engaging in active learning to prepare for pre-professional and professional positions and/or graduate studies in the legal and law-related fields
- Drafting legal documents commonly used in civil, criminal, administrative and legal specialty practice areas
- Researching and writing using legal research sources to pose solutions for fact-based or theory-based problems found in legal and law-related fields
- Applying learned principles of legal ethics to ethical problems raised in legal specialty courses, internships, capstone seminars and professional settings
- Demonstrating acquired knowledge of selected procedural and substantive practices in legal specialty courses as preparation for internships, professional positions and/or graduate studies
- Learning legal principles and practices through integrative and collaborative methods in legal specialty courses, internships and capstone seminars

The Legal Studies Department's paralegal degree programs are approved by the American Bar Association, which requires periodic and rigorous review of the program's mission, curriculum and outcomes. The degree programs are designed to develop legal skills in a liberal arts setting reflecting the college-wide liberal learning goals. The programs prepare students for pre-professional and professional positions in legal and law-related fields and /or for graduate studies.

Legal assistants and paralegals are not attorneys and may not "practice law" as that is defined by state law. Program graduates work in diverse legal and law-related settings, including private law firms, corporate legal departments, government agencies, courts, financial institutions, human services agencies, not-for profits, and businesses. The programs provide a strong educational foundation for graduate studies in law, government, business, social work, legal administration, information science or other fields.

Students in the BS degree program may transfer in a maximum of 15 credits in legal specialty courses from other paralegal programs. Students in the AAS degree program may transfer in a maximum of 9 credits in legal specialty courses from other paralegal programs. (American Bar Association , Guidelines for Approval of Paralegal Education Programs, G-302.I.6.A)

Students in both the BS and AAS degree programs are required to take at least ten semester credits or the equivalent of legal specialty courses delivered in traditional classroom instruction . (American Bar Association , Guidelines for Approval of Paralegal Education Programs, G-302.J.1

The BS degree program provides the student with advanced legal procedural, substantive and ethical knowledge based in an upper level liberal arts setting to prepare for professional positions in legal or law-related fields and/or for continuing in graduate studies.

General Education Requirements (45)

COM 151 Public Speaking
 EN 101 College Writing
 EN 102 Writing in the Humanities
 GS 101 Foundations Seminar
 PS 402 Junior Symposium

Specific General Education Core Modules

General Education Elective
 Intercultural Awareness
 Interdisciplinary Studies
 Literature and Arts
 Math
 Moral Reasoning: LW 101
 Political Science/History/Geography
 Religious Studies
 Science
 Sociology/Psychology/Economics

Upper-Level Electives (27)

Liberal Arts (300/400) (6)
 All College 300/400) (21)
 Paralegal Program (36)
 LW 101 Law and Legal Ethics
 LW 103 Legal research
 LW 207 Civil Litigation: Practical Drafting, Discovery and Research Skills for Paralegals
 LW Elective Any Level (6)
 LW 300/400 Level (21)
 Accounting (9)
 ACC 205 Financial Accounting
 ACC 206 Managerial Accounting
 ACC 270 Income Tax Theory and Practice
 Computer Technology Skills (3)
 Computer Technology Skills

(MIS 120, or MIS 205 or MIS 206 or Higher Level)

Course Sequencing
Legal Studies Department
Paralegal program

Semester 1
EN 101, GS 101, LW 101,
GEN ED Elective, Math

Semester 2
EN 102, LW 103, Science, Intercultural Awareness Gen ED,
Computer Skills

Semester 3
ACC 205, COM 151, SO/PSY/ECO Gen ED, Literature and Arts
GEN ED, LW 207

Semester 4
ACC 206, Interdisciplinary Studies GEN ED, PoSci/Hist/
Geography GEN ED, Religious Studies GEN ED, Paralegal
specialty course-any level

Semester 5
PS 402, ACC 270, Paralegal specialty course-any level,
Paralegal specialty course –upper level, Liberal arts –upper
level

Semester 6
Paralegal specialty courses
Upper level (6 credits)
All-college-upper level (6 credits) Liberal arts –upper level (3
credits)

Semester 7
Paralegal specialty courses
Upper level (9 credits)
All-college –upper level (6 credits)

Semester 8
LW 401 (Internship) or LW 403 (Senior Capstone) 3-6 credits
All-college –upper level 9-12 credits
Total credits: 120

The AAS degree program provides the student with core writing, communication, research and quantitative skills based in a liberal arts setting coupled with the legal procedural, substantive and ethical knowledge from selected practice areas to prepare for entry-level pre-professional positions in legal or law-related fields or to continue in the department's BS degree program.

LEGAL STUDIES

Paralegal Program

ASSOCIATE IN APPLIED SCIENCE DEGREE (60)

General Education (12)
COM 151 Public Speaking
EN 101 College Writing
EN 102 Critical Interpretation of
Literature
GS 101 Foundations Seminar

Mathematics (3)

Mathematics/Natural Science (6)

Liberal Arts Electives (6)

All College Electives (3)

Paralegal Program (30)
LW 101 Introduction to Law and Legal Ethics
LW 103 Legal Research
LW Electives (12)

Business Core (9)
ACC 205 Financial Accounting
ACC 206 Managerial Accounting
ACC 270 Income Tax Theory and Practice

Computer Skills MIS 120 or
MIS 205 or MIS 206 or higher (3)

CONCENTRATIONS

Business/Corporate Concentration

In addition to completing the general degree requirements, students would take legal specialty and business electives, such as:

ACC 310 Corporate Taxation
LW 309 Business Organizations Law
LW/BUS 315 Labor Law
LW 320 Intellectual Property Law
LW 406 Bankruptcy Law or Consumer Protection Law
LW/BUS 408 Employment Benefits & Critical Issues in
Today's Workplace

Child and Family Law Concentration

In addition to completing the general degree requirements, students would take legal specialty and criminal justice electives, such as:

LW 206 Domestic Relations Law
LW 302 Introduction to Criminal Law and Procedure
LW/HS 410 Child and Family Law

CJ 302 The Juvenile Justice System
 CJ/HS/SO 316 Family Violence

Litigation Concentration

In addition to completing the general degree requirements, students would take legal specialty and unrestricted electives, such as:

LW 302 Criminal Law and Procedure
 LW 303 Advanced Legal Writing
 LW 310 Administrative Law
 LW 407 Trial Preparation and Practice for Paralegals
 ACC/ECI 313 Financial Investigations
 CJ 404 Criminal Investigation/ Criminalistics

Research and Writing Concentration Courses

In addition to the legal research and writing assignments integrated throughout the paralegal curriculum students may further enhance their research and writing skills by taking the following courses:

LW 303 Advanced Legal Writing
 LW 402 The United States Constitution: Legal and Historical Perspectives
 LW 407 Trial Preparation and Practice for Paralegals
 EN 340 Professional and Technical Writing

The Paralegal Studies Program is approved by the American Bar Association and is affiliated with the following professional associations and honor societies:

American Association for Paralegal Education
 Bar Association of Erie County (NY)
 Lambda Epsilon Chi
 National Federation of Paralegal Associations
 Paralegal Association of Rochester (NY)
 Western New York Paralegal Association, Buffalo

DIVISION OF SOCIAL SCIENCES

The Division of Social Sciences is home to an array of courses in History, Human Services, Liberal Studies, Philosophy, Political Science, Psychology, Rehabilitation Services, Religious Studies, and Sociology. These courses form the basis of a solid liberal arts education, support Hilbert College's Liberal Learning Goals, and General Education Curriculum.

The Division of Social Sciences comprises a variety of disciplines, offering an opportunity for students to engage in the study of various aspects of human behavior, the human condition, and the dynamics of social change and interaction. Courses in the Social Sciences enhance student

preparedness in the areas of communication, critical thinking, community involvement and leadership, qualitative and quantitative reasoning, and the foundations of ethical practice. Additionally, these courses introduce students to an array of complex and diverse perspectives that prepare students to live in a global society, live reflectively, and pursue lifelong learning.

Students within the Social Sciences Division may pursue degrees in Human Services, Liberal Studies, Political Science, Psychology, and Rehabilitation Services.

Degree programs within Social Sciences:
 Conflict Studies & Dispute Resolution: BS
 (Available as Accelerated Degree Program)

Human Services:	BS, AA
Liberal Studies:	BS
Political Science:	BS
Psychology:	BA
Rehabilitation Services:	BS

Human Services Bachelor of Science in Human Services

According to the U.S. Department of Labor, employment of social and human service assistants is expected to grow by nearly 34 percent through 2016. Job prospects are expected to be excellent, particularly for those with appropriate postsecondary education. A degree in Human Services affords graduates an array of career and graduate school options, making the baccalaureate degree a versatile choice among the helping professions. Hilbert College offers both the Associate of Arts in Human Services for those seeking entry level positions as well as the Bachelor of Science in Human Services.

The Human Service degree program is designed for someone who seeks to make a difference in the lives of those who may experience a variety of social, physical, emotional, developmental or economic difficulties at any point across the lifespan. This may include work with young children, teenagers, families, or older adults. The Human Service professional is one who promotes improved service delivery systems by addressing not only the quality of direct services, but by seeking to improve accessibility, accountability, and coordination among professionals and agencies.

Students are made aware of the importance of community environments and how to assist individuals, families, neighborhoods and communities in developing strong, empowered networks. Through their coursework and internships, students grow personally and professionally to

become self aware, clear thinkers and effective problem solvers. Students are encouraged to experience what it is like to help others through agency based internships and various community volunteer activities through the Human Services Association.

MISSION AND VISION STATEMENT

The Human Services degree program prepares undergraduate students for leadership and service roles in a variety of settings and a range of positions. Students will acquire the knowledge and skills necessary to assist individuals, families, and communities to function as effectively as possible within their respective contexts. The Human Services program seeks to play a central role in student learning by:

- Providing a combination of academic course work and field/clinical experiences to develop skills in critical thinking, interpersonal communication, and ethical practices.
- Preparing students for employment in the public and private community-based human services fields.
- Preparing students for lifelong learning, personal growth and self-awareness.

PROGRAM LEARNING OBJECTIVES:

A course of study within the Human Services program will provide students the opportunity to develop skills and knowledge through a core set of program objectives through which students will:

- Understand the historical, legal and theoretical underpinnings of the discipline.
- Learn the skills, knowledge, values, and attitudes required of entry-level professionals.
- Appreciate all aspects of diversity and how they apply to the human condition.
- Instill the importance of moral and ethical behavior in personal and professional practice.
- Explore the continuing process of growth and self-awareness and its impact on professional development.

DESCRIPTION OF THE HUMAN SERVICES PROGRAM (BS):

The Human Services baccalaureate degree offers a high level of training which prepares the graduate to enter the work field as a well trained, competent professional. The student will be provided with a solid foundation of theoretical knowledge and professional skills which relate to various aspects of the profession such as direct service delivery to clients, social policies and environmental trends as they impact organizations and practice in human services. The

program offers a broad liberal arts knowledge base, as well as skills and competency in the student's personal and professional growth, communication and interpersonal skills, techniques in effective interviewing and assessment, problem solving, crisis intervention, counseling, case management and treatment of a broad range of problems likely to affect individuals, families and communities in need of services. As such, human service professionals may become employed in a variety of settings including social service agencies, schools, and businesses.

A unique feature of the program is an opportunity for students to pursue either a generalist or specialized base of knowledge. The Human Service student may select from among the various options available to specialize in: substance abuse/chemical dependency, law and human services, child and family practice, family violence, or rehabilitation. A sixth option is also available to students who prefer to pursue a more generalized approach to the profession. A broad range of selected elective courses are featured in an array of disciplines such as psychology, rehabilitation services, sociology, and criminal justice, as well as human services.

To supplement and enhance the in-class learning experience, internship opportunities are afforded to all students in various areas of interest. The Human Service baccalaureate program can furthermore serve as excellent preparation for graduate work in counseling, school counseling, rehabilitation counseling, psychology, sociology, and social work.

Students may choose from one or more of the following concentrations:

Option 1 Generalist

(12 credit hours)

CJ 102, CJ 204, CJ 302,

HS 300, HS 302, HS 306, HS 315, HS 320, HS 405

HS/CJ/PSY 316, HS/CJ/PSY 317, HS/PSY 330, HS/CJ/SO

307,HS/LW 410

HS/PSY 215, HS/PSY/SO 332

PSY 214, PSY 304,PSY 307, PSY 311, PSY 312, PSY 322, PSY

410, PSY 424

SO/LS 306

Option 2 Substance Abuse/Chemical Dependency (12 credit hours)

HS/PSY/SO 215, CJ 205, HS 300, HS 302, HS 306

Option 3 Law and Human Services (12 credit hours)

CJ 101, CJ 102, CJ 202, CJ 204, CJ 302

HS/LW 410, LW 201, LW 355

PH/PS 340, PS 336, PSY 410

Option 4 Child and Family Practice (12 credit hours)

HS 302, HS 315, HS 330, HS/PSY/SO 332,

HS/LW 410, LW 355, PSY 203

Option 5 Family Violence (12 credit hours)

CJ 101, CJ 202, CJ 204, LW 206

HS 315, HS/CJ/PSY 316, HS/CJ/PSY 317, HS/PSY 330, HS/LW 410

Option 6 Rehabilitation (12 credit hours)

RH 101, RH 201, HS/RH 204, RH 303, RH 305, RH 307

Sample Course Sequence in Human Services (BS):

Semester 1

GS 101 Foundation Seminar

HS 101 Introduction to Human Services

EN 101 Introduction to College Writing

Math/ Science

Gen Ed Elective

Semester 2

PSY 101 Introduction to Psychology

SO 101 Introduction to Sociology

EN 102 Critical Interpretation of Literature

Math/Science

Gen Ed Elective

Semester 3

HS/RH 210 Human Service Methods

HS/SO 205 Interpersonal Communication and Effectiveness

COM 151 Public Speaking

HS/RH Elective

Gen Ed Elective

Semester 4

HS/RH 203 Introduction to Counseling

MA 200 Statistics

Interdisciplinary Core I

HS/RH Elective

Gen Ed Elective

Semester 5

HS/RH 310 Human Service Ethics

Developmental Psychology Elective

Writing Centered Course

HS/RH Elective

PS 402 Junior Symposium

Semester 6

HS 308 Group Work in Human Services

HS 311 Organization, Policy & Practice

HS/RH 360 Internship I

HS/RH Elective

Gen Ed Elective

Semester 7

HS/RH 460 Senior Internship I

Research Centered Course

Interdisciplinary Core II

Gen Ed Elective

Gen Ed Elective

Semester 8

HS/RH 430 Senior Seminar

HS/RH 461 Senior Internship II

Gen Ed Elective

Gen Ed Elective

Gen Ed Elective

The Baccalaureate of Science Degree

Human Services

(120 Credit Hours)

General Education Requirements (15)

COM 151 Public Speaking

EN 101 College Writing

EN 102 Writing in the Humanities

GS 101 Foundations Seminar

PS 402 Junior Symposium

Specific General Education Core Modules (30)

General Education Elective

Intercultural Awareness

Interdisciplinary Studies

Literature and Arts

Mathematics

Moral Reasoning

Political Science/History/Geography

Religious Studies

Science

Sociology/Psychology/Economics:

SO 101 Introduction to Sociology

General Electives Liberal Arts (9)

(At least one Upper Level)

General Electives All College (6)

(At least one Upper Level)

Courses in Major:

Lower Level (100 & 200) (12)

HS 101 Introduction to Human Services

HS/RH 203 Introduction to Counseling

HS/SO 205 Interpersonal Communication &

Effectiveness

HS/RH 210 Human Service Methods

Upper Level (300 & 400) (21)

HS 308 Group Work in Human Services

HS/RH 310 Human Service Ethics

HS 311 Organization, Policy, & Practice in Human Services

HS/RH 360 Internship I

HS/RH 460 Senior Internship I

HS/RH 461 Senior Internship II

HS/RH 430 Senior Seminar

General Requirements for Major (15)

PSY 101 Introduction to Psychology

Developmental Psychology Elective
MA 200 Topics in Statistics
Writing Centered Course: Upper Level (EN 340, EN 341, EN 333, or EN 463)
Research Centered Course (HS/CJ/PSY 305, LW 300, or MA 300)
Electives in Major (12)
(At Least 3 Upper Level Social Science Courses)

Human Services

THE ASSOCIATE IN ARTS DEGREE
(60 Credit Hours)

The Human Services program offers a student a wide range of careers in the helping profession. Employment opportunities available to the Human Services graduate after completion of this two-year program include positions such as child care worker, mental health technician, community worker, recreation aide, activities aide and geriatric aide. Human Services graduates can also easily transfer into Hilbert's baccalaureate program in Human Services, as well as other such degree programs as Psychology, Sociology, Education, Special Education, Recreation, Criminal Justice, and Nursing.

General Education Requirements (12)

COM 151 Public Speaking
EN 101 College Writing
EN 102 Writing in the Humanities
GS 101 Foundations Seminar

Specific General Education Core Modules (9)
(Select three)

Intercultural Awareness
Interdisciplinary Studies
Literature and Arts
Math
Moral Reasoning
Political Science/History/Geography
Religious Studies
Science
Sociology/Psychology/Economics
All College Electives (9)

Courses in Major (15)
HS 101 Introduction to Human Services
HS/RH 203 Introduction to Counseling
HS/SO 205 Interpersonal Communication & Effectiveness
HS/RH 210 Human Service Methods
HS/RH 360 Internship I
General Requirements for Major (9)

PSY 101 Introduction to Psychology
SOC 101 Introduction to Sociology
Developmental Psychology Elective

Electives in Major (6)

Liberal Studies

BACHELOR OF SCIENCE IN LIBERAL STUDIES

The Liberal Studies student is a person who is interested in human nature, human wellbeing, and social issues such as justice, freedom, equality, and human rights. Moreover, Liberal Studies students typically seek to apply what they have learned to the real world and, thereby, positively affect the lives of individuals and whole communities. While choosing from an interdisciplinary curriculum that fuses together courses in Economics, Political Science, Philosophy, History, Geography, and Sociology, students will be able to prepare for careers in Law, Government, and Regional and Urban Planning. Students will receive a unique combination of professional preparation coupled with a broad-based Liberal Arts education. This combination appeals to employers who seek employees with both the specialized skills associated with professional training as well as the critical thinking, problem solving, and communication skills that are acquired through a Liberal Arts education.

MISSION AND VISION STATEMENT

The mission of the Liberal Studies program is to serve as an interdisciplinary branch of the social sciences. We prepare undergraduate students in the disciplines of history, political science, ethics and social philosophy, and interdisciplinary studies, instilling a world view of knowledge and values.

PROGRAM LEARNING OBJECTIVES:

A course of study within the Liberal Studies program will provide students the opportunity to develop skills and knowledge through a core set of program objectives through which students will:

- Develop and refine core skills in critical reading and listening,
- Synthesizing information, and articulating ideas and conclusions orally and in writing
- Value and be able to interpret the impact of race, gender, class, and power historically and in the contemporary world
- Develop the ability to use various modes of inquiry from the represented disciplines to think critically and independently, and solve problems
- Develop and refine skills in researching and synthesizing

information and articulating ideas and conclusions in writing

- Instill and encourage an interdisciplinary perspective in the research and analysis of information
- Develop a commitment to pursuing a life governed by respect for rights, integrity, and compassion.
-

DESCRIPTION OF THE LIBERAL STUDIES PROGRAM:

The Liberal Studies interdisciplinary curriculum offers students a high degree of flexibility. Each student is encouraged to explore the different fields found both within the Liberal Studies curriculum and the general Hilbert curriculum. A broad-based Liberal Arts education is essential to the development of skills in critical thinking and communication and, in addition, to the student's ability to foster a personal philosophy of life. Students will work closely with their advisors to tailor a unique set of courses to support their needs and interests. As each student identifies and clarifies his/her interests, advisors will also work with students to identify which of the many possible career paths in Law, Government, Regional Planning, and Education would be most rewarding.

To help determine and facilitate the career choices of students, each student is encouraged to take advantage of internship opportunities. Students may arrange semester-long internships locally or outside of the region in places such as Albany and Washington D.C. Internships help students gain real-world experience. In addition, students will be able to make useful contacts with professionals.

The combination of broad based Liberal Arts courses with internships enables students to make a seamless transition from the classroom to either the marketplace or to graduate school. Moreover, this unique combination of courses and opportunities allows the Liberal Studies student to make that transition with a powerful advantage over his or her competitors.

The Baccalaureate of Science Degree Liberal Studies (120 Credit Hours)

General Education Requirements (15)

- COM 151 Public Speaking
- EN 101 College Writing
- EN 102 Writing in the Humanities
- GS 101 Foundations Seminar
- PS 402 Junior Symposium

Specific General Education Core Modules: (30)

- General Education Elective
- Intercultural Awareness

Interdisciplinary Studies
Literature and Arts
Mathematics
Moral Reasoning
Political Science/History/Geography
Religious Studies
Science
Sociology/Psychology/Economics

All College (Any Level) (15)

Requirements in Major (21)

- COM/ENG 240 Art of Persuasion
- GEO/HI/PS 288 World History and Geography I
- GEO/HI/PS 289 World History and Geography II
- Liberal Studies Electives (12 credit hours, any level)
- Upper Level Requirements in Major (21)
- EN 340 Professional and Technical Writing
- EN 341 Advanced Writing
- Liberal Studies Electives
(15 credit hours, upper level)

Upper Level General Electives (18)

- Liberal Arts (9 credit hours)
- All College (9 credit hours)

A total of five All College and Liberal Studies electives may be used for semester-length internships.

Political Science

BACHELOR OF SCIENCE IN POLITICAL SCIENCE

Political Science is one of the cornerstone disciplines in the Social Sciences and at Hilbert, one of the major components of the Liberal Studies Program. Although the study of politics is almost as old as civilization itself, the modern study of Political Science is one of the most recently developed social sciences, only being recognized as a pursuit separate from history or law since about the turn of the previous century. Political Scientists are interested in many aspects of governments: their origins and preconditions, their growth and evolution, their problems and decline. Political Scientists are also interested in how governments are structured, how they make decisions and policies, and the consequences of those policies, both domestically and internationally.

Students are sometimes under the impression that Political Science is only concerned with elections or faraway debates in the halls of Washington or Albany. Many people have become cynical and have adopted an attitude that "politics doesn't affect me." For better or worse, almost every minute of our day is affected in some way by political decisions. We can choose to be aware of and learn about these forces and decisions that impact us, and perhaps, be an instrument

of change. As citizens and educated people, students are encouraged to learn about the political system in which we live.

MISSION AND VISION STATEMENT

The Political Science baccalaureate degree program prepares undergraduate students to assume leadership roles locally, nationally, and internationally through its emphasis on the informed analysis of government, political entities, and the political behavior of individuals and groups.

PROGRAM LEARNING OBJECTIVES

A course of study within the Political Science program will provide students the opportunity to develop skills and knowledge through a core set of program objectives. Students will:

- Understand the structures and process of American government commensurate with citizenship duties and an effective civil society
- Recognize the use and abuse of political power and authority
- Assess various perspectives with respect to their political philosophies
- Value politics from a global perspective

DESCRIPTION OF THE POLITICAL SCIENCE PROGRAM:

Political science encompasses the study of the institutions of government, the development and assessment of public policy, and the behavior of individuals and groups within those political arenas. In a rapidly changing world, a core understanding of diverse political landscapes, the multitude of factors that impact national and international relations, and the ability to clearly articulate one's political philosophies is essential for those pursuing political science as a foundation for their career. Furthermore, because political change impacts most aspects of our lives, it is a valuable course of study for those who simply seek to enhance their understanding of the world and its complex workings. The political science major will have an opportunity to explore the structures and processes of government, civil liberties, and human rights, the exercise of legitimate and illegitimate authority, the impact of globalization on the economy, American foreign policy, and events in history that have had a significant impact upon current political thinking. A unique aspect of this program is the opportunity for internship experience which affords students the advantage of hand-on experience in the field.

A degree in political science represents one of the broadest

degrees available in within higher education. Students majoring in political science graduate with excellent skills in critical thinking, writing, information research, and the ability to synthesize and articulate diverse perspectives. These skills enable graduates to select from a variety of careers including those in law, education, government, politics, national security, intelligence, journalism, public and non-profit administration, and political consulting to name a few.

The Baccalaureate of Science Degree Political Science (120 Credit Hours)

General Education Requirements (15)

COM 151 Public Speaking
EN 101 College Writing
EN 102 Writing in the Humanities
GS 101 Foundations Seminar
PS 402 Junior Symposium

Specific General Education Core Modules: (30)

General Education Elective
Intercultural Awareness
Interdisciplinary Studies
Literature and Arts
Mathematics
Moral Reasoning
Political Science/History/Geography
Religious Studies
Science
Sociology/Psychology/Economics

All College (Any Level) (6)

Strongly Recommended:
EN/COM 240 Art of Persuasion
MA 200 Statistics
PH 303 Introduction to Critical Thinking
PSY 305 Research Methods

Political Science Electives
(Any Level) (12)

Requirements in Major (15)
HI/PS 288 World History and Geography I
HI/PS 289 World History and Geography II
PS 101 Introduction to Political Science
PS 102 American Government
PS 224 State and Local Government

Upper Level Requirements in Major (18)
EN 341 Advanced Writing
Political Science Electives
(15 credit hours, Upper Level)

Upper Level General Electives (24)
Liberal Arts (9)

All College (15)

A total of five All College, Liberal Arts and Political Science electives may be used for semester-length internships.

5 Year - Combined BS in Political Science and MPA- Master's in Public Administration

The new and innovative combined BS/MPA program allows you to finish your BS in political science and simultaneously work on a master's in public administration. Students can begin taking graduate courses during their final two years as an undergraduate student. Graduate courses will count toward both the BS and the MPA degrees.

Admissions to the graduate school occurs during your junior year, without the need to take the Graduate Record Examination (GRE). As a result of beginning graduate courses during your undergraduate program, you will complete the master's degree more quickly. The combined program should allow you to finish both degrees in a 4 + 1 format (5 years), saving the student up to two semesters of graduate school.

Psychology

BACHELOR OF ARTS IN PSYCHOLOGY

Psychology is the degree for individuals interested in understanding the complexity and intriguing qualities of human behavior. While strengthening fundamental academic skills, students are encouraged to pursue individual interests through faculty-guided research projects, coursework in specialized areas of Psychology and participation in workshops, conferences and the Psychology Student Club. The goal is to develop the knowledge, skills and breadth of understanding needed for a professional career in fields such as mental health, social science research, teaching, or for admission to a graduate program.

MISSION AND VISION STATEMENT

The Social Sciences Division provides opportunities for baccalaureate students to obtain the essential skills, ethics and knowledge which are central to the study of psychology and sociology. Specific modes of thought, professional behaviors, and appreciation of the scientific method in the gathering and use of data are demonstrated and practiced through classroom experiences, conference attendance, academic advisement, individual research, extracurricular activities and informal interactions with faculty. For the Minor in Psychology or Sociology, the Social Sciences Division ensures students will acquire knowledge in key elements of the discipline. For students completing required Social Sciences courses as part of their major, an introduction to

fundamental theories and issues are provided.

The Vision of the Psychology program is to develop students who:

- Are keen and analytic observers of human behavior
- Value and seek diverse perspectives
- Use empirical and analytic approaches to data within professional and everyday contexts
- Use communication skills which enable them to clearly present their thoughts
- Are intelligent and compassionate persons capable of critically discerning issues that affect their personal, professional, and civic lives
- Are prepared for graduate studies and the world of employment

PROGRAM LEARNING OBJECTIVES:

Via a core set of program objectives, the Psychology program will provide learning opportunities for students in the major, minors and courses. These objectives are consistent with the goals of the American Psychological Association and the American Sociological Association.

Psychology

- Learn the concepts, language, and major theories of the discipline.
- Understand the appropriate application of psychological practices and theories in professional contexts such as research, teaching, counseling, testing and assessment.

Minor in Psychology

- Recognize Psychology as an applied science
- Understand the connections between multiple disciplines
- Appreciate the applicability of Psychology to create change
- Emphasize: ethics and values, research and critical thinking

Minor in Sociology

- Recognize Sociology as an applied science
- Understand the connections between multiple disciplines
- Appreciate the applicability of Sociology to create change
- Emphasize: ethics and values, research and critical thinking

DESCRIPTION OF THE PSYCHOLOGY PROGRAM:

Psychology courses are often required within various undergraduate programs as the understanding of human behavior can be quite valuable. For example, management students learn about group processes, decision making, motivation, and individual differences. Criminal Justice students learn about diversity, development of the healthy vs. unhealthy personality, and the basis of abnormal behavior.

For the student who wishes to major in Psychology, the Psychology program at Hilbert College offers an opportunity to explore specialized interests within the classroom, through research, and through formal and informal contact with faculty and other experts. The small faculty student ratio affords the development of skills and knowledge of the field often not available on an undergraduate level.

Students graduate with the ability to think critically and analytically, to communicate their ideas effectively, to consider human behavior on a scientific level, and to appreciate the nature of human similarity and diversity. Such abilities are desired by employers from all areas – human resources, business, research, and mental health, to name a few.

For those interested in graduate school, the Psychology program prepares students for this next level in their academic training. Fundamental knowledge, basic techniques in research and individual interests are developed. Admission to graduate school generally requires a strong background in Psychology and relevant experiences, high grades (B+ & above) and admission test scores, and letters of recommendation from faculty with whom the student has worked closely over an extended period of time. Numerous graduates from our program have furthered their training at the Master's and Doctoral level in specialized areas of Psychology such as Rehabilitation Counseling, Educational Psychology, and Social/Organizational Psychology.

Sample Course Sequence in Psychology:

Freshman Year

First Semester (15 credit hours)

Second Semester (15 credit hours)

PSY 101: Introduction to Psychology

PSY 102: Topics in Psychology

SO 101: Introduction to

EN 102:

Critical Interpretation of Literature

EN 101: College Writing

Developmental PSY Course [e.g., 3]

General Education Elective General Education Elective

General Education Elective General Education Elective

Sophomore Year

First Semester (15 credit hours) Second Semester (15 credit hours)

PSY 200 level Elective[e.g., PSY 206, 214, or 240] PSY 300

level Elective[e.g., PSY 304, 314, 307]

COM 151: Public Speaking

MA 200 Statistics

PSY 305 Research Methods

General Education Elective

EN 341 Advanced Writing

General Education Elective

General Education Elective

Junior Year

First Semester (15 credit hours) Second Semester (15 credit hours)

PSY 397: Junior Seminar

PSY 497: Senior Seminar I

PSY 300 level Elective[e.g., PSY 312,322 or 342]

Interdisciplinary Course II

EN 300 level Elective

PSY 300 Elective [e.g., PSY 310, 351, 316]

PS 402 Junior Symposium

Elective

Elective

Elective

Senior Year

First Semester (15 credit hours)

Second Semester (15 credit hours)

PSY 498: Senior Seminar II

PSY 430: History of Psychology

PSY 412: Tests and Measurements

Upper Level Elective [e.g., PSY 407, 410]

Upper Level Elective [e.g., PSY 406, 408]

Upper Level Elective

Elective

Upper Level Elective

Elective

Upper Level Elective

The Baccalaureate of Arts Degree Psychology

(120 Credit Hours)

General Education Requirements (45)

COM 151 Public Speaking

EN 101 College Writing

EN 102 Writing in the Humanities

GS 101 Foundations Seminar

PS 402 Junior Symposium

Specific General Education Core Modules

General Education Elective

Intercultural Awareness

Interdisciplinary Studies

Literature and Arts

Math - MA 200

Moral Reasoning

Political Science/History/Geography

Religious Studies

Science-PSY 240

Sociology/Economics

Liberal Arts (6)

General Electives-Any Level (12)

Courses in Major (30)

PSY 101 Introduction to Psychology

PSY 102 Topics in Psychology

PSY/CJ/HS 305 Research Methods in
Social Science

PSY 397 Junior Seminar

PSY 412 Psychological Tests and
Measurement

PSY 430 History of Psychology

1 from each area

Clinical: PSY 304, PSY 314,
PSY 424

Cognitive: PSY 312,
PSY 322, PSY 342

Development: PSY 201,
PSY 202, PSY 203

Social: PSY 307, PSY 310,
PSY 406, PSY 408

PSY 300/400 Level Courses (6)

Senior Honors or (2 upper-level social science electives)
(6)

PSY 497

PSY 498

Upper-level Courses and Electives (6)

EN 341 Advanced Writing

EN 300/400 or Writing Centered
Elective

All College (Upper Level) (9)

Rehabilitation Services

A Rehabilitation Service professional is someone who supports and assists an individual who has a disability in achieving their desired level of independent living, employment, and community integration. The Rehabilitation Service profession is based on the principles of equal opportunity and self-determination through informed decision making and coordination of appropriate services.

The Rehabilitation Services baccalaureate degree offers a level of training which prepares the graduate to enter the field as a skilled professional. Students will be provided with a solid foundation of theoretical knowledge and professional training that will prepare them to work in direct service delivery for people with disabilities. The program is built on a strong liberal arts base, with emphasis on disability awareness, medical and psychological aspects of disability, employment, assessment, problem solving, counseling and case management. The philosophy of individual choice and independent living forms the foundation for all instruction.

MISSION AND VISION STATEMENT

The Department of Human Services and Rehabilitation Services prepares undergraduate students for leadership

and service roles in a variety of settings and a range of positions. Students will learn the knowledge and skills necessary to assist people to live as independently as possible, to participate to the fullest extent in their communities and to assume greater control of their lives.

PROGRAM LEARNING OBJECTIVES:

A course of study within the Human Services program will provide students the opportunity to develop skills and knowledge through a core set of program objectives:

- Understand the historical, legal and theoretical underpinnings of the discipline.
- Learn the skills, knowledge, values, and attitudes required of entry-level professionals.
- Appreciate all aspects of diversity and how they apply to the human condition.
- Instill the importance of moral and ethical behavior in personal and professional practice.
- Explore the continuing process of growth and self-awareness and its impact on professional development.

DESCRIPTION OF THE REHABILITATION SERVICES PROGRAM:

This newly established baccalaureate degree program in Rehabilitation Services is the first in New York State and one of approximately 25 located throughout the United States. The curriculum provides a unique, marketable and community-responsive academic program of study.

The Rehabilitation Services curriculum provides students with the skills and knowledge necessary to work with a diverse group of people who have physical, emotional, and/or cognitive disabilities that impact their capacity to live and work independently in the community. Students will learn the importance of personal and societal perceptions and how to assist individuals to function effectively in their environments. Through their coursework and internships, students will develop a personal and professional approach to their work guided by knowledge, critical thinking and the ability to solve problems effectively.

To further develop what is learned in the classroom, two field placement/internship experiences over three semesters will provide hands-on experience in different environments to increase student knowledge, understanding, and marketability. Internship placements include state agencies, independent living centers, rehabilitation facilities, drug and alcohol rehabilitation units, schools, public social service agencies, and community integration agencies.

The Rehabilitation Services curriculum prepares students for entry-level positions in a variety of settings including rehabilitation centers, drug and alcohol programs, senior citizen centers, community mental health, mental retardation and developmental disabilities programs, corrections

systems, schools and hospitals. Additionally, this degree will prepare students for graduate work in a variety of areas including rehabilitation counseling, agency or school counseling, psychology, sociology, and disability studies.

Sample Course Sequence in Rehabilitation Services:

Semester 1

GS 101 Foundation Seminar
RH 101 Introduction to Rehabilitation Services
EN 101 Introduction to College Writing
Math/ Science
Gen Ed Elective

Semester 2

RH 201 Medical & Psychological Aspects of Disability
PSY 101 Introduction to Psychology
EN 102 Critical Interpretation of Literature
Math/Science
Gen Ed Elective

Semester 3

SO 101 Introduction to Sociology
COM 151 Public Speaking
HS/RH Elective
Gen Ed Elective
Gen Ed Elective

Semester 4

HS/RH 204 Basic Interviewing Skills
MA 200 Statistics
Interdisciplinary Core I
HS/RH Elective
Gen Ed Elective

Semester 5

RH 303 Vocational Services
Writing Centered Course
PS 402 Junior Symposium
HS/RH Elective
Gen Ed Elective

Semester 6

RH 305 Independent Living
HS/RH 360 Internship I
HS/RH Elective
Gen Ed Elective
Gen Ed Elective

Semester 7

HS/RH 430 Senior Seminar
HS/RH 460 Senior Internship I
Research Centered Course
Gen Ed Elective

Semester 8

RH 307 Disability and Society
HS/RH 461 Senior Internship II
HS/RH Elective
Gen Ed Elective
Gen Ed Elective

The Baccalaureate of Science Degree Rehabilitation Services (120 Credit Hours)

General Education Core (15)

EN 101 College Writing
EN 102 Writing in the Humanities
COM 151 Public Speaking
GS 101 Foundation Seminar
PS 402 Junior Symposium

Specific General Education Core Modules (30)

General Education Elective
Intercultural Awareness
Interdisciplinary Studies
Literature and Arts
Math
Moral Reasoning
Political Science/History/Geography
Religious Studies
Science
Sociology/Psychology/Economics: (SO 101 Introduction to Sociology)

General Electives Liberal Arts (9) (At Least One Upper Level)

General Electives All College (6) (At Least One Upper Level)

Courses in Major

Lower Level (100 & 200) (12)

RH 101 Introduction to Rehabilitation Services
RH 201 Medical/Psychological Aspects of Disability
HS/RH 204 Basic Interviewing Skills
HS/RH 210 Human Service Methods

Upper Level (300 & 400) (21)

RH 303 Vocational Services
RH 305 Independent Living
RH 307 Disability and Society
HS/RH 360 Internship I
HS/RH 460 Senior Internship I
HS/RH 461 Senior Internship II
HS/RH 430 Senior Seminar
General Requirements for Major (15)

PSY 101 Introduction to Psychology
Developmental Psychology Elective
MA 200 Topics in Statistics
Writing Centered Course: Upper Level (EN 340, EN 341, EN 333, or EN 463)
Research Centered Course (HS/CJ/PSY 305, LW 300, or MA 300)

Electives in Major (12)
(At Least 3 Upper Level Social Science Courses)

Upper Level (300 & 400) (21)
HS 308 Group Work in Human Services
HS/RH 310 Human Service Ethics
HS 311 Organization, Policy, & Practice in Human Services
HS/RH 360 Internship I
HS/RH 460 Senior Internship I
HS/RH 461 Senior Internship II
HS/RH 430 Senior Seminar
General Requirements for Major (15)
PSY 101 Introduction to Psychology
Developmental Psychology Elective
MA 200 Topics in Statistics
Writing Centered Course (Upper Level)
Research Centered Course

Electives in Major (12)
(At Least 3 Upper Level Social Science Courses)

Selected Specialization
Electives in Major may be selected from any of the following options:
Option 1 Generalist
Option 2 Substance Abuse/Chemical Dependency
Option 3 Law and Human Services
Option 4 Child and Family Practice
Option 5 Family Violence
Option 6 Rehabilitation

GENERAL EDUCATION COURSES

General Education courses are of a universal and foundational nature. They are not focused upon “majors” or academic or vocational specializations. The objective of the courses in the following modules is based upon those realities, experiences, and concerns which all human share by virtue of the common participation in the “human situation.” While majors and free elective courses give expression to the private or individual interests of students, general education courses make an attempt to concentrate upon the public or communal dimensions of human existence. The emphasis of General Education is upon our

shared values and beliefs, our shared sense of time and history, our shared relationships with nature, our shared membership in institutions and societies and our common cultural experiences. General education courses strive to speak meaningfully to the problems of the human condition and of modern culture, and seek to transmit to the student a common (and therefore shared) cultural and intellectual heritage.

General Education Course Modules:

Students must take at least one (1) course from each of the following modules:

Interdisciplinary Studies:

Courses in this module will help students to view topics from the perspective of two or more disciplines. Some courses may bridge concepts and ideas from two or more areas that are related to a single theme or topic, or they may combine diverse disciplinary perspectives within a single course. Courses within this module will fall into one or the other of these two models.

Intercultural Awareness

Students taking courses in this module will be better prepared to face the diversity of our ever changing world and the ever changing face of American society. Foundational courses in this module will help students understand and appreciate life from the perspective of non majority populations from around the world or within the fabric of everyday American life.

The Arts and Literature

Students taking courses in this module will be exposed to a broad survey of the content and methodology within each of these disciplines. These courses will provide students with a stronger knowledge of the fundamental modes of inquiry within the arts, will foster a greater appreciation of broad creative cultural traditions and movements within these disciplines.

Mathematics

Courses within this module will provide students with the opportunity to develop the foundations required for analytic and quantitative reasoning experiences that will enable them to make decisions, solve problems, and manipulate concepts within a mathematical framework or in courses where an understanding of mathematical and statistical systems is required.

Religious Studies

Taking courses in this module will assist students in articulating their own beliefs and attitudes toward an individual understanding of spirituality. In addition students will develop informed perceptions of other spiritual explorations as expressed in the major religions of the world. These courses may provide students with a broad and

fundamental exploration of religion and spirituality in the historical sense as well as a view of the role of religion in the world of today.

Moral Reasoning

Students pursuing courses in this area will come to understand ethics as defined as the analysis of values-based motivations/intentions/actions along with the consequences and evaluation of value-driven decisions. Courses in this module will provide students with substantial theory based instruction in moral reasoning but more importantly will teach students how to analyze, evaluate and derive conclusions using set criteria in a wide variety of circumstances.

Political Science/Geography/History

The diverse courses in this module will provide students with a broader understanding and exposure to our global society as viewed through the lens of history of individual nations and their political institutions. Studying the geography of both the world and selected countries will enhance the student's understanding of how geographical forces have shaped the development of nations and societies.

Sociology/Psychology/Economics

Foundational courses in the areas of sociology, psychology and economics will provide students with a basic understanding of human behavior and theories of causation in these divergent disciplines. Students taking courses in this module will gain broad understandings and knowledge that will be useful in a number of other programs and disciplines.

Physical Sciences

Courses in this module will provide students with fundamental and foundational knowledge of the physical sciences as well as a basic understanding of the principles and applications of scientific inquiry. Such knowledge will enhance the student's awareness and understanding of the role that the physical sciences play in our ever evolving planet.

Free Elective

To fulfill the requirement of this module, an elective will be chosen from one of the above mentioned modules. Students should consult with their academic advisor before choosing this elective as some programs/departments/divisions may prescribe which module may fit best into an individual student's academic program.

HONORS PROGRAM

The Honors Program at Hilbert College is designed to augment the specific qualities and mission of the College. Our program is decidedly student centered and holistic in nature. We educate the whole student, and we support the

whole student. We have designed a program that will foster excellence but will not isolate the student from a complete college experience.

Our criteria for admission mirror the Franciscan values upon which the College was founded. Our program offers the personal guidance and attention for which we are known. To this end, while we are looking for students who represent the highest caliber of academic excellence, we are also looking for those students whose life-choices outside the classroom demonstrate leadership skills, social commitment, or artistic interests.

The Honors Program at Hilbert College is a contract-based honors program. For maximum flexibility and complete integration, the program allows a student to enroll in regular classes and fulfill his/her honors requirements by completing special projects for Honors credit in those classes (typically one class a semester is taken for Honors credit). Called in lieu of projects, these are created by the faculty teaching the class and administered by the Honors Council. The in lieu of system allows Honors students to have the experience of working one-on-one with our highly credentialed Honors Faculty, both within their majors and without, from the first semester that they enroll. Such personal academic guidance is offered, if at all, only at the senior level at other institutions. In addition to this special attention, Honors students at Hilbert have student mentors for their first semester and personal advisement by members of the Honors faculty and by faculty within their majors.

Honors students also take the Freshman/Transfer Honors Colloquium (HON 105/305) in their first year at Hilbert College and will participate in a capstone experience. Finally, Honors students are asked to give something back to the community in the form of a modest amount of community service and one semester of mentoring.

Graduating with honors from Hilbert College will separate students from other applicants. Why? Completing an honors program shows that a student is more motivated, better prepared, and more self-reliant than his/her peers. Having "honors" on a degree says that the student can succeed in the challenges that face him/her because he/she already has a proven record of success. The Honors Program at Hilbert College is designed specifically with the student's interests and eventual success at the forefront.

In addition to the benefits mentioned above, the Hilbert College Honors student receives priority registration, a private lounge area with dedicated computers, and special educational opportunities.

To apply, all a student needs to do is to fill out an application, attach a one-to-three page narrative of self-assessment, and submit that along with a letter of recommendation from a professor or a person who has supervised him/her in an

extra-curricular community involvement.

For an application, write to

Dr. Amy Smith
Honors Program
Hilbert College
5200 South Park Avenue
Hamburg, NY 14075
Or call (716) 649-7900 (ext. 354).

Applications can also be downloaded from the College's website: <http://www.hilbert.edu/Public/file/HonorsApplication.pdf>

A SAMPLE OF CURRENT COURSES OFFERED FOR HONORS CREDIT*

In lieu of proposals are available for student review in the Honors Lounge (Paczesny 139) and on HCOOnline.

ACC 320 Intermediate Accounting

ACC 310 Corporate Taxation

ECO 201 Microeconomics
ECO 202 Macroeconomics

CJ/HS/PSY 316 Family Violence

CJ 405 Advanced Seminar in Criminal Justice

CJ 204 Crime and Society

ECI 350 Law of Economic Crime

FSI 101 Introduction to Forensic Science

FSI 318 Special Topics in Forensic Science

EN 205 World Literature

EN 302 Renaissance Literature

EN 315 World Mythology

EN 325 American Autobiography

EN 388 Women and Literature

EN 418 Romanticism

PH 205 Business Ethics

PH 305 Making of the Modern Mind I

PH 306 Making of the Modern Mind II

HI 308 Women's History

PS 102 American Government

PS 225 Regionalism and Community

PS 335 Genocide

PS 336 Justice

LW 103 Legal Research

LW 303 Advanced Legal Research

LW 402 U.S. Constitution

HS 101 Introduction to Human Service

HS/PSY 205 Interpersonal Communication and Effectiveness

HS 315 Child Welfare Services

HS/PSY/SO 332 Marriage and the Family
PSY 202 Adult Development and Aging

PSY 406 Cross Cultural Study of Psychology

MA 200 Statistics

*List is subject to change.

HONORS PROGRAM INFORMATION

- Eligibility requirements.
- 3.5 cumulative average.
- Full-time day status.
- Proven leadership qualities in any of the following areas: social commitment, arts, or athletics.
- Students may apply to the Honors Program at any time before the first semester of their junior year.

HONORS REQUIREMENTS

Curricular Requirements

Freshman/Sophomore Honors Colloquium (HON 105)

OR

Junior Honors Colloquium (HON 305)

One course for Honors credit per semester (students are required to take classes within their major and in the liberal arts for Honors credit)

One Capstone Colloquium in the senior year
Extra-Curricular requirements

20 hours of community service annually
One semester of mentoring first-year Honors Students

Benefits

- Recognition of Honors during the Commencement ceremony and on the Hilbert College transcripts
- Personal advisement by Honors Faculty in addition to the departmental advisement
- Priority registration
- Private lounge area with dedicated computers
- Special educational opportunities

Application Process

Students must fill out an application to the Honors Program and submit that along with a letter of recommendation from a professor or someone in a supervisory capacity within their extra-curricular activities.

Please note: the Honors Council will refer to transcripts. Therefore, new students must apply to Hilbert before or at the same time they apply to the Honors Program.

LEADERSHIP SCHOLARSHIP PROGRAM

The Hilbert College Leadership Scholarship Program is an intensive four-year experience designed to assist recipients to develop and refine their leadership skills. Students will be engaged in numerous experiential learning programs which allow them to become involved in the campus and the community in a meaningful way.

To accomplish these goals, the program makes use of a variety of methods to meet the unique learning styles of all participants. Workshops, distinguished speakers, service learning, and adventure-based programs are all important components of the program. Past participants have heard nationally known speakers such as Rudy Giuliani and Donald Trump, participated in leadership conferences, learned to sail, completed numerous community service projects, and survived white-water rafting.

Each year of the leadership program has a different focus. First-year participants will participate in self-assessment designed to familiarize them with their own strengths and areas for further development. In this first year program participants will take Introduction to Leadership (GS 160). Sophomore participants explore leadership in group settings, developing an understanding of the diversity around them while building team skills. Juniors hone their professional skills and job readiness through an intensive program which includes resume writing, interview skills, job search techniques, and even etiquette. In the senior year, students focus on goal-setting for their career and post-college life.

At all levels students are asked to be involved in campus activities or clubs in order to put into practice the concepts they have learned.

It is no secret that employers are seeking candidates who can demonstrate problem solving skills, team attitude, strong communication skills, and above all, leadership ability. The Leadership Scholarship Program is designed to help students develop these skills and stand out in a competitive job market.

Applications are mailed to qualified students upon acceptance to Hilbert College. To apply, students must complete the application and attach a one to two page narrative along with two letters of recommendation. Applicants are then invited to campus for an interview.

For more information, please contact:

Mr. James Sturm
Leadership Scholarship Program
Hilbert College
5200 South Park Avenue
Hamburg, NY 14075
or call (716)649-7900, ext. 231

Academic Minors

Hilbert students have the option of completing a minor while pursuing their baccalaureate degree. While the degree of specialization offered by a minor cannot match the depth of knowledge provided by a major in the same discipline, a minor can offer students the following benefits:

1. It can satisfy the student's personal interest in a particular subject area.
2. It can complement the student's major field of study.
3. It can be used to enhance the student's marketability in terms of career goals.

Definitions:

Minor: A minor is an optional group of courses outside the student's major

Concentration: A concentration is an optional group of courses within the student's major, A concentration is chosen for the purpose of specialization within one's major

Acceptance Criteria

A student who wish to pursue a minor needs to have achieved sophomore status and obtained the written permission of both the student's own department chair and of the chair of the department offering the minor. The student must achieve a grade of "C" or better in all courses to be used as part of the minor.

Documentation

Although a minor cannot appear on the diploma, it may be included on an academic transcript, thus providing the student with official documentation of this additional study.

The procedure will be as follows:

1. The student consults with her/his advisor before completing an application for a minor.
2. The student gets a form from the Office for Student Records, completes the form and submits it to the Registrar.
3. The Registrar checks the form to make sure that the student has filled it out appropriately (i.e., making sure that the student is not applying for a minor within her/his own major).
4. The Registrar attaches student's file to the application and forwards them to the Chair of the student's major.
5. The Chair either approves the application and forwards the application and file to the Chair offering the minor, or disapproves and sends a brief letter to the student notifying the student of the denial.
6. The Chair of the minor either approves the application, returning the application and file to the Registrar, and notifying the student by letter of acceptance, or disapproves and sends a brief letter to the student notifying the student of the denial.

List of Available Degree Minors

1. Accounting Minor: ACC 205, ACC 206, ACC 320, ACC 321, ACC 350, ACC 270, plus one of the following: ACC 380, ACC 310, ACC 410, ACC 430, ACC 420.
2. Digital Media and Communications Minor: COM 110, COM 170, COM 210, and 3 electives (two over the 300 level).
3. Professional Communications Minor: COM 151, EN 340, and 4 COM electives (3 at the upper level).
4. Criminal Justice Minor: CJ 101, CJ 204, plus one of the following (CJ 102, CJ 103, CJ 200, CJ 202, CJ 205, HS/RH 203, RH/HS 204 formerly RH 205), and three upper divisional courses from the following areas: Corrections, Criminology, Family Violence, Investigations, Juvenile Justice, Law, Police Management, and/or Security.
5. CSIA Minor: ACC 205, CJ 101, CJ 204, Computer elective other than MIS 120, ACC/ECI 313, CJ 333 or ECI 340, ECI 350.
6. English Minor: One 200-level survey and 5 upper division English electives following a prescribed distribution: One American lit; One British lit; One Genre, Period, or Special Topics course; Two upper divisional English electives.
7. Family Violence Minor: Six of the following: HS 203, HS 315, HS/PSY 330, HS 300, CJ 316, HS/CJ 317, CJ 416.
8. Forensic Science/CSI: CJ 101, CJ 204, FS 101, FS 318, FS 319, and choose one of the following: CJ 314, CJ 315, CJ 404, PSY 410.
9. Human Services Minor: Three of the following: HS 101, HS/RH 203, RH/HS 204, HS 205; HS/RH 310 and 2 upper division Human Services electives.
10. History Minor(American): HI 103, HI 104; and choose four (at least two at the upper divisional level): HI/CJ 207, HI 211, HI 212, HI 213, HI 214, HI 278, HI/PS 208, HI 308, HI 310, HI 401, HI/LW 402.
11. History Minor (General): HI 103, HI 104, HI 215; and choose four HI courses with at least 2 at the upper divisional level.
12. Leadership Minor: This minor consists of six courses, to include GS 160 and GS 460. The remaining classes are electives selected from a menu of choices designed to complement the various majors. Additional information may be obtained from the chair/assistant chair of the Professional Studies Division.
13. Philosophy Minor: Two lower level and four upper level philosophy courses.
14. Political Science Minor: Choose three of the following: PS 101, PS 102, PS 224, PS 212, PS 228; and, choose three of the following: PS 234, PS/HS 208, PS 333, PS 337, PS/PH 340, PS 367, PS 370, PS 400.
15. Psychology Minor: PSY 101, PSY 102, PSY 430 and one from each of the following groups: PSY 201, 202, or 203; PSY 312, 322, or 342; PSY 304, 314, 407 or 424; PSY 307, 310, 351, 406 or 408.
16. Rehabilitation Services Minor: RH 101, RH 201, HS/RH 204 or HS/RH 210, RH 303, RH 305, RH 307.
17. Sociology Minor: SO 101, SO 201, CJ/HS/PSY 305; three of the following: SO 301, SO 306, SO/CJ 307, SO/ECO 309, SO/CJ 320, SO/HS/PSY 332, SO/CJ 336; and any other two upper-level sociology courses.

HILBERT COLLEGE ONLINE

Many of Hilbert's classes are offered online. Students enrolled in online courses will be able to view class notes, listen to lectures, watch videos, and participate in discussions from a sound-enable computer that is hooked up to the internet. The "distance learning" classes are very convenient for students with busy schedules, because the classes do not run during a particular time slot. Instead, class material is kept online (archived) for at least a week, and students can, therefore, work their way through the material at any hour of the day or night. Moreover, students can listen to the lectures in installments, and additionally students can

replay all or parts of a lecture.

While the online format can be, and often is, a very effective learning environment, Hilbert encourages students to think carefully before they enroll in distance learning courses. Successful online students are those that are capable of self-discipline and good time-management. Procrastinators may find online courses difficult, because it can be tempting to rationalize doing the weekly assignments “later”. Although, any motivated and disciplined student can benefit from the online format, the students that benefit the most are typically non-traditional students with demanding work and family commitments.

Finally, online students will be given an orientation to the online class environment, and technical support is available throughout the duration of the course.

THE STUDY ABROAD PROGRAM

A semester of full-time study abroad greatly enriches a student’s liberal education and enhances the student’s ability to live in a global society. To offer this opportunity to our students, Hilbert College has developed an articulation with Arcadia University’s study abroad program, which consistently ranks either as the best or second best study abroad program in the nation. Hilbert students who wish to study abroad in their junior or senior year have the opportunity to apply to approximately 100 programs in the following fourteen locations: Australia, China, England, France, Greece, India, Ireland, Italy, New Zealand, Scotland, Spain, South Africa, Tanzania and Wales. Students who are interested in obtaining more information on study abroad should contact Dr. Michael Degnan at degnan@hilbert.edu.

TEACHER CERTIFICATION

Starting in 2004, the New York State Education Department has mandated that anyone wishing to teach in New York State public schools must have a master’s degree.

In response, Hilbert College has developed consortium agreements with two local graduate programs to allow Hilbert graduates to pursue a career in teaching. These agreements allow students to earn a master’s degree in education and, at the same time, earn certification in elementary, secondary, special education, or ESL (teaching English as a second language).

These collaborative agreements work in the following way: A Hilbert student may, in her/his senior year, take one graduate education course each semester, either at D’Youville College

or Medaille College. Since graduate courses are somewhat more expensive than undergraduate courses, the student pays her/his Hilbert tuition plus the difference in tuition at the graduate program’s college. However, once the student finishes the courses, the student gets to use the courses in two ways. First, the courses help the student complete the Hilbert baccalaureate degree; second, the courses will then count as six credit hours toward the master’s degree. Thus the program saves a student both time and money.

Students would then finish the masters/certification program at either D’Youville College or Medaille College, by taking eight more graduate courses plus a semester of student teaching. A student going full time would be able to complete the program in approximately eighteen months after graduation from Hilbert.

Students who are interested in this program should contact one of the Education Collaborative coordinators, Dr. Gordon Snow or Dr. Michael Degnan, for more information.

MASTER OF BUSINESS PROGRAM (MBA) Articulation with Saint Bonaventure University

Hilbert students who complete the baccalaureate degree in business administration and wish to pursue a master of business administration (MBA) degree at St. Bonaventure University are eligible for special consideration. Specific courses in the undergraduate curriculum may be used to satisfy graduate school requirements, thereby reducing the number of graduate courses necessary to complete the MBA. Students earning a grade of “C” or better in the indicated Hilbert College course(s) will be granted a waiver of the corresponding St. Bonaventure MBA course (up to a maximum of 21 credit hours of MBA course waivers). Students who earn the maximum number of course waivers will be able to earn their MBA from St. Bonaventure University with 30 credits of MBA coursework. Hilbert students who are interested may contact their academic advisor for details, or contact St. Bonaventure directly.

PROFESSIONAL ACCOUNTANCY

Hilbert College has an articulation agreement with St. Bonaventure University relative to accounting for those with a desire to sit for the Certified Public Accountant (CPA) exam. Its purpose is to afford students the opportunity to pre-plan their college careers, and to facilitate the process of enrollment in St. Bonaventure University’s 150-Hour New York State Licensure-Qualifying MBA program in Professional Accountancy (150 Hour program) by students earning their B.S. degree in Accounting from Hilbert College. Hilbert students who are interested may contact their academic advisor for details, or contact St. Bonaventure directly.

Saint Bonaventure University Discount

In addition to the articulation agreement summarized above, Hilbert alumni receive a 15% tuition discount when they attend any of St. Bonaventure University's graduate programs.

Saint Bonaventure campus at Hilbert College:

Saint Bonaventure University
Buffalo Weekend Graduate Center
5200 South Park Avenue
Hamburg, N.Y.
(716) 646-1500

ACCELERATED DEGREE PROGRAMS

ADP ADMISSION REQUIREMENTS

To be eligible for entrance into the Accelerated Degree Program, applicants must:

- Meet with the Director of the Center for Adult and Graduate Studies to review your transfer credits prior to enrolling.
- Have earned a minimum of 24 transferable credits from an regionally-accredited college.
- Complete the Hilbert College on-line ADP application at www.hilbert.edu/adp.
- Submit official transcripts from ALL prior colleges.
- Submit proof of high school graduation.
- Submit two letters of recommendation from employers, professional supervisors, colleagues, or previous professors.
- Have basic computer technology knowledge and access.

All materials, transcripts, etc., should be forwarded to the Director of the Center for Adult & Graduate Studies.

Applicants not meeting these minimum requirements may be admitted on conditional basis at the discretion of the college.

State law requires Hilbert College to collect immunization records from students taking six or more credit hours in any semester.

Conflict Studies and Dispute Resolution (ADP ONLY)

BACHELOR OF SCIENCE IN CONFLICT STUDIES AND DISPUTE RESOLUTION

The Bachelor of Science in Conflict Studies and Dispute Resolution is an interdisciplinary program in which students will have the opportunity to explore the nature of conflict

and resolution of conflict at three levels: interpersonal, community and organizational, and global. Students enrolled in this program are trained to assist individuals, families, communities, and organizations in their effort to resolve conflicts through the development and evaluation of solutions, creative problem solving, and the promotion of effective communication. A strong foundation of courses in the liberal arts provides the groundwork for the development of higher-level skills including critical thinking, creative problem solving, and effective written and communication skills. Conflict resolution is a highly interdisciplinary field that draws upon diverse areas of study in the social sciences including law, philosophy, psychology, human services, business, and economics.

This course of study is an excellent choice for completing a bachelor's degree. The skills developed in the courses and the broad liberal arts exposure will provide the necessary education employers look for in many fields....well beyond dispute resolution and mediation. The ability to solve problems, communicate effectively, and resolve conflict are desired in most career environments and should provide an attractive degree for a broad range of occupations in the job market. In particular, this degree program would be a wise choice if you are interested in career environments that focus on people, relationships or customer service, the counseling professions, social justice, law, education, and human resources.

Program Objectives - Upon completion of the program, students will be able to:

- Demonstrate the ability to communicate effectively at a professional level, both orally and in writing.
- Demonstrate an appreciation and understanding of the role of power, diverse perspectives, and conflict within interpersonal, family, and group interactions.
- Demonstrate and apply a theoretical orientation to professional practice.
- Demonstrate understanding of the historical and theoretical underpinnings of the primary theoretical approaches employed in dispute resolution.

The program will offer a series of core courses that explore:

- The complex nature and historical underpinnings of conflict, conflict theory, and analysis.
- Intervention strategies of conflict resolution including creative problem solving, mediation, negotiation, facilitation, and consensus building.
- The principles of restorative justice as a critical component of healing relationships between victim, offender, community, as well as the role of the justice system in that process.

Required Courses in Major (36)
CR 301 Dynamics of Conflict
CR 304 Communication & Conflict
CR 306 Facilitating Change through Creative Problem Solving

CR 308 Courtroom Alternatives
 CR 310 Labor Relations
 CR 312 Restorative Justice: Philosophy & Process
 PS/PH 330 Conflict & Cooperation
 HS/LW 410 Child & Family Law
 CR 401 Negotiation: Theory & Practice
 CR 402 Mediation: Theory & Practice
 CR 403 Facilitation & Consensus Building
 CR 404 Senior Seminar

Elective in Major (Optional)

CR 405 Conflict Studies Internship*

*CR 405 Conflict Studies Internship may be taken as an elective in order to provide students the opportunity for relevant field experience. The Internship will require 120 field hours at a location to be determined by the student, faculty advisor, and agency providing the practical experience. Students will register for CR 405 in a given semester and complete 120 field hours in no more than two consecutive sessions, i.e. 14 weeks. The program chairperson shall determine oversight of the internship.

General Education Requirements (12)

COM 151 Public Speaking
 EN 101 College Writing
 EN 102 Writing in the Humanities
 PS 402 Symposium

Specific General Education Core Modules (30)

General Education Elective
 Intercultural Elective
 Interdisciplinary Elective
 Literature and Arts
 Math
 Moral Reasoning
 Political Science/History/Geography
 Religious Studies
 Science
 Sociology/Psychology/Economics

All College – Upper Level (6)

Writing Centered Course
 General Elective

All College – Any Level (36)

General Electives

*Students are required to have 120 credits to graduate.

*Students may be eligible to transfer n up to 90 credits.

Organizational Development (ADP ONLY)

BACHELOR OF SCIENCE IN

ORGANIZATIONAL DEVELOPMENT

The Organizational Development program focuses on areas that are crucial to enabling managers lead their organizations to sustained growth and success. Students will learn the principles for promoting change in organizational leadership, resource allocation, and will acquire competencies in the functional areas common to virtually all organizations. These could include human resources, budgeting and finance, management, strategic planning, and mission integration. Students will analyze the global environment and related diversity topics. Consistent with Hilbert's overall philosophy, the Organizational Development program will explore contemporary ethical issues in the workplace and will reflect the liberal learning goals of the college.

One classic definition of organizational development comes from Richard Beckhard's 1969 Organization Development Strategies and Models: Organization Development is an effort (1) planned, (2) organization-wide, and (3) managed from the top, to (4) increase organization effectiveness and health through (5) planned interventions in the organizations "processes," using behavioral-science knowledge.

Program Objectives: Upon completion of the program, students will be able to:

- Explain the need for ongoing organizational change and methods for achieving the change.
- Promote positive change in the units in which they work.
- Utilize human resource practices in a way that results in achievement of organizational goal through employee development.
- Explain the impact of the global environment on an organization.
- Recognize and promote the opportunities associated with diversity.
- Analyze financial statements and construct budgets, which promote financial success.
- Identify real and potential ethical issues in the workplace and analyze causes and remedies.
- Plan for the short and the long term by applying the principles of strategic management and marketing.
- Apply communication, conflict management, and problem-solving skills that are required on a daily basis in order to promote positive change.
- Explain the role of macroeconomic factors on the organization at the local, domestic and global levels.
- Incorporate policies that reflect a partnership with the community and an obligation to take care of its resources.
- Promote a workplace that recognizes the dignity of every stakeholder and provides the opportunity for employees to discover and reach their potential.

Required Courses in Major (30)

OD 350 Introduction to Organizational Development

OD 360 Cultural Diversity
 OD 370 Economic Issues – Local to Global
 OD 380 Ethical Decision Making
 OD 390 Budgeting and Finance
 OD 400 Social Responsibility and Sustainability
 OD 410 Management Skills
 OD 420 Human Resources
 OD 430 Management and Marketing
 OD 440 Nature of Work: Capstone

Required Courses (12)

COM 151 Public Speaking
 EN 101 College Writing
 EN 102 Writing in the Humanities
 PS 402 Junior Symposium

Specific General Education Core Modules (30)

General Education Elective
 Intercultural Awareness
 Interdisciplinary Studies
 Literature and Arts
 Math 200 Topics in Statistics
 Moral Reasoning
 Political Science/History/Geography
 Religious Studies
 Science
 Sociology/Psychology/Economics

All College – Upper Level (12)

General Elective – Upper Level

All College – Any Level (36)

General Elective

*Students are required to have 120 credits to graduate.

*Students may be eligible to transfer in up to 90 credits.

Business Management (ADP)

BACHELOR OF SCIENCE IN BUSINESS MANAGEMENT

The Bachelor of Science (B.S.) degree in Business Management prepares students for today’s challenging and highly competitive business environment. The curriculum is based on critical knowledge, marketable skills, and specific competencies critical to successfully managing in the global economy. In addition to helping students build core knowledge in business, the B.S. in Business Management focuses on specific skills and competencies in functional, business, and strategic areas of management.

Additional emphasis has been placed on research, quantitative and statistical analysis, information technology,

communication and leadership skills, global business, cross-cultural management, and business ethics result in a comprehensive education and training for management students. Students also receive experiential training through fieldwork assignments and the final capstone strategic management course in order to bridge the gap between practice and theory. A major goal of the Business Management program is to help students develop a Management Skills Portfolio (MSP) that will be valuable in pursuing management careers or graduate education and training in business and related areas. Offering an integrated curriculum, Hilbert’s bachelor-level business management major prepares you with a firm foundation in accounting, finance, marketing, business law and planning. You will gain a solid foundation in computer-based technical skills, a broad liberal arts knowledge base, and an understanding of the world of economics, business and industry. You will become skilled in organization, motivation, teamwork, networking, leadership, and ethical decision making.

Required Courses in Major (30)

MGT 331 Corporate Legal Environment	3
MGT 332 Corporate Financial Management	3
MGT 333 Marketing Management	3
MGT 334 Operations and Supply Chain Management	3
MGT 401 Human Resources Management	3
MGT 430 Organizational Behavior & Change Management	3
MGT 402 Fieldwork/Internship	3
MGT 490 Strategic Management and Business Policy	3
Business Management Elective	3
Business Management Elective	3

Required Foundation Courses (33)

ECO 201 Principles of Contemporary Macroeconomics	3
ECO 202 Principles of Contemporary Microeconomics	3
ACC 205 Financial Accounting	3
ACC 206 Managerial Accounting	3
BUS 200 Introduction to Business Management	3
BUS 301 Applied Business Statistics	3
BUS 302 Computing and Management	3
BUS 304 Ethics, Leadership and Management	3
BUS 334 Small Business Management & Entrepreneurship	3
BUS 335 Information Technology & Management	3
BUS 344 Introduction to International Business	3

General Requirements

COM 151 Public Speaking	3
EN 101 College Writing	3
EN 102 Writing in the Humanities	3
GS 101 Foundations Seminar	3
PS 402 Special Topics (Jr. Symposium)	3
Core Educational Modules	
Intercultural Studies Elective	3
Interdisciplinary Studies Elective	3
Literature and Arts Elective	3
MA 145 College Mathematics	3

Moral Reasoning Elective	3	MPA 640 Research Methods in Public Administration
Political Science/History or Geography Elective	3	MPA 627 Human Resource Management
Religious Studies Elective	3	MPA 632 Financial Resource Development
Science Elective	3	MPA 637 Marketing and Public Relations
		MPA 644 Capstone
Additional Requirements		
MA 146 Precalculus	3	Core Course (3 credits each)
Liberal arts elective - any level	3	CC 500 Organizational Theory and Management
Liberal arts elective - any level	3	CC 510 Program Planning and Evaluation
All College elective - any level	3	CC 515 Finance and Budgeting
All College elective - any level	3	CC 520 Political and Policy Analysis
All College elective - any level	3	CC 505 Introduction to Graduate Statistics
Total Credits required for B.S.	120	Optional Programs

GRADUATE PROGRAMS

Master of Public Administration

The Hilbert College 36-credit hour Master of Public Administration program will prepare students with the credentials and skills necessary for promotion into managerial and leadership positions in nonprofit, governmental, and law-related organizations. The major program learning outcomes are as follows:

1. Design and evaluate organizational policies, projects and programs;
2. Analyze organizational, human resource and budgetary resources;
3. Evaluate the organizational and political dynamics affecting organizational policy issues.

The curriculum is an accelerated, cohort format that follows an established sequence of courses over an 18-month period. Each course lasts 5 weeks, meeting Wednesday evening and Saturday morning. The cohort model encourages the development of lifelong colleagues as students collaborate on group projects and discuss policy and subject matter related to the field of study.

The MPA program is academically rigorous, theoretically sound, yet practically based and focuses on providing future leaders with the skills and credentials necessary to succeed in any type of public agency. The optional Internship Experience, Managing Performance course and one-week study away experience will offer another unique perspective of public administration.

Required Courses (36 credits)
 MPA Course (3 credits each)
 MPA 625 Introduction to Public Administration
 MPA 631 Values and Ethics in Public Administration

Optional Programs

CC 599 Internship Experience*
 CC 688 Managing Performance: International Comparison
 CC 699 Study Away (Travel in April)**

*Optional for students who have not achieved full-time employment in their field. CC 599 is an additional course in the MPA program.

**If a student wishes to study away, they would be required to register for CC 688 and CC 699.

Graduate Admission Requirements

To be considered eligible for the entrance into the MPA program applicants must:

- Complete the Hilbert College on-line graduate application at www.hilbert.edu/grad
- Submit an admission statement/essay specifically addressing how the program will be of benefit to you and the community that you serve.
- Provide official transcripts from ALL prior colleges.
- Submit two letters of recommendation from employers, professional supervisors, colleagues, or previous professors.
- Submit a current resume.
- Possess relevant work experience.*
- Hold a baccalaureate degree from an accredited college or university having earned a 3.0 cumulative a grade point average (GPA), based on a 4.0 scale.*
- Complete a personal interview with the Director of the Center for Adult and Graduate Studies.

Neither the GMAT or GRE exam is required.

*Applicants not meeting these minimum requirements may be admitted on a conditional basis at the discretion of the graduate program chairperson.

Applicants whose native language is not English must submit a minimum TOEFL score of 550.

State law requires Hilbert College to collect immunization

records from students taking six or more credit hours in any semester.

Master of Public Administration: Health Administration

The Master of Public Administration: Health Administration degree at Hilbert College is designed to prepare students with the skills to succeed in public service and health care management positions in a wide variety of organizations. This program integrates the core curriculum of Hilbert's MPA with a special focus on health administration and services.

Graduates can utilize their MPA: Health Administration degree for a wide range of careers in public or health services administration, policy, evaluation, planning, consulting and related careers. Both experienced professionals and students in the first stages of their careers will benefit from the MPA: Health Administration at Hilbert.

The world of health services organizations, hospitals, public health infrastructure and related agencies require individuals who are knowledgeable about public health and the structure, organization and financing of health care systems. In addition, individuals in this field require sharp analytical skills, budgetary acumen and excellent human relations ability. The courses are designed to prepare students beginning their careers to be competent and effective leaders, and mid-career students to enhance their capacities as managers and leaders. Within this program, students develop a research level necessary to set the foundation for clear data driven decision-making. The program balances research with an additional focus on the need for values and ethics in public policy. As a result, Hilbert's program is consistent with its mission. It is expected that Hilbert graduates will go on to lead with a level of competency and integrity second to none.

Unique to Hilbert, the MPA: Health Administration curriculum includes an integrated research project threaded throughout the program. Unlike most graduate programs that ask for a final semester thesis, the Hilbert program allows for a more thorough application of theory and research since the project starts early in the program. The research act as a foundation upon which to ground and challenge theory to a practical application, culminating in a final capstone major project.

CURRICULUM:

MPA 630 Health Care Administration	3
CC 500 Organizational Theory & Management	3
CC 510 Program Planning and Evaluation	3
CC 515 Finance and Budgeting	3
CC 520 Political and Policy Analysis	3
MPA 642 Health Care Law and Ethics	3

MPA 640 Research Methods for MPA	3
MPA 635 Managerial Epidemiology & Statistics	3
MPA 627 Human Resource Management	3
MPA 636 Culture of Health Care	3
MPA 637 Marketing and Public Relations	3
MPA 644 Capstone Seminar	3
Total Credit Hours	36

Master of Criminal Justice Administration

The Hilbert College 36-credit hour graduate degree program in Criminal Justice Administration will prepare students with the practical, academic and professional skills needed to become effective and successful leaders. The major program learning outcomes are as follows

1. Demonstrate the ability to communicate effectively;
2. Critically analyze crime and justice issues and/or information utilizing theoretic, methodological, and statistical skill bases;
3. Demonstrate an understanding of core theoretical knowledge bases in criminology and criminal justice;
4. Demonstrate an understanding of social and cultural diversity;
5. Demonstrate the ability to critically evaluate and problem-solve in areas related to effective leadership including administrative, management, budget & finance, and organizational change.

The curriculum is an accelerated, cohort format that follows an established sequence of courses over an 18-month period. Each course lasts 5 weeks meeting Wednesday evening and Saturday morning. The cohort model encourages the development of lifelong colleagues as students collaborate on group projects and discuss policy and subject matter related to the field of study.

The CJA program is academically rigorous, theoretically sound, yet practically based and focuses on providing future leaders with the skills and credentials necessary to succeed in any type of criminal justice agency. The optional Internship Experience, Managing Performance course and one-week study away experience will offer another unique perspective of criminal justice administration.

Required Courses (36 credits)

CJA Course (3 credits each)
CJA 601 Proseminar in Criminal Justice Administration
CJA 640 research Methods in Criminal Justice
CJA 645 Nature and Causes of Crimes
CJA 650 Criminal Law and the Courts**
CJA 660 Policing in Contemporary Society**
CJA 670 Penology**

CJA 680 Capstone Seminar

Core Course (3 credits each)

CC 500 Organizational Theory and Management

CC 510 Program Planning and Evaluation

CC 515 Finance and Budgeting

CC 520 Political and Policy Analysis

CC 505 Introduction to Graduate Statistics

Optional Programs

CC 599 Internship Experience*

CC 688 Managing Performance: International Comparison

CC 699 Study Away (Travel in April)**

*Optional for students who have not achieved full-time employment in their field. CC 599 is an additional course in the MPA program.

**If a student wishes to study away, they would be required to register for CC 688 and CC 699.

Graduate Admission Requirements

To be considered eligible for the entrance into the MPA program applicants must:

- Complete the Hilbert College on-line graduate application at www.hilbert.edu/grad
- Submit an admission statement/essay specifically addressing how the program will be of benefit to you and the community that you serve.
- Provide official transcripts from ALL prior colleges.
- Submit two letters of recommendation from employers, professional supervisors, colleagues, or previous professors.
- Submit a current resume.
- Possess relevant work experience.*
- Hold a baccalaureate degree from an accredited college or university having earned a 3.0 cumulative grade point average (GPA), based on a 4.0 scale.*
- Complete a personal interview with the Director of the Center for Adult and Graduate Studies.

THE RESIDENTIAL ADMINISTRATION MENTORING PROGRAM (RAMP)

The "RAMP" program is a new initiative between Hilbert College and Baker Victory Services designed to provide MPA graduate students with an opportunity to intern with administrators in a non-profit organization while completing their academic requirements. The unique aspect of this initiative is that students accepted into this

competitive program would be housed at the BVS facilities in Lackawanna, NY for 18 months. The project is intended to provide an opportunity for students to mentor under an administrator within the BVS organization. Each student will work with their mentor for approximately 25 hours per week during the 18 months they are completing a master's degree at in public administration at Hilbert College. Students will engage in a variety of activities to include but not limited to research initiatives that meet the mission of both organizations but also the mission and learning objectives of the Master of Public Administration (MPA) program. Students would be required to register for an additional 3 credits CC599 Student Internship. This course would increase the student credit requirement for program completion from 36 credits to 39 credits

Baker Victory Services

An affiliate of Our Lady of Victory Homes of Charity, Baker Victory Services (BVS) is the evolution of the social programs begun in the late 1800s by Father Nelson Henry Baker. Located in Lackawanna N.Y., BVS is a non-profit charitable organization, which provides a wide range of services to children, youth, and families in need. Each year, more than 3,500 children and families of every race, color, and religion receive care from approximately 1200 full-time and part-time staff members in a number of fields including: daycare, early childhood education, school age education, residential, outpatient, adoption (both international and domestic), foster care, and dental services.

ADMISSION REQUIREMENTS:

Admission is based upon past academic performance, demonstrated ability and personal characteristics. Students are considered for admission without regard to their age, race, creed, sex, ethnic background, or physical handicap.

Proper visas and paperwork for study abroad are required prior to acceptance.

Students should have a strong command of both written and spoken English.

Students should be prepared to cover the cost of a Hilbert education without financial assistance prior to the college issuing any immigration documents.

In order to be considered for admission, results of a recent TOEFL exam should be submitted to Hilbert College; a minimum score of 500 (paper) or 173 (computer) is required. All full-time or part-time students born on or after Jan.1,1957 are required to submit verification of immunization for mumps, rubella, and measles prior to attending college.

ACADEMIC POLICIES

Hilbert College, as stated in the mission, is committed to providing students both a thorough grounding in general education and the liberal arts as well as specific knowledge and skills in their degree programs. To that end, the following are the foundations of academics at Hilbert.

Liberal Learning Outcomes

According to the Association of American Colleges & Universities, the “a truly liberal education is one that prepares us to live responsible, productive and creative lives in a dramatically changing world. It is an education that fosters a well-grounded intellectual resilience, a disposition toward lifelong learning, and an acceptance of responsibility for the ethical consequences of our ideas and actions.”

To achieve these broad objectives, Hilbert College believes that they cannot be taught in isolation but must be taught as an integral part of a cumulative, holistic curriculum that integrates into professional training the development of lifelong skills that transfer well to a wide variety of occupations

As part of these general educational goals, the curriculum is designed to promote the following six objectives cumulatively over the student’s time at Hilbert. All courses will indicate which of the six objectives they are designed to strengthen. Certain required courses will attempt to reinforce all six objectives. Thus, the student will consciously monitor the development of these skills until, in the student’s senior year; the student will register for a capstone experience which will measure the student’s mastery of these six goals.

Outcome 1: Students will acquire advanced core skills. These core skills will be in writing, speaking, listening, reading, quantitative skills, and technological fluency.

Outcome 2: Students will become interculturally aware and acquire openness to diversity: These skills include awareness and appreciation of world cultures, and languages, as well as of non-dominant groups and societies at home and abroad.

Outcome 3: Students will acquire effective reasoning and problem-solving skills: These include the development of multiple, sophisticated problem-solving strategies that transcend traditional discipline boundaries.

Outcome 4: Students will develop advanced research skills: These skills include knowledge regarding technology-enhanced research and the ability to recognize the validity of research information sources

Outcome 5: Students will develop skills in integrative learning: These skills include collaborative work combining

analytical and experiential learning

Outcome 6: Students will develop the ability to lead an examined life and value the need for lifelong learning. In a rapidly changing world, students will learn that these skills in self-renewal are essential both personally and professionally. General Education

Within the Liberal Learning outcomes, the General Education Core Curriculum is designed to provide foundational learning to prepare students for success in the specific skills of their professional program or major.

Thus, after completion of the General Education Core, a student will be able to demonstrate intermediate college level mastery of:

- Oral and written communication
- Mathematics and quantitative skills
- Critical thinking and problem solving skills

Students will also be able to demonstrate familiarity with basic concepts and knowledge in

- Humanities and Arts
- Social Sciences
- Ethics and moral reasoning
- Natural sciences

The General Education Core consists of:

45 Total hours

Specifically Required courses (15 hours)

English 101
 English 102
 COM 151 (Public Speaking)
 Foundations (first year) Seminar
 Junior Symposium

Modules: (One course required in each) (27 hours)

Intercultural Awareness
 Moral Reasoning
 Religious Studies
 Math
 Science
 Sociology/Psychology
 Political Science/History/Geography
 Literature and Arts
 Interdisciplinary Studies

Elective (chosen only from courses in modules above) (3 hours)

Note: These requirements apply to all students who enrolled as freshmen in fall 2009 or later or as transfers in fall 2010 or later. Students who enrolled earlier should consult the prior catalog and their advisor for their General Education requirements.

DEGREE REQUIREMENTS

Hilbert College awards the degrees of Bachelor of Arts (BA), Bachelor of Science (BS), Associate in Arts (AA), Associate in Science (AS), and Associate in Applied Science (AAS).

The Bachelor of Arts degree is granted upon completion of 120 credit hours (quality point rating of C = 2.0) primarily in liberal arts and sciences. A minimum of 45 credit hours must be completed in the upper division.

The Bachelor of Science degree is granted upon completion of 120 credit hours (quality point rating of C = 2.0) which satisfy particular program requirements. A minimum of 42 credit hours must be completed in the humanities, natural sciences and mathematics, and the social sciences. A minimum of 45 credit hours must be completed in the upper division.

The Associate in Arts degree is granted upon completion of 60 credit hours (quality point rating of C = 2.0) primarily in liberal arts and sciences. A minimum requirement of 48 credit hours should be distributed among the humanities, the natural sciences and mathematics, and the social sciences, with depth in at least one area. The Associate in Science and the Associate in Applied Science degrees require completion of an organized curriculum of 60 credit hours (quality point rating of C = 2.0) which must include at least 20 credit hours in the humanities, the natural sciences and mathematics, and the social sciences. There should be reasonable distribution of courses from the three categories.

COURSE LOAD

The normal course load is 15 credit hours. A semester credit hour represents one 50-minute class period per week or one 100-minute laboratory period per week for one fifteen-week semester. Most classes at Hilbert are 3-credit classes. More than 18 credit hours may be carried with the approval of the Department Chairperson. There is a fee for each credit hour beyond 18.

Registration for 12 or more hours constitutes full-time status.

ADVISEMENT

An effective advisement system is vital to maximum student success. The academic advisement program at Hilbert is a continuing process throughout the student's association with Hilbert. It is conducted through the assignment of each student to a faculty member with whom the student may consult on matters which, in the student's opinion, have some bearing on academic performance. It is coordinated by the Registrar. The program also insures compliance with curriculum requirements and counseling program services.

SUPPORT SERVICES FOR STUDENTS WITH DISABILITIES

The mission of Academic Services is to provide assistance to Hilbert students in a proactive, respectful and professional manner. Of critical importance to the fulfillment of this mission is the recognition of the unique and diverse needs of each student and the commitment to the pursuit of academic excellence and student success. Services are accessed through the Academic Services Center or by contacting the Director of Academic Services or the Associate Director. Students with disabilities requesting academic accommodations are asked to contact the Director of Academic Services as early as possible in the application process. Any information received by Academic Services regarding a disability will be treated in a confidential manner.

Services may include academic adjustments, modifications and auxiliary aids.

Specific accommodations may include:

- Testing modifications
- Note Takers
- Tape-recording classes

Additional information may be found in the "Student Guidelines, Policies and Procedures for Accessing Disability Services" manual, which is available at the Academic Services Center. (105 Bogel Hall)

ATTENDANCE

Students are expected to attend all classes, laboratory periods, and official activities as scheduled. Extended absences affecting course performance may necessitate withdrawal from courses. It is the responsibility of students to contact faculty to discuss their academic standing.

EXAMINATIONS

A student who misses an examination has the responsibility to contact the instructor for a make-up examination option, at the discretion of the instructor, and consistent with the instructor's make-up examination policy as stated in the instructor's syllabus.

GRADE REPORTS

A final grade report is posted online and students have access via self-service. Grades are no longer mailed to students.

GRADING SYSTEM

Letter Grade	Quality Point Average
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	.7
F	0
I	Incomplete
W	Withdrawal

The I grade may be assigned at the end of a semester if a student is unable to complete the coursework because of extenuating circumstances. The incomplete grade, when assigned, must be converted to a permanent grade by the end of the next full academic term (i.e., fall or spring).

The Quality Point Average (QPA) is determined by multiplying the number of credit hours for each course by the course grade quality points, then dividing the sum of these by the total credit hours for that semester.

The Cumulative Quality Points Average (CQPA) represents the average of all completed coursework and is determined by dividing the total number of quality points earned by the total number of credit hours earned for all semesters of study at Hilbert College.

Courses may be repeated to raise the Cumulative Quality Point Average at this college. When this alternative is chosen, the higher grade quality points are considered when computing the CQPA. Credit assigned to the particular course is only added once, not twice, into the total number of credit hours earned by the student. The old grade remains on the transcript. If repeating a course to receive a better grade, it does not count for financial aid. (If only taking 12 hours, you would have to take 15 hours to receive full-time financial aid.)

UNDERGRADUATE AND ACCELERATED DEGREE PROGRAM GRADING SYSTEM

Letter Grade	Quality Point Average
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7

C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	.7
F	0
I	INCOMPLETE
W	WITHDRAWAL

GRADUATE PROGRAM GRADING SYSTEM

Letter Grade	Quality Point Average	Scale
A	4.0	93 or above
A-	3.7	90-92.9
B+	3.3	87- 89.9
B	3.0	83-86.9
B-	2.7	80-82.9
C+	2.3	77-79.9
C	2.0	73-76.9
U	0	72.9 OR LESS
	Unsatisfactory	
I	INCOMPLETE	
W	WITHDRAWAL	
S	SATISFACTORY	

The I grade may be assigned at the end the end of a semester if a student is unable to complete the course work because of extenuating circumstances. The incomplete grade, when assigned, must be converted to a permanent grade by the end of the next full academic term (i.e., Fall or Spring). If coursework is not completed and a grade is not submitted to the Registrar by the end of the next full academic term, the I grade will converted to the completion plan default grade for undergraduate or a U grade at the graduate level.

The Quality Point Average (QPA) is determined by multiplying the number of credit hours for each course by the course grade quality points, then dividing the sum of these by the total credit hours attempted for that semester.

The Cumulative Quality Points Average (CQPA) represents the average of all completed coursework and is determined by dividing the total number of quality points earned by the total number of credit hours attempted for all semesters of study at Hilbert College.

Official Transcripts bear the signature stamp of the Registrar. The paper is colored blue and bears the College seal. In accordance with the Family Educational Rights and Privacy Act of 1974, this record cannot be released to a third party without written consent of the student.

ACADEMIC STANDING

REGULAR STATUS

Any student permitted to register is considered to be in good academic standing, possessing the potential to maintain satisfactory progress toward completion of a degree.

Students holding a QPA of 3.00 or higher in the most recent semester may petition the Office of the Academic Affairs to carry more than 18 credits in the next semester.

PROBATION AND DISMISSAL

Probation or dismissal occurs when the Cumulative Quality Point Average is below the designated figure for the appropriate credit hours. (See following breakdown.) Right of Appeal for reinstatement following dismissal may be exercised by contacting the Office of the Academic Affairs.

The College reserves the right to exclude at any time students whose academic standing, conduct, attitude, or health does not meet the standards upheld by the College. Students are guaranteed due process. A student not making satisfactory progress toward a degree is subject to academic dismissal.

ASSOCIATE DEGREE CHART

Credits Attempted	Academic Dismissal	Academic Probation
3 - 23	.99	1.00 -1.24
24 - 35	1.24	1.25 -1.50
36 - 47	1.49	1.50 -1.74
48 - 59	1.74	1.75 -1.99
60+	1.99	

BACHELOR DEGREE CHART

Credits Attempted	Academic Dismissal	Academic Probation
3 - 23	.99	1.00 -1.30
24 - 35	1.39	1.40 -1.74
36 - 45	1.49	1.50 -1.84
46 - 60	1.59	1.60 -1.89
61 - 75	1.69	1.70 -1.90
76 -105	1.89	1.90 -1.99
106+	1.99	

BACHELOR DEGREE CHART (CONTINUED)

Credits Attempted	Academic Dismissal	Academic Probation
12-29	Below 1.30	1.30-1.50
30-44	Below 1.50	1.50-1.74
45-60	Below 1.74	1.70-1.99

Credits Attempted	Academic Dismissal	Academic Probation
-------------------	--------------------	--------------------

12-30	Below 1.30	1.30-1.50
31-60	Below 1.50	1.50-1.70
61-90	Below 1.70	1.70-1.90
91-120	Below 1.90	1.90-1.99

Registration – Cancellation

A student's registration may only be canceled prior to the end of drop/add. No financial obligation will be incurred other than application fees, tuition deposits and dorm deposits which are non-refundable. All registration cancellations must be in writing and submitted to the Student Records Office.

Registration – Student Withdrawal

Once the student's class has met through drop/add, registration may not be canceled. Rather, the student must officially withdraw in writing from course registration at the Student Records Office. A financial obligation has been incurred at the end of drop/add period.

WITHDRAWALS

WITHDRAWAL FROM THE COLLEGE

Official withdrawal from the College maintains good standing and eligibility for readmission. To officially withdraw, the student must:

1. Secure a withdrawal form from the Student Records Office.
2. Fulfill all financial obligations with the Office of Student Finance. Have the staff person sign the withdrawal form.
3. Complete the withdrawal form. If the withdrawal is for all coursework, the signature of a Student Finance Official is required to ensure that all financial obligations (both cost-related and Federal and State Aid) have been fulfilled. Return the form to the Student Records Office. The signature of the Executive Director for Success and Retention is also required. When it is not convenient to withdraw in person, the process may be accomplished by a letter signed by the student and sent by certified mail, return receipt. The withdrawal will be recorded on the date on which the letter is received in the Student Records Office. All obligations must be fulfilled before withdrawal from the College is official.

WITHDRAWAL FROM A COURSE

Withdrawal from a course results in a W grade. This procedure is permitted up to nine weeks into the semester. The student should complete a withdrawal form which requires the signature of the program chair, the student's advisor, or the Executive Director of Student Success and Retention.

LEAVE OF ABSENCE

Students may request a leave of absence from Hilbert College for a stipulated period of time, not to exceed two consecutive academic semesters. A special form may be obtained from the Student Records Office, completed, and returned to that same office.

Students will receive written notification from the Department Chairperson informing them of the action taken on their requests.

Note: Requests for leave will not be reviewed if students are on academic dismissal or probation, have been subject to disciplinary action, have not met their financial obligations to the College, or are in arrears on student loans.

STUDY ABROAD

A student who will be studying abroad for a semester needs to complete a Study Abroad form in the Student Records office. The student must request that an official transcript be sent to the Office of Student Records for review and acceptance of transfer credits.

Upon return to the College, students must contact the Office of Admissions and complete an abbreviated application process for reinstatement, inclusive of payment of applicable fees.

GRADE GRIEVANCE POLICY

A student may dispute a final course grade received from an instructor through the following grade grievance policy. This policy is intended to provide for a fair and reasonable process of review of a student's dispute of a grade. The time limit to initiate a review of a disputed grade will be four (4) weeks after classes have started in the next semester.

Step One

A student should discuss a disputed grade with the instructor and the parties should attempt to resolve their differences on an informal basis. The instructor may authorize a change of grade after this step.

Step Two

If the student is still not satisfied, the student may submit a written request for review to the Department Chairperson within ten (10) academic days after meeting with the instructor. Both the instructor and student should submit a narrative statement with any appropriate documentation to the Department Chairperson to support their position.

The Department Chairperson must review the written statements from both parties within ten (10) calendar days. (If the involved instructor is the Department Chairperson, then the matter is referred to the Vice President for Academic

Affairs.)

The Department Chairperson will attempt to informally mediate and resolve the grade dispute. If this is not possible within ten (10) calendar days, the matter is then referred to the appropriate Subcommittee of the Curriculum, and Academic Policy and Procedure (CAPP) committee within ten (10) calendar days.

Step Three

The Curriculum, and Academic Policy and Procedure (CAPP) committee has ten (10) calendar days to review the written statements and other information submitted by the student, instructor and the Department Chairperson.

The Subcommittee will attempt to schedule a meeting among the parties within ten (10) calendar days. The purpose of the meeting is for the Subcommittee to provide an opportunity to informally hear both the student's and instructor's statements, and afford all parties access to any other statements or information gathered for review.

At the conclusion of the meeting, the Subcommittee will decide by majority vote whether to recommend a grade change. The Subcommittee must notify the student and instructor of their recommendation in writing within ten (10) calendar days after the meeting. The Subcommittee shall notify the Director of Student Records and the Vice President for Academic Affairs of a grade change within ten (10) calendar days of receipt of the Subcommittee's written recommendation.

Step Four

If a student is not satisfied with the Subcommittee's recommendation, the student may request formal review by the full Curriculum, and Academic Policy and Procedure (CAPP) committee within ten (10) calendar days. The Committee has the discretion to authorize a change of grade or terminate review of the grade grievance. The Committee must issue a decision within thirty (30) calendar days of such a review. The decision should be recorded in writing with copies retained to the Curriculum and Academic Policy and Procedure (CAPP) Committee's minutes and student's permanent file.

HILBERT COLLEGE STUDENT CODE OF ACADEMIC ETHICS

Introduction:

Academic dishonesty is a serious problem facing every academic institution, and it is important that appropriate procedures be put into place to reduce the harm done to the education process. While Hilbert has some policies already in place, it is necessary to strengthen the ability of the college to detect and properly deal with repeat

offenders without compromising the academic freedom and prerogatives of individual instructors. This plan will supplement existing tools, providing both professors and students with a measure of protection while more forcefully deterring academic misbehavior.

A student's conduct at Hilbert College is expected to reflect that of a person engaged in a serious endeavor—the pursuit of an academic degree. The College provides an environment that fosters critical thinking and judgment, and in order to safeguard the integrity of the institution, students are expected to follow the policies of the College and the faculty. To fulfill their part of that commitment, students must adhere to an academic code of ethics by refraining from participation in acts of academic dishonesty. The Student Code of Academic Ethics (hereafter referred to as the Code of Ethics) includes aspects of ethical conduct within the academic setting. The Code of Ethics ensures that students maintain the highest ethical standards when in the academic setting, when performing work in the classroom, and when completing work outside the classroom.

Students are expected to exhibit exemplary ethical behavior as part of the College community and society as a whole. Acts of academic dishonesty including cheating, plagiarism, deliberate falsification, and other unethical acts that may be specifically defined by a student's individual discipline are considered breaches of the Code of Ethics.

By attending Hilbert College, students accept this Student Academic Code of Ethics and agree to the following:

- Students must do all of their own work, unless otherwise specified by the instructor (for example, collaborative projects).
- Students must not cheat.
- Students must not help others to cheat.

Students who are unclear about the validity of an academic procedure that they are about to undertake should ask their instructor for guidance beforehand. Violations of the Code of Ethics will result in sanctions, including possible expulsion from the College.

ACADEMIC DISHONESTY:

Academic dishonesty is a violation of the Code of Ethics. It is the student's responsibility to seek guidance from the instructor, when he/she is unclear about any issue involving academic integrity. By matriculating at Hilbert College, students are automatically subject to the provisions of the Code of Ethics, and they are expected to uphold and support this Code of Ethics without compromise or exception. In addition, students are expected to comply with reporting procedures, when they notice any violation of the Code of Ethics.

Although it is ultimately a faculty member's choice, faculty are strongly encouraged to report all violations of the Code of

Ethics. A faculty member should report any violation to the chairman of the department in which the incident occurred. The chairperson of the department should then report the incident to the chairperson of the department of the student in question. Penalties for academic dishonesty may be loss of credit for the work in question, loss of credit for the course, suspension, or if two violations have been proven, expulsion from the College. Students have the right to dispute any action in accordance with the Student Grievance Procedure as described in the Student Handbook. Ignorance of any aspect of the Code of Ethics is not an acceptable defense.

Academic dishonesty shall include but not be limited to the following:

A. Cheating on examinations and assignments:

Cheating is obtaining an unearned academic advantage either through deliberate deception or indifference to the student academic code. A student is considered to be cheating if, in the opinion of the person administering an examination or test, the student gives, seeks, or receives aid during the test, examination, or other assigned class work. Examples of cheating include the following:

1. Copying answers from another person.
2. Deliberate alteration of graded material for a re-grade or grade correction.
3. Using any unauthorized resources during an exam, such as bringing notes to class on a scrap of paper, on an article of clothing, on one's person, on an electronic device, etc., or writing notes or answers on campus furniture or structures.
4. Asking for, giving, or receiving the answers to test questions.
5. Having another person/student take a test for a student.
6. Stealing or having in one's possession without permission any tests, materials, or property belonging to or having been generated by faculty, staff, or another student.
7. Fabricating data and information (i.e., laboratory and clinical results, case studies, interviews, etc.).
8. Submitting a previously graded paper or speech to a different instructor without that instructor's approval.
9. Submitting the same paper to two instructors simultaneously without both instructors' permission.

B. Plagiarism: Plagiarism is the presentation of others' ideas or written works as one's own. Written works can take the form of electronic or print media and could include—among other items—opinions, facts, and statistics. Examples of plagiarism include the following:

1. Copying or presenting material verbatim from any source without using quotation marks and the appropriate documentation or by using improper documentation of

the source, including any materials from the Internet or other electronic sources.

2. Copying from any source (print and non-print, including Internet websites), including altering a few words to avoid exact quotation, without the appropriate documentation or by using improper documentation of the source.
3. Rewording an idea found in a source but then omitting documentation or improperly citing the source.
4. Submitting as one's own any course assignment (i.e., a paper, speech, computer project, media presentation, studio project, lab report, etc.) created by someone else.
5. Having someone other than the student correct the mistakes on a paper or speech (someone may suggest revisions, but the work must be the student's).

Please note that "common knowledge" does not require a reference; however, a student may not be sure what constitutes "common knowledge." The golden rule is, when in doubt cite.

C. Aiding another student in committing an act of academic dishonesty. Helping someone else to cheat is against the Code of Ethics. Some examples may include the following:

1. Willfully offering to or taking from another student questions or answers to tests, examinations, oral and written assignments, presentations, clinical projects, etc.
2. Doing another student's assignment (in the classroom, laboratory, studio, or clinical setting; online; or outside of class), excluding collaborative learning assignments or joint assignments approved by the instructor. Some examples may include, but are not limited to, doing another student's homework or other assignment for him or her as opposed to showing the student how to do the work, correcting a student's misspelled word as opposed to identifying a misspelled word, or writing or re-writing a major portion of a student's assignment.
3. Taking a test for another student.

Consequences of Academic Dishonesty:

Ensuring academic honesty is everyone's responsibility. The excuse of ignorance is unacceptable in response to a charge of student academic dishonesty.

One act of academic dishonesty will result in the following consequences:

Failing (55) or zero (0) grade for the assignment or course to be determined by the professor.

The student's name should be submitted to the Provost/VPAA and kept on file until graduation or until a second offense occurs.

If the student is caught engaging in a second incidence of academic dishonesty, he/she will be expelled from Hilbert

College according to the following process:

Due process for alleged violations of the Code of Ethics

Step One: During orientation, students will sign an Academic Integrity Promise, which includes a description of the college's policy and procedures for academic dishonesty. Students will be provided with information about the nature of plagiarism and the damage to their lives and careers which will occur if they are found to have engaged in cheating.

Step Two: If a student is accused by faculty of academic dishonesty, the student may either accept or challenge the accusation. If the student acknowledges the dishonesty, the faculty member penalizes him or her according to whatever penalties that are described in the syllabus. The faculty member should then file an incident report within one business week to his/her department chair, who will forward a copy to the Provost/VPAA's office. Moreover, the faculty member will notify the student in writing within one business week (as a reminder of orientation instruction) that if the student is accused and proven of a second charge of academic dishonesty, he/she will be dismissed from the College.

Step Three: If the student challenges the faculty member's accusation, the matter will be presented to the faculty member's department chair. The chair will render a decision based on separate written reports submitted by both parties. If the chair's decision supports the faculty member and the student accepts the decision, a report will be filed in the Provost/VPAA's office. If the chair's decision supports the student's position and the faculty member accepts it, any report filed with the Provost/VPAA will be rescinded.

Step Four: If either the faculty member or student do not accept the decision of the chair and wish to appeal, the matter will be presented to the Curriculum, Academic Policies, and Procedures Committee (CAPP) within one business week of said accusation. Both parties and the department chair will then send written reports within one business week to the chair of that committee to render a final decision. If the committee's decision supports the faculty member, the report of dishonesty already filed in the office of the Provost/VPAA will remain in force. If the CAPP Committee instead supports the student, such a report will be removed. If either the faculty member or student does not accept the decision of the CAPP Committee, a report will be sent within one business week to the Provost/VPAA for a final decision.

Step Five: If a second report of academic dishonesty for the same student is filed in the Provost/VPAA's office and is sustained through the foregoing process, the student is

automatically expelled from the college by the Provost/VPAA.

MISUSE OF COLLEGE PROPERTY

Any tampering with Hilbert College computer software or computers is considered a serious misuse of College property and will be dealt with accordingly. Students guilty of such an offense are subject to immediate dismissal and possible legal action.

Honors and Awards

Academic Honors include:

- All full time students who earn 12 or more semester hours with a Quality Point Average of 3.3 or above and no grade lower than a C are named to the Academic Achievement List.
- Effective with the class entering Fall 2007, students will be awarded degrees with honors for achieving Quality Point Averages as follows and have completed at least 45 credit hours at Hilbert
 - cum laude: 3.6-3.74
 - magna cum laude: 3.75-3.89
 - summa cum laude: 3.9-4.0

Students who entered prior to fall 2007 will qualify for honors recognition at graduation if they achieve a QPA of 3.3 and above.

Honors Awards presented annually at Commencement Exercises are:

The Sister Mary Edwina Bogel Award is bestowed annually upon the female graduate whose character, intellectual achievement and devoted services to her fellow students and to the College render her outstanding.

John W. Kissel Man of the Year Award is made possible through the generosity of Mr. and Mrs. Walter J. Steffan and is granted to the male graduate whose character, intellectual progress, organizational ability, and participation in activities and programs of the College render him outstanding among his peers.

The Lambert Graham and Margaret Graham Award is bestowed annually upon the male or female adult who, as a full-time student, has maintained the highest Cumulative Quality Point Average while a student at Hilbert. If more than one student have the same QPA, the award will be presented to the student that has completed the most hours at Hilbert College.

The Kimberly Bruch Raczkowski Memorial Alumni Award is named in honor of a 1991 graduate, a woman whose zest for life at Hilbert College made her untimely death all the more tragic. This award is bestowed upon a person who personifies integrity and moral character, a person who exhibits leadership qualities and reflects the spirit of Hilbert College.

Honors Awards presented at the annual Honors Reception are:

The Francis J. McGrath, Jr. and Marie M. McGrath Awards are for Accounting, Business Administration, Digital Media and Communication Studies, Criminal Justice, Computer Security and Information Assurance, English, Forensic Science/Crime Scene Investigation, Human Services, Law & Government, Legal Studies, Psychology and Rehabilitation Services.

The Hilbert College Awards are for Accounting, Business Administration, Criminal Justice, Communication Studies, Computer Security and Information Assurance, English, Forensic Science/Crime Scene Investigation, Human Services, Law & Government, Legal Studies, Psychology and Rehabilitation Services.

The McGrath Awards and The Hilbert College Awards are presented to members of the graduating class who have demonstrated superior achievement in these areas of study while completing their bachelor degree requirements.

The New York State Society of Certified Public Accountants Award is presented to the graduating accounting major who has received the highest general averaged grade in all accounting courses.

The Jocelyn R. Hughes Excellence in English Award is given by the Media and Language Arts Department annually to the graduating English major deemed by the department's faculty to have produced the best academic work of that year's class of English majors.

The Loose-leaf Law Publications Awards: "The Loose-leaf Law Publications Award is given annually to recognize the graduating Criminal Justice majors who exhibit exemplary dedication and enthusiasm in their specialized field."

Sigma Tau Delta is an international English Honor Society for English majors and minors. Students must meet eligibility requirements including having a 3.0 GPA or above and maintaining at least a B average in English courses.

Lambda Epsilon Chi is a national honor society for paralegal students in baccalaureate programs. Students in the top 20% of their graduating class are eligible.

Thompson Publishing Award for Excellence in Human Services annually recognizes the Human Service student who has achieved academic excellence and has already made a contribution to the discipline of Human Services. The student is chosen for this honor based on academic performance in the major and upon recommendation by the departmental faculty.

FINANCIAL POLICIES (2013-14)

Tuition and fees are billed in advance for advance-registered students. Payment is due thirty days prior to the start of the semester. Those who register through the drop/add period are billed immediately and payment is due upon receipt of the invoice. Costs are subject to change.

Tuition

Students who register for 12-18 credit hours (full-time) are charged \$9,650 per semester.

For each credit hour over 18, there is an additional charge of \$485 per credit hour. There is no adjustment in the overload charge for withdrawals after the drop/add period.

Students who register for 1-11 credit hours (part-time) are charged \$485 per credit hour.

General College Fees

Full-time students are charged \$250 per semester; part-time students are charged \$13 per credit hour. These fees include library use, student activities, athletic facility use, parking, and identification card processing.

Technology Fee – \$50.00 per semester

All full and part-time students are charged a \$50 technology fee each semester.

Registration Fee

Part-time students are charged \$5 per semester.

Orientation Fee

All first-time students are charged a \$50 orientation fee in their first semester

Room Charges

Resident students who have contracted for a double room in St. Joseph’s Residence Hall are charged \$2000 per semester. Single room occupancy rate is \$3,040 per semester. A double room or suite in Trinity Residence Hall is \$2,225 per semester.

Occupancy rate for the Hilbert College Apartments is a flat rate of \$3,165 per semester.

Board Charges

There are three meal options for resident students. Option #1 provides 19 meals per week at a cost of \$2,100 per semester. First-time residents are mandated to select this option for the first full year of residence. Option #2 provides 14 meals per week at a cost of \$1,900 per semester. Option

#3 provides 10 meals per week at a cost of \$1600 per semester. A meal plan is not required for students residing in the Hilbert College Apartments; however, Option #4 provides 5 meals per week at a cost of \$520 per semester. Option #4 is only available to students residing in the Hilbert College Apartments and commuter students.

All changes in the meal plan options must be approved before the first day of the semester.

Security Deposit for Residents

Students who enter the Hilbert residences for the first time are charged a \$125 security deposit. This fee is maintained in a special account and is refunded to residents (less any damage charges) when they leave the hall at graduation or withdraw completely from the college. Year-end damages are assessed and collected to keep the deposit secure.

Special Cases

Senior citizens (60 years) and members of the Elder Scholars Program may register for courses on a non-credit basis and receive a full waiver of charges. Regular charges apply if the courses are taken for credit.

Courses that are audited with the approval of the instructor and Vice President for Academic Affairs are charged half of the regular tuition rate for coursework. No fees are charged. Auditors receive neither credit nor grades.

Canadian citizens receive a 5% discount on tuition, fees and residence hall charges to account for the currency exchange. No discount will be offered on apartments on or off campus. The discount will be rounded to the nearest whole dollar.

Advanced college credit is granted to approved high school students. They are charged two-thirds the regular tuition rate for coursework.

Other Charges

Rejected Credit Card fee	\$10.00
Returned Check fee	20.00
Application fee.....	25.00
Transcript fee.....	5.00

The Tuition Plan

Hilbert College offers a monthly payment program which divides the semester’s tuition costs into four monthly payments. The finance charge ranges from \$25-\$100 depending upon the amount financed on the plan. The student (and perhaps the parent) will be required to complete a Tuition Plan Promissory Note. Payments received after the five day grace period after the due date are assessed a \$10 late fee.

Employer Reimbursement Promissory Note

Students who are eligible for tuition reimbursement from

their employer are allowed to sign an employer payment promissory note to defer payment until two weeks after the grade report is mailed. The finance charge for this note ranges from \$25-100 depending upon the amount deferred. Students are responsible for payment of full charges including the finance fee.

Financial Aid Deferments

Upon completion of properly validated financial aid award documents and loan applications, the Student Finance Office will defer the amount of the estimated grants and loans against the institutional charges for the semester. It is the student's responsibility to respond to any requirements in a timely manner. Failure to do so will result in the loss of the deferment, late charges may be assessed and payment will be expected immediately. If loss of financial aid results in non-payment of the account, the account may be placed with a collection agency. The collection fee (up to 50% of debt) and if necessary, litigation costs, will be the responsibility of the student.

Payment Policies

All tuition balances are payable by the published due date on the invoice. Payments by cash, check, MasterCard, VISA and Discover are acceptable. Payment arrangements for any outstanding balance must be made by the published due date on the invoice. Failure to respond by the payment due date will result in a late fee.

The College will not issue grade reports, transcripts or other information until the account is paid in full. Resident students will not be allowed to move into the residence hall until all financial aid is credited and their account is paid in full. Outside collection and legal action will be taken to secure the payment due the College. The cost of these collection services will be the responsibility of the student. A student whose account is not fully paid or deferred upon by the payment due date must contact the Student Finance Office for further instructions.

REFUND POLICIES

- Application fees are non-refundable.
- Tuition deposits are non-refundable.
- Room deposits are non-refundable except in cases of academic dismissal or excessive financial burden.
- Refund of all tuition and fee payments, other than non-refundable deposits, is allowed for those students who officially notify the Student Records Office that they will not be attending before the first day of classes.
- On or after the first day of the semester, refunds will be issued on cancellations, withdrawals, and adjustments that have been properly filed in writing in the Student Records Office. The effective date of these changes will be the date on which the form is received by the office. If done by letter, it is recommended to send the notice by

certified/return receipt mail.

- Refund of residence hall payments, other than non-refundable deposits, is allowed for those students who officially notify the Director of Residence Life of their non-residence status prior to the first day of the residence contract. Any student whose contract for residence is accepted and who, thereafter, voluntarily changes to another residence not under the supervision of the College, but who continues to attend the College as a full-time student will remain obligated for the entire semester's room and board charge. Any student whose contract for residence accommodations is accepted and who, thereafter, officially withdraws from the College as a full-time student may receive a refund in accordance with the institutional refund schedule. A resident who breaks the yearly contract between semesters will be assessed a \$100 contract breakage fee.
- If the financial aid awards exceed the institutional charges for the semester, a refund of the excess funds is processed within 14 days of the credit balance being created. A list of refund recipients is posted each week. Checks that are not picked up within seven days are mailed.
- Refunds resulting from Federal Parent (PLUS) Loans are made payable to the parent borrower, and are mailed directly to the parent.
- Full-time and part-time students who completely or partially withdraw during the first four weeks of the semester are granted an adjustment in tuition charges according to the following schedule.

INSTITUTIONAL REFUND SCHEDULE

Traditional Full-time and Part-time students in a 15 week semester follow this schedule for Fall or Spring semesters.

Week of Classes

	Refund Given Tuition	Refund Given Fees	Refund Given Room
Up to end of Drop/Add	100%	100%	50%
2nd Fiscal Week	90%	no refund	25%
3rd Fiscal Week	60%	no refund	no refund
4th Fiscal Week	30%	no refund	no refund
5th Fiscal Week	no refunds.....		

The College will refund Board charges on a pro-rated schedule.

Part-time students in a 15 week semester follow this schedule for Fall or Spring semesters.

Week of Classes

Refund Given	Refund Given
--------------	--------------

	Tuition	Fees
Up to end of Drop/Add	100%	100%
After 2nd Class, before 3rd	90%	no refund
After 3rd Class, before 4th	60%	no refund
After 4th Class, before 5th	30%	no refund
After 5th Class	no refund.....	

3 Week Summer Session Schedule Refund Policy

	Refund Given Tuition	Refund Given Fees
Up to end of Drop/Add	100%	100%
After 2nd Class, before 3rd	30%	no refund
After 3rd Class,	no refund.....	

7 Week Summer Session Schedule and ADP students follow this refund policy

	Refund Given Tuition	Refund Given Fees
Up to end of Drop/Add*	100%	100%
After 2nd Class, before 3rd	50%	no refund
After 3rd Class, before 4th	25%	no refund
After 4th Class,	no refund.....	

*Drop/Add ends before the second class

Notice: After the end of the drop/add period, no adjustments are made for partial withdrawals of full-time students.

Graduate Program Refund Schedule - 5 week terms

Refund policy:

Drop before classes begin: 100% refund tuition & fees

Withdrawal after 1st class, before 3rd class: 80% refund tuition only

Withdrawal after 3rd class, before 5th class: 25% refund tuition only

Withdrawal after 5th class: fully liable for tuition & fees

FEDERAL REGULATIONS PERTAINING TO REFUNDS/REPAYMENTS OF FEDERAL (TITLE IV) AID

All schools that participate in any of the Federal Title IV financial aid programs must determine how much Title IV aid a student has received and not earned at the time of withdrawal, as well as how much of the aid has to be returned and by whom. The amount of aid earned is calculated on a pro rata basis through 60 percent of the payment period.

Return of Funds Formula

There are six basic steps to the formula for calculating the amount of funds that must be returned to the Title IV programs.

1. Determine date of withdrawal and percentage of payment period attended by the student. A student's withdrawal date is one of the following:

- The date the student began the withdrawal process prescribed by the institution;
- The date the student otherwise gave (in writing or orally) official notification to the institution of his or her intent to withdraw;
- If the student never began the withdrawal process or otherwise gave notice of intent to withdraw, the midpoint of the payment period or period of enrollment or the student's last day of academically related activity if it can document the student's attendance;
- If the student did not begin the withdrawal process or otherwise give notification (including notice from someone acting on the student's behalf) to the institution of the intent to withdraw because of circumstances beyond the student's control (e.g., illness, accident, grievous personal loss, etc.), the date based on the circumstances related to the withdrawal;
- If a student who was granted an approved leave of absence fails to return from the leave of absence, the date the institution determines the approved leave of absence began; or • if a student takes an unapproved leave of absence, the date the student began the unapproved leave of absence.

2. Calculate amount of Title IV aid earned by the student.

3. Compare amount earned and amount disbursed to determine amount of unearned.

4. If amount earned is greater than amount disbursed, determine late disbursement.

5. If amount earned is less than amount disbursed, determined amount of Title IV aid that must be returned.

6. Calculate portion of funds to be returned by institution and student. A student who owes a grant repayment remains ineligible for further Title IV assistance until the grant is repaid, unless the student and the institution agree on satisfactory repayment arrangements.

The following is the refund distribution schedule:

1. Unsubsidized FFEL/Direct Stafford Loan

2. Subsidized FFEL/Direct Stafford Loan

3. Federal Perkins Loan

4. FFEL/Direct PLUS

5. PELL Grant

6. Federal SEOG

7. Other Title IV Programs

Examples of these refund calculations are available in the Student Finance Office.

Student's Responsibility

Prior to leaving the institution, the student should seek both academic and financial advisement. After completing the official withdrawal form (available in the Student Records Office), the student's record will be processed using the date of withdrawal. If the student does not officially withdraw, yet ceases to attend all his/her registered classes for the semester, the faculty will provide the last date of attendance. The student's record will be processed using this last date of attendance if it surpasses the midpoint of the semester.

If the student receives a check from the institution as a result of financial aid/loans exceeding the tuition costs and withdraws, the student may be responsible to repay a portion of that refund to the Title IV programs. The institution will review the refund in proportion to the length of attendance and determine what the student needs to repay.

Institution's Responsibility

After determining that a student receiving Title IV funds has withdrawn (officially or unofficially), the institution will process the appropriate refund calculation as mandated by the Federal regulations. The resulting action will be summarized and notice of this action will be mailed to the student. If the student must repay a portion of the refund received prior to the withdrawal, the institution will notify the student of the liability.

The institution will perform due diligence in securing the monies to return to the Title IV programs. This Title IV overpayment status will be indicated on all subsequent Financial Aid transcripts that the institution produces and this action will disqualify further Title IV funding until the monies are returned as requested.

The institution will respond to any questions or concerns regarding this regulation.

FINANCIAL AID POLICIES

The Application Process

Applying for student financial assistance can be a

complicated process. In order for the College to determine a student's eligibility for financial aid, certain application procedures must be followed and the student must submit follow-up forms in an accurate and timely manner. Students must be officially accepted by the Office of Admissions before notification of financial aid is given. The process of applying for financial aid is lengthy and some funds, grants and scholarships, are limited. Therefore, to assure being considered for all available funds, and to receive timely notification of funds being offered, students should submit the application form and all follow-up forms by March 1. You can apply for financial aid after January 1st of each year and should apply as soon as the family tax return is processed. The form used when applying for federal financial aid (including student loans) is called the Free Application for Federal Student Aid (FAFSA). As the name suggests, there is no fee for using this form. The information that is provided on this form serves as the basis for determining the student's eligibility for federal aid as a full-time or part-time student. The quickest way to file for financial aid is to complete the FAFSA on the web at www.fafsa.ed.gov. Both the student and one parent (for dependent students) must have a pin number in order to sign the FAFSA electronically. A pin number can be requested at www.pin.ed.gov. Once you have completed your FAFSA electronically, you will be directed to the New York State Higher Education Services website to complete your New York State TAP Application. If you do not complete the TAP application on-line, one will be mailed to you. (TAP is for New York State residents attending a New York State college only.) You may also complete and mail the paper TAP application. To assist with completing the FAFSA form on-line, a FAFSA worksheet is available in the Student Finance Office or at the Guidance Office of your high school. The TAP form will be mailed to you once your electronic FAFSA has been received by the processor. Once you receive your responses to these applications, you must review the information you provided, and make any corrections electronically or by mail.

The Free Application for Federal Student Aid allows students to request application information to be sent to up to ten different institutions. To designate that information be sent to Hilbert College, please list its name and institution code (002735) on the application. It is important for students and their parents to understand that, when applying for financial aid, they accept certain responsibilities. These include providing correct, accurate, and timely information. Also, the applicant must review and understand the agreements contained in all forms that are signed, comply with application deadlines and requests for additional information and repay any funds received as a result of inaccurate information.

Once the processing center analyzes the application data, the results are transmitted to several parties. The student will receive an acknowledgment document that summarizes the data information. It must be reviewed for accuracy. Corrections may be made online at www.fafsa.ed.gov. If

all the information is accurate, the Student Finance Office will receive the same data via the electronic network and in conjunction with other documents submitted by the applicant, the eligibility for federal, institutional and state aid can be determined.

The Verification Process

Some student federal aid applications are selected by the processing center for verification. The student may need to provide documentation that the information reported on the Free Application for Federal Student Aid is accurate. Documents such as the student's and parents' tax returns, verification of untaxed income, household size or the number in college may be required.

General Eligibility Criteria

Applicants must meet the following criteria to be eligible to receive federal funding:

- Be a U.S. Citizen or eligible non-citizen
- Be enrolled or accepted for enrollment in an eligible degree or certificate program at an eligible post-secondary institution
- Not be simultaneously enrolled in elementary or secondary school
- Have a high school diploma or its recognized equivalent
- Provide a valid and verifiable social security number
- If required, be registered with the selective service
- Not have had federal benefits suspended or terminated as a result of a drug offense conviction
- Maintain satisfactory academic progress in the program of study
- Not be in default on a previous federal education loan, not owe a repayment on a previous federal educational grant or loan, and not have borrowed in excess of federal student loan limits
- Meet additional program-specific criteria under specific program descriptions

Calculation of Financial Aid

Once the student's eligibility for financial aid has been established, the financial aid award for the student can be determined. This process is called packaging. It is the process of filling the gap between the cost of attending the College and the amount a family can afford to contribute from personal resources to pay those costs. The cost of attendance, also referred to as the student's budget, takes into consideration expenses that are related to the student's education. These educational costs are both direct and indirect and include:

- Tuition and fees
- Room and board
- Books and supplies
- Transportation
- Miscellaneous personal expenses

Costs may also include loan fees, dependent care costs and expenses related to a disability (if they are necessary for attendance and are not covered by other agencies). The estimated cost of attendance budgets for full-time students attending in the 2013-14 academic year follow. Important Reminder: These budgets are not the actual charges on the student's account. Only tuition, fees, room and board (for resident students) amounts are listed on the tuition bill.

The estimated cost(s) of Attendance printed on the Hilbert College Award Notice are inflated to include several factors in addition to tuition and fees. The budgets below are for a full-time student and are used strictly by the Student Finance Office for the purpose of packaging for the 2013-2014 Academic Year.

Commuter	Off-Campus
Tuition\$19,300	Tuition\$19,300
Fees600	Fees600
Room/Board.....4,500	Room/Board4,500
Transportation..... 700	Transportation700
Books/Supplies750	Books/Supplies750
Personal Expenses..... 800	Personal Expenses800
Avg. Loan Orig. Fee100	Avg. Loan Orig. Fee..... 100
.	.
TOTAL\$26,750	TOTAL.....\$26,750
..	..
Resident – On Campus	
Tuition\$19,300	
Fees600	
Room/Board.....8,650	
Transportation.....700	
Books/Supplies750	
Personal Expenses800	
Avg. Loan Orig. Fee100	
TOTAL\$30,900	

**Child Care will be adjusted on an individual basis. Billing is done by Student Accounts on a semester basis. Any specific questions pertaining to the student's bill should be directed to that department.

Your actual charges for attendance for one semester will be: Tuition \$9,650: Fees \$300 (General College \$250 and Technology \$50), Room/Board: \$4,325 (actual charges may vary depending on Room and Meal plan).

Based on the data from the Free Application for Federal Student Aid and State Tuition Assistance application, the award amounts for federal and state aid are calculated. These award amounts, along with recommended loan amounts and work study allotments, are communicated to the student by means of an award notice. Once the student

accepts the award notice by signing the school copy and returning it by the deadline date shown on the Award Letter, the financial aid amounts (excluding workstudy amount since this is paid to the student when the hours are worked) are used for deferment of tuition costs. Any balance remaining after the aid is deferred is the responsibility of the student to pay.

SPECIFIC PROGRAM INFORMATION

Federal Pell Grant

The Federal Pell Grant is an entitlement program. The applicant must be enrolled as an undergraduate student at least on a part-time basis in an approved post secondary institution which is itself eligible under law to participate in the grant program. Financial need is determined by a formula established by the Department of Education and is reviewed annually by Congress. A student may receive a Federal Pell Grant until the completion of the first bachelor degree. Once a bachelor degree is earned, the student is no longer eligible.

Current awards for full-time students range from \$602 to \$5550 per year. The amount of the award is affected by the cost of attendance and the status of part-time/full-time. The Pell grant is not duplicative of state awards.

Federal Supplemental Educational Opportunity Grants (SEOG)

The applicant must have financial need be enrolled at least half-time, and be Pell eligible.

The award ranges from \$100 to \$3900 per year, based on cost of attendance and the availability of funds. Awards are made until the completion of the first bachelor degree.

Federal Perkins Loan

Loans are available to students enrolled at least halftime. The applicant must have exceptional financial need based on the data filed on the Free Application for Federal Student Aid. The current interest rate, not payable until the repayment period, is 5% on the unpaid principal. Repayment begins nine months after graduation, or leaving school and may extend up to ten years depending on the amount borrowed. Special payment deferments are granted for active military service, service in the Peace Corps, VISTA, or similar national programs. There are provisions for loan cancellations for borrowers who enter certain fields of teaching and law enforcement.

A total of \$5,500 may be borrowed for the first two years of undergraduate study. A total of \$27,500 may be borrowed for all the years of undergraduate study. The available loan funds are limited to each institution based on federal calculations.

A student must remain enrolled at least half-time for the

proceeds of the loan to be credited to the student tuition account. Once the student has graduated, withdrawn or dropped below half-time, he/she must complete an Exit Interview with the Perkins Loan Technician. All the payment obligations will be disclosed and copies of important documents will be given to the borrower. Academic transcripts are withheld until this requirement is fulfilled.

Federal Work-Study Program

The applicant must be enrolled full-time. The College makes every attempt to employ all eligible students; however, in the event when there are more eligible students than funds available, the College will select those demonstrating exceptional financial need.

The College arranges for job placements on campus and off campus with public or private non-profit agencies and community service organizations, includes the America Reads/Counts Program. The number of hours allowed for a student to work under this program are determined by a student's financial need, class schedule, academic progress and health status. Students are paid every two weeks for the hours worked during that time. Compensation is not given for hours awarded and not worked.

Federal Direct Stafford Loan

In addition to meeting the general eligibility criteria already stated, the student must be enrolled at least half-time. The student must also complete the Free Application for Federal Student Aid.

Federal Direct Stafford Loans (Subsidized and Unsubsidized) – direct Stafford Loans are made to students attending school at least half-time. The U.S. Department of Education is the lender, and you receive the loan money through your school. Stafford Loans are low interest loans available for a student' educational expenses. A Subsidized Stafford Loan is awarded on the basis of financial need. The federal government pays the interest on the Subsidized loan when the student is enrolled in college at least half-time and during the periods of loan deferment. The interest rate for Subsidized loans disbursed after July 1, 2012 will be at a fixed rate of 6.8%; interest begins after half-time enrollment ceases.

An Unsubsidized Stafford Loan is not awarded on the basis of financial need. Unsubsidized loans have a fixed interest rate of 6.8% Interest is charged on the unsubsidized loan from the time the loan is disbursed until it is paid in full. This loan is designed for students who do not qualify for Subsidized Stafford Loans. Additional loan funds are available for students who are independent of parent(s) as defined by Department of Education standards and for dependent students whose parents cannot borrow the Parent Plus Loan (\$4,000 for first-and second-year students, \$5,000

for third-and fourth-year students). A 1% origination fee will be charged on the principal amount of the subsidized and unsubsidized loans, deducted before any funds are received, so the loan amount you receive will be less than the amount that will be repaid.

A student certified as a freshman (0-29 credit hours completed) may borrow up to \$3500 per academic year. A student certified as a sophomore (30-59 credit hours completed) may borrow up to \$4500 per academic year. A student certified as a junior or senior (60 or more credit hours completed) may borrow up to \$5500 per academic year. The amount of loan eligibility is also determined by enrollment status of part-time or full-time. Loan eligibility is prorated for a student completing his/her degree requirements during one semester of the academic period. The total aggregate limit for a dependent undergraduate student cannot exceed \$31,000 with a maximum of \$23,000 subsidized. The total aggregate limit for an independent undergraduate student is \$57,500 with a maximum of \$23,000 subsidized.

Loan proceeds are disbursed in two payments for the length of the loan (ex: a loan is processed for the period of Aug.-May...the loan will come in two disbursements...one in the Fall, and one in the Spring). First-time borrowers at an institution are mandated a thirty day delay in receiving loan funds.

The student must remain enrolled at least half-time for the proceeds of any loan to be credited to his/her tuition account. Once a student has either graduated, withdrawn, or dropped below six credit hours, he/she must make formal arrangements with the loan servicer to begin repayment.

- The maximum repayment period is ten years
- Repayment in whole or in part may be made at any time without penalty.

Payment of principal balance may be deferred while enrolled full-time in undergraduate or graduate study if the student sends proper notification to the lending bank. Other deferments are granted for active military service, Peace Corps or Domestic Service Volunteer.

Federal Parent Loans (PLUS)

The purpose of this program is to enable parents of dependent undergraduate students to secure a loan to help meet the educational costs of attending the College. Creditworthy parents of a dependent student who is enrolled at least half time in a degree program may borrow up to the students' cost of attendance, minus any other financial aid. Repayment begins within 60 days after the final loan disbursement for the loan period, unless the parent requests a deferment by indication such on the plus loan application or directly contacts the plus loan servicer. Interest rate is

fixed at 7.89% for Direct Plus Loans disbursed on or after July 1, 2006. A 4% origination fee will be charged on the principal amount of the loan, deducted before any funds are received, so the loan amount you receive will be less than the amount that will be repaid.

Other Loan Programs

Various lending institutions offer Alternative Loans for student borrowers with a credit-worthy co-signer. Additional information and applications are available in the Student Finance Office.

New York State Tuition Assistance Program (TAP)

To be eligible for State student aid programs, a student must be a New York State resident and a U. S. citizen or permanent resident alien, matriculated in an approved program at a participating institution in New York State.

To receive any state-sponsored award or scholarship, students must submit an application to HESC by June 30 of the academic year for which assistance is sought. Exception: To receive assistance through the Aid for Part-Time Study program, students must submit an application to the participating institution- not to HESC. Applicants will be processed as dependent using parental income as an eligibility criteria unless the student falls into one of the following categories:

- Be 35 years of age or older as of June 30 preceding the academic year for which assistance is being sought (June 30, 2013 for the 2012-2013 academic year) OR
- Be between 22 and 35 years old as of June 30 preceding the academic year for which assistance is being sought (June 30, 2013 for the 2012-2013 academic year) and NOT
- During the preceding year and during both calendar years of the current academic year (for example, 2011, 2012, and 2013 for the 2012-13 academic year), the applicant has not and will not reside with parents (or in a building or apartment owned or leased by the parents) for more than six weeks, even if applicants have paid rent to the parents.
- During the preceding tax year—on which an award is based—and the following year (for example, 2011 and 2012 for awards made for 2012-2013 academic year) neither parent has nor will claim the applicant as a dependent for federal or state income tax purposes.
- During the preceding year and during both calendar years of the current academic year, the applicant has not received and will not receive financial assistance or support from parents in excess of \$750, including gifts and loans.
- Be under 22 years of age on June 30 preceding the academic year for which assistance is being sought (June 30, 2013 for the 2012-2013 academic year) and

meet one of the following requirements:

- Both parents deceased, disabled, or declared incompetent by judicial action
- Receiving public assistance other than Aid to families with Dependent Children or food stamps
- Ward of the court
- There has been an involuntary dissolution of the applicants family, resulting in relinquishment of parental responsibility and control
- Were honorably discharged from military service and were not claimed on parents' 2011 tax return and also will not be claimed on the 2012 return
- Applicant is a veteran and has been honorably discharged from the armed forces.

Undergraduate students enrolled in the Associate Degree program are limited to six semesters of TAP awards. (Total of 36 TAP points)

Undergraduate students enrolled in the Bachelor Degree program are limited to eight semesters of TAP awards. (Total of 48 TAP points)

** Independent status under the Federal definition does not necessarily assure independent status for State programs. The amount of the TAP award is scaled according to the level of study, tuition charges, and net taxable income. For first-time undergraduate TAP recipients enrolled full-time who are dependent, or financially independent and are married or have tax dependents, the maximum award is \$5000 and the minimum award is \$500.

Tuition Assistance for part-time Students
(Aid to Part-time study)

To be eligible for aid to part-time study a student must:

- Be a resident of New York State
- Be a U.S. citizen, permanent resident alien or refugee
- If eligible to be claimed as a tax dependent, the family's net New York State taxable income cannot have exceeded \$50,550, in the preceding tax year
- If not eligible to be claimed as a tax dependent, the student's and, if married, the spouse's incomes together do not exceed \$34,250 in the preceding tax year
- Not have exhausted eligibility under the State's Tuition Assistance Program(TAP)
- Be matriculated as a part-time student in an approved undergraduate degree program
- Be enrolled for at least 3 but not more than 11 credit hours per semester
- Retain good academic standing in order to continue to be eligible for an award
- Have tuition of at least \$100 per year
- Not be in default on any student loan

The recipients and award amounts are determined by the College and contingent upon the allocation authorized by

the State of New York. The award cannot exceed the cost of tuition. Students must complete an application that is available in the Student Finance Office.

Child of Veteran Award

The applicant must be the child of a veteran who is deceased, disabled or missing in action as a result of service during World War I, World War II, Korean Conflict or Vietnam Era, or who were prisoners of war during such service. Recipients can receive up to \$450 each year for four years of full-time undergraduate study. The award is processed by completing the Tuition Assistance Program application.

Child of Deceased Police Officer-Firefighter Award

The applicant must be the child of a police officer, firefighter, or a volunteer firefighter who had died as a result of injuries sustained in the line of duty. Recipients can receive up to \$450 per year for up to four years of full-time undergraduate study. Documentation of eligibility and a special application must be processed with New York State Higher Education Services Corporation, 99 Washington Avenue, Albany, NY 12255.

Vietnam Veteran Tuition Award

Persons who served in the armed forces in Indochina at any time from January 1, 1963 through May 7, 1975 are eligible to apply if the student is enrolled as either a full-time or part-time student and has New York State residency as of date established by the State. Contact the Student Finance Office for additional information.

Persian Gulf Veteran Tuition Award

This program provides financial assistance to eligible veterans matriculated in undergraduate and graduate degree programs, or enrolled in approved vocation training programs, on either a full or part-time basis. Eligible veterans must:

- Have served in the armed forces in the hostilities that occurred in the Persian Gulf from August 2, 1990 to the end of such hostilities, as evidenced by receipt of the Southwest Asia Service Medal;
- Have been discharged from the service under other than dishonorable conditions;
- A New York State resident;
- Apply for a Tuition Assistant Program (TAP) and a Federal Pell Grant if applying as a full-time undergraduate student, or for the Federal Pell Grant only if applying as a part-time undergraduate student.

Vocational and Educational Services for Individuals with Disabilities (VESID)

Students with disabilities must contact the nearest Office of Vocational and Educational Services for Individuals with Disabilities for specific eligibility and application information. The Buffalo Office: (716) 848-8001.

Adult Career and Continuing Education Services-Vocational Rehabilitation (ACCES-VR)

Individuals with disabilities who are interested in ACCESS-VR assistance for college must apply to ACCES-VR by:

1. April 15 for the fall semester
2. September 15 for the spring semester

Under extenuating circumstances, these dates may be waived by the vocational rehabilitation counselor when:

1. The individual has completed financial aid and admissions procedures prior to ACCES-VR application.
2. There is sufficient time remaining to complete the necessary assessment and planning before the semester start date.

Buffalo District Office:

508 Main Street, Buffalo, New York, 14202

General Information:

Phone: 1-888-652-7062/Fax: 716-848-8103

State Aid to Native Americans

Application forms may be obtained from the Native American Education Unit, New York State Education Department, Cultural Education Center, Albany, NY 12230. The completed application should be forwarded to the Native American Education Unit along with:

- Official transcript of high school record or photocopy of General Equivalency Diploma
- Letter(s) of recommendation from one or more leaders in the community attesting to personality and character
- Personal letter, setting forth clearly, in detail, educational plans and desires
- Signatures of the parents of minor applicants approving educational plans
- Official tribal certification form

The applicant must be a member of one of the Native American tribes located on reservations within New York State. Students are responsible for notifying the Native American Education Unit in writing of any changes in student status, program or institutional enrollment. Each semester, the student must submit a grade report for continuance of funding.

Payment of Financial Aid Awards

The student's financial aid award notice lists all the estimates for the full academic year; however, tuition charges and financial aid payments are processed by the semester. If the student's original award notice was based on full-time enrollment and the student changes to part-time status, the award amounts must be recalculated. After the drop/add period ends, the Student Finance Office verifies the

student's enrollment status and begins to finalize the award information for payment to the student's account. For those students who have fulfilled all the requirements for a particular type of financial aid, the award amount is credited to the student's account to pay institutional charges. When the amount of financial aid exceeds the institutional charges, the excess funds are refunded to the student in the form of a check. These refunds are available within 14 days of the credit balance being created.

HILBERT COLLEGE'S SATISFACTORY ACADEMIC PROGRESS GUIDELINES FOR FEDERAL AID

Federal regulations require that all financial aid recipients maintain satisfactory academic progress in a course of study leading toward a degree.

To receive federal and state aid, students must maintain a minimum grade point average and complete a percentage of credit hours attempted each semester. This is called being in good academic standing.

It is required that, prior to withdrawing from a course, the student seek advisement from the Student Finance Office to determine the impact of such action on future financial aid eligibility. Students who withdraw through proper procedures will be made aware of any impact their withdrawal will have on their ability to maintain satisfactory progress.

ELEMENTS OF SATISFACTORY ACADEMIC PROGRESS FOR FEDERAL AID

QUALITATIVE MEASURE: Students must maintain a certain cumulative GPA at the end of each academic year.

PACE: Students must successfully complete a certain percentage of credit hours attempted at the end of each academic year.

The formula to compute PACE is:

Cumulative # of credit hours successfully completed divided by: Cumulative # of credit hours attempted

- Transfer credits accepted by Hilbert College will count both as attempted and completed hours at Hilbert College.
- Remedial courses will count both as attempted and completed hours.
- Repeats of failed courses will count as attempted and completed hours.
- F, W, I grades will count as attempted, but NOT completed.

The following charts demonstrate the standards of Good Academic Standing for students attending Hilbert College. Please note: there are different charts for federal and state aid.

STANDARD FOR CONTINUANCE OF FEDERAL AID

Reviewed at the end of each academic year

QUALITATIVE MEASURE BACCALAUREATE DEGREE

Full Time Student by Semester

After this semester	With this CQPA
1st	1.10
2nd	1.50
3rd	1.60
4th	1.70
5th	1.75
6th	1.80
7th	1.90
8th	2.00
9th	2.00
10th	2.00
11th	2.00
12th	2.00

QUALITATIVE MEASURE ASSOCIATE DEGREE

Full Time Student by Semester

After this semester	With this QPA
1st	1.10
2nd	1.25
3rd	1.50
4th	2.00
5th	2.00
6th	2.00

PACE

Number of semesters in attendance	Students must successfully complete
1, 2	50%
3, 4	55%
5, 6	60%
7, 8	70%
9, 10	80%
11, 12	85%

1, 2	50%
3, 4	55%
5, 6	60%
7, 8	70%
9, 10	80%
11, 12	85%

MAXIMUM TIMEFRAME: Federal regulations require that a student must progress through his program of study at a pace which ensures completion within the maximum timeframe. Maximum timeframe is defined as a period of no longer than 150% of the published length of the education program, as measured in credit hours. Associates Degree is 60 credit hours x 150% = 90 credit hours or 6 semesters of study. Bachelor Degree is 120 credit hours x 150% = 180 credit hours or 12 semesters of study.

CONSEQUENCES OF NOT MEETING SATISFACTORY ACADEMIC PROGRESS (SAP)

Hilbert College reviews FEDERAL aid at the end of each academic year. An academic year is comprised of the fall/spring/summer semesters. Students' academic progress will be reviewed at the end of whichever semester is completed last that academic year. For example, if a student attends fall and does not attend spring or summer, progress will be reviewed at the end of the fall semester. If a student does not meet both of the components of SAP, he will receive a letter outlining the requirement and what was achieved. The student will not be eligible to receive federal aid again until all the requirements have been met.

APPEALS

In the event a student has lost federal aid eligibility due to not meeting Satisfactory Academic Progress, an appeal may be filed in the case of specific circumstances.

Federal regulations allow a student to appeal under the following circumstances: the death of a relative, an injury or illness of the student, or other special circumstances. When filing an appeal, the student must submit a letter explaining the circumstances, supporting documentation, and the student must explain, in writing, what has changed in the student's situation that will allow the student to comply with SAP requirements at the next evaluation. The appeal will be reviewed by a committee and the student will be notified in writing of the outcome. If the appeal is granted, the student will be placed on probation for the following semester and will be allowed to receive federal aid. At the end of that semester, the student must be meeting SAP or he will not be eligible for federal aid the following semester(s) until such time as the student is making satisfactory progress again.

STANDARD FOR CONTINUANCE OF STATE AID

Effective 2010-11 for those receiving their first award in academic years 2010-11 and beyond.

BACCALAUREATE DEGREE (by semester)

At the completion of this semester

A student must have accrued at least this many credits

Receive a passing/failing grade for this % of hours attempted last semester--With at least this CQPA

Semester	Credits	%	CQPA
1st	6	50%	1.50
2nd	15	50%	1.80
3rd	27	75%	1.80
4th	39	75%	2.00
5th	51	100%	2.00
6th	66	100%	2.00
7th	81	100%	2.00

ASSOCIATE DEGREE (by semester)

At the completion of this semester

A student must have accrued at least this many credits

Receive a passing/failing grade for this % of hours attempted last semester - With at least this CQPA

Semester	Credits	%	CQPA
1st	6	50%	1.30
2nd	9	50%	1.50
3rd	21	75%	1.80
4th	30	75%	2.00
5th	45	100%	2.00

Effective for those receiving their first award 2006-07 through 2009-10

BACCALAUREATE DEGREE (by semester)

At the completion of this semester

A student must have accrued at least this many credits

Receive a passing/failing grade for this % of hours attempted last semester - With at least this CQPA

1st	3	50%	1.10
2nd	9	50%	1.20
3rd	21	75%	1.30
4th	33	75%	2.00
5th	45	100%	2.00
6th	60	100%	2.00
7th	75	100%	2.00

ASSOCIATE DEGREE (by semester)

At the completion of this semester

A student must have accrued at least this many credits

Receive a passing/failing grade for this % of hours attempted last semester - With at least this CQPA

1st	3	50%	1.00
2nd	9	50%	1.25
3rd	18	75%	1.50
4th	30	75%	2.00
5th	45	100%	2.00

STANDARD FOR THE CONTINUANCE OF STATE AID

In the case of transfer students, an official transcript of all previous college work (even if the student does not intend to transfer the credits) must be on file in the Student Records Office. All transcripts must be evaluated before a determination can be made regarding a student's eligibility for the Tuition Assistance Program (TAP).

Students who receive Aid to Part-time/or TAP to total 24 TAP points (equal to four full-time awards) must maintain a 2.00 CQPA for continued eligibility for State Aid.

State regulations allow a waiver to undergraduate students who have not met the good academic standards.

Upon notification of ineligibility, the student should follow the directions outlined in the letter to apply for a waiver. If a waiver is granted, the student is allowed to receive the Tuition Assistance Program (TAP) award for the upcoming semester. This waiver can only be granted once in an entire undergraduate career, regardless of the institutions(s).

Upon notification of ineligibility, the student should submit a written request for a waiver to Beverly Chudy, Director of Student Financial Aid. If a waiver is granted, the student is allowed to receive the Tuition Assistance Program (TAP) award for the upcoming semester. This waiver can only be granted once in an entire undergraduate career, regardless of the institution(s).

Contact Persons Regarding Good Academic Standing:

Dr. Christopher L. Holoman,

Provost and Vice President for Academic Affairs

Kate Munroe

Executive Director for Student Success and Retention

Caprice Arabia, Director of Student Records

Financial Aid Waiver:

Beverly Chudy, Director of Student Financial Aid

TRANSFER POLICY

Hilbert recognizes that transfer students have special requirements and concerns. As a result, the admissions office has a specific transfer coordinator who will work to evaluate a prospective student's prior coursework in conjunction with the department chairs.

Hilbert welcomes transfer students from two and four year colleges. In addition, Hilbert will consider CLEP scores, AP coursework, and military education.

MINIMUM TRANSFER GRADE

For required courses in your major, a minimum grade of C- is necessary for transfer credit to be granted. Award of transfer credits for D grades in courses outside your major may include up to 12.0 credit hours, at the discretion of the Division Chair. Some programs may have additional grade requirements—please consult the relevant program requirements in the college catalog and on the website. Students who transfer in-house to a new program will have their records reevaluated to conform to that program's standards.

Previous coursework expiration. Courses will not expire unless determined by the Division Head.

RESIDENCY

Of the final 45 credit hours toward completion of the baccalaureate, a minimum of 30.0 hours must be taken at Hilbert College. Academic advisement is particularly critical to ensuring students meet program requirements in a timely progression.

TRANSFER AGREEMENTS

The relationship that exists between Hilbert College and these two-year colleges in New York State strives to personalize contacts among the students, faculty and administration from transfer colleges and Hilbert College. Transfer students may contact Hilbert College Admissions Office and their present college's department chairpersons, transfer counselors, and academic advisors for specific details.

Hilbert offers a receptive environment for students transferring from two-year institutions. In many cases, specific articulation agreements exist between Hilbert and the two-year college, so that courses transfer in seamlessly. The list of partner institutions and transfer agreements is regularly updated. Please consult the Admissions office for the up to date information.

While recognizing the quality of the academic programs at other institutions, the College is also aware that the content in certain courses can become significantly outdated after a number of years. For that reason, Hilbert's academic chairs reserve the right to determine, with incoming transfer courses that are five years or older, whether those courses can be

applied as program requirements or as electives.

TWO-YEAR COLLEGES WITH TRANSFER ARTICULATION AGREEMENTS

1. Adirondack Community College
2. Alfred State/SUNY College of Technology
3. Broome Community College
4. Bryant and Stratton College
5. Cayuga Community College
6. Corning Community College
7. Dutchess Community College
8. Erie Community College
9. Finger Lakes Community College
10. Fulton Montgomery Community College
11. Genesee Community College
12. George Brown College, Toronto, Canada
13. Herkimer County Community College
14. Hudson Valley Community College
15. Jamestown Business College
16. Jamestown Community College
17. Jefferson Community College
18. Mildred Elley College
19. Mohawk Valley Community College
20. Monroe Community College
21. Niagara County Community College
22. North Country Community College
23. Olean Business Institute
24. Onondaga Community College
25. Sage Junior College
26. Schenectady County Community College
27. Tompkins Cortland Community College
28. Trocaire College
29. Villa Maria College

HILBERT AND AREA HIGH SCHOOLS ARTICULATION AGREEMENTS

Specialized articulation agreements exist with several high schools and Board of Cooperative Education Services (BOCES) Centers in the Western New York area. These relationships assist students in the transition from the secondary level to the college level by acknowledging their completion of certain unique course offerings at their schools. In general, students who are enrolled in these programs or courses receive three benefits:

First, students will receive college credit in accordance to the individual agreements as listed below. Once accepted and registered in a Hilbert College degree program at the associate or bachelor's level, the students will receive credit for the equivalent Hilbert courses. A student must attend Hilbert College to receive credit; this credit is non-transferable. In addition, Hilbert College provides each school with three scholarships each year worth \$1,000 per semester for eight consecutive semesters (four academic years Fall/Spring). These are to be awarded to students that complete these

courses and are recommended by their instructor or director. Finally, during their senior year in high school, up to five students from each school who are recommended by their instructors will receive tuition waivers to take a three credit hour introductory level course at Hilbert College. Students are only responsible for the cost of books and for transportation to and from campus.

This list is subject to change – please consult the Admissions office for the current information. High School Agreements:

Departments	High School Program	Hilbert Equivalent	Credit
Criminal Justice			
Bishop Timon-Saint Jude High School	Criminal Justice/ Criminology	CJ 101/CJ 204	3-6
John Marshall: School of Law & Government	School of Law & Government	CJ 202	3
Bennett Law Magnet	Magnet Curriculum	CJ 202	3
Buffalo Public Schools	Public and Private Security Program	CJ 101, CJ 103	
		CJ Elective	9
East High School	Forensic Tech	FS 101/CJ Electives	3-9
Hamburg High School	Forensic Science	FS 101	3
Lancaster High School	Criminal Law Course	CJ Elective	3
St. Francis High School	Law in Society	CJ 202	3
Frontier High School	Criminal Justice/Forensic Science	CJ 101/FS 101	3-6
Mount Saint Mary Academy	Forensic Science	FS101	3
Business Administration			
West Seneca Academy of Finance	AOF Curriculum	2 BUS Electives	6
Iroquois Business Academy	AOF Curriculum	2 BUS Electives	6
Lafayette Academy of Finance	AOF Curriculum	2 BUS Electives	6
Orchard Park Academy of Finance	AOF Curriculum	2 BUS Electives	6
North Tonawanda Academy of Finance	AOF Curriculum	varies depending on major	3-6
Hamburg High School Academy of Finance	AOF Curriculum		
Communication Studies			
North Collins High School	Photography Course	1 Comm Elective	3
Immaculata Academy	Mass Media Courses	1 Lib. Arts Elective	3
Chautauqua Lake	TV Broadcasting	1 Comm Elective	3
West Seneca	TV Broadcasting	1 Lib. Arts Elective	3
Buffalo Academy of Visual & Performing Arts	Comm. Media Arts	1 Comm. Elective	3
BOCES Agreements			
Centers	BOCES Program	Hilbert Equivalent	Credit
Cattaraugus/Allegheny BOCES	CJ Curriculum I & II	CJ 101, CJ 103	3-6
	Graphic Design	Lib. Arts Elective	3
Delaware, Chenango, Madison, Otsego (DCMO) BOCES	Security and Law Curriculum	CJ 103 Intro to Security	3
Erie I BOCES –	Criminal Justice/Legal Academy	CJ 101, CJ 103, CJ elective, FS101	3-12
Erie I BOCES –	Cisco networking/CIS	MIS 120, MIS 205, MIS 206	3-9
Erie II BOCES	CJ Curriculum I & II	CJ 101, CJ 103	3-6
Genesee Valley BOCES	CJ Curriculum I & II	CJ 101, CJ Elective, FS101	3-9
Madison-Oneida BOCES	CJ Curriculum I & II	CJ 101, CJ 103	3-6
Monroe I BOCES	CJ Curriculum I & II	CJ 101, CJ 103	3-6
Orleans-Niagara BOCES	CJ Curriculum I & II	CJ 101, CJ 103	3-6
Orleans-Niagara BOCES	Digital Media Prog.	Comm. Elective	3
St. Lawrence-Lewis BOCES	CJ Curriculum I & II	CJ 101, CJ Elective	3-6
WSWHE BOCES	CJ Curriculum I & II	CJ 101, CJ 103	3-6
Wayne-Finger Lakes BOCES (FLTCC)	CJ Curriculum I & II	CJ 101, CJ 202	3-6
Wayne Finger Lakes BOCES	Human Services I & II	HS 101 & HS Elective	3-6

INTERESTED STUDENTS SHOULD CONTACT THE PROGRAM COORDINATOR FOR MORE INFORMATION

STUDENT LIFE

A goal of college education is to become a responsible, self-directed member of society. Self-direction can be developed not only through the academic experience but also through participation in group activities outside the classroom. Extra-curricular activities act as a means of developing the potential for leadership and creativity and of satisfying the need for recreation and relaxation. Students learn how to interact with others and opportunities are created for interpersonal relationships leading to a better understanding of human nature.

DIRECTORY INFORMATION

The College may release certain data on students to interested parties for the purpose of verification (e.g. prospective employers, insurance carriers, federal/ state agencies). Such information may include name, address, phone number, dates of attendance, quality point average, awards and degrees received. Such information is requested on an ongoing basis from the areas of student records, student finance, and career placement.

If a student wishes that no information be released, a written request must be filed with the Office of Student Records.

Student Records/Family Rights and Privacy
The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the College receives a request for access. Students should submit to the Registrar written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the College to amend a record that they believe is inaccurate or misleading. They should write the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the College discloses education records without consent to officials of another school in which a student seeks or intends to enroll.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-4605

STUDENT GOVERNMENT ASSOCIATION

The mission of the Student Government Association (SGA) is to represent the cultural, educational, recreational, and social interests of the student body, to encourage the growth of self-government, and to promote responsibility, loyalty, and cooperation among the students in their relations with faculty and administrators of the college. The SGA is an elected body comprised of five Executive Board Officers and thirteen Senators representing various segments of the student population. The SGA has five standing committees to further its mission and address its objectives: Budget and Appropriations, Rules and Regulations, and Social Welfare, Communications Committee, and Dining Hall Committee. The SGA is responsible for the oversight of student clubs on campus. The SGA meets weekly to consider student issues and plan for student activities.

STUDENT ACTIVITIES

The Campus Activity Advisory Board (CAAB) in concert with Director of Student Activities has the responsibility of planning a yearly activities calendar representing the interests of the student population. Student Activities offered involve a variety of venues including comedians, concerts, luncheons, and trips to sporting events and theaters.

Special Events include: Welcome Week, a Parents' Day, a Live Nativity/Christmas Party, Alcohol Awareness events, an Easter Celebration, Winter Ball, the Student Government Association Awards Banquet, and the Quad Party.

Student Publications

Student Life sponsors and/or contributes to the following publications: a monthly Activities Calendar, the H-Files student newspaper, the Hilbert Horizons student magazine, and the Student Handbook.

STUDENT CLUBS

Clubs chartered by the Student Government Association (SGA) include: the Adventure Club, the Campus Activity Advisory Board, the Campus Ministry Club, the Common Ground Club, the Communication Club, the Criminal Justice Forensic Science/ Crime Scene Investigation Association, the Great Expectations/English Club, the H-Files, Hilbert Horizons Literary Magazine, Hilbert Starz, the Hockey Club, the Human Services Association, the McGrath Library Club, the Military Club, the Phi Beta Lambda Business Club, the Psychology Club, Spectrum club, Student Athlete Advisory Council (SAAC), Students Against Destructive Decisions (SADD), Students in Free Enterprise (SIFE). Given that the initiation of and continuance of student activities and clubs is dependent upon student interest, the aforementioned activities and clubs are subject to change.

STUDENT HANDBOOK

The Hilbert College Student Handbook provides information on student life at Hilbert. This publication contains information on student organizations and services. The Handbook also contains the Student Code of Rights and Responsibilities, which describes rules related to student life at Hilbert. All Hilbert students are under the jurisdiction of the Student Code of Rights and Responsibilities. The Student Handbook is provided to all students at the beginning of the Fall semester, and copies are available in the Student Life Office.

STUDENT HEALTH

The New York State Public Health Law (NYS PHL) §2165, requires all students enrolled for six or more credit hours and were born on or after January 1, 1957 must submit verification of immunization or proof of two measles, one mumps, and one rubella inoculation; signed by a doctor or designated health official. Students must provide documentation within 30 days of the first day of class to avoid sanctions, interruption of class scheduling. A listing of immunization clinics associated with the Health Department is available in the Wellness Center.

In addition, New York State Public Health Law (NYS PHL) §2167 requires institutions, colleges and universities, to distribute information regarding meningococcal disease and vaccination to all students enrolled for at least six credit

hours, whether they live on or off campus. A response to receipt of this information is required in the form of a signed acknowledgement. Although the meningococcal vaccination is required for resident students, Hilbert College encourages all students to receive the inoculation. Students should seek information concerning this vaccine from their personal care physician.

Resident students must have proof of health insurance on file in the Office of the Director of Residence Life; and proof of a recent physical examination on file in the Office of Student Life before entering the Residence Hall. Student athletes must provide annual proof of a recent physical to be submitted to the Office of the Director of Athletics. Student athletes are strongly encouraged to have their own primary health insurance. All other students are encouraged to have health insurance and a recent physical examination.

Hilbert College mandates accident insurance for all full-time students. Information regarding health or accident insurance is available in the Office of Student Life. Hilbert College is not responsible for payment of any medical expenses incurred by students.

STUDENT IDENTIFICATION CARDS

Students are required to carry ID cards at all times. The ID card is needed to check out materials from the library, to cash checks, to be admitted to on- and off-campus activities, and to have on hand if requested by Campus Safety to verify identity. ID pictures are taken during Orientation and during the semester by the Student Life Office. There is a nominal fee for replacing lost ID cards.

ORIENTATION

To welcome all new students to Hilbert, orientation programs are held prior to the start of classes each fall. A Parent Program is also available. An additional orientation session is held in January for all new students entering into the spring semester. These programs are sponsored under the direction of the Vice Provost for Leadership Development. Attendance at these orientations is mandatory.

Orientation consists of social events as well as a series of discussions and information sessions designed to provide an easy adjustment into college life and to introduce the entering student to college services, policies, and facilities.

ACTIVITIES

The geographic location of the College and the facilities in its proximity make it possible to provide opportunities for diverse activities. The cultural richness of Buffalo enhances the scope of theatrical and musical experiences for students.

Students are encouraged to participate in activities which take advantage of the recreational facilities available in locations near the College. Indoor and outdoor swimming

pools and tennis courts make it possible for students to engage in these activities year round. Nature trails through nearby Letchworth State Park and several creek areas under environmental protection provide natural settings for hikers, campers, and nature lovers. Students also have at their doorstep some of the best ski slopes in the eastern section of the nation which have skiing during the day and evening hours.

Students participate in the cultural opportunities afforded them in Buffalo and enjoy annual Student Government sponsored trips to such places as the Stratford Festival in Stratford, Ontario.

ATHLETICS

Hilbert will enter its fourteenth season as a member of the National Collegiate Athletic Association - Division III. Hilbert is also a member of the Allegheny Mountain Collegiate Conference (AMCC), the Eastern College Athletic Conference (ECAC) and the North East Collegiate Volleyball Association (NECVA). Hilbert offers fourteen intercollegiate programs, including baseball, basketball (men and women), cross country (men and women), golf, (men), lacrosse (men and women), soccer (men and women), softball, volleyball (men and women) and new for 2010, men and women's lacrosse. Eleven of the fourteen teams compete in the very competitive AMCC with the conference champion in each sport earning an automatic bid to participate in the NCAA post season tournament. Men's volleyball competes in the UVC and men's lacrosse competes in the NEAC, which also offers post season championships.

The athletic programs serve as opportunities for students to pursue personal development and learn the lessons that striving for excellence entails. Participation in intercollegiate athletics affords students an opportunity to represent the college. These competitions create a strong sense of loyalty and community among students, faculty, staff, alumni and friends.

The organization, direction and administration of the overall program, as well as the coaching of its individual sports, is the responsibility of carefully selected and trained personnel. They are also responsible for implementing and maintaining the standards of performance that are consistent with Hilbert's goals of academic excellence and personal development.

INTRAMURALS/EXTRAMURALS

For athletes who seek a different level of competition, Hilbert strives to provide students with intramural and extramural opportunities. Intramural programs are for Hilbert students only; extramural programming provides competition against other local institutions.

Both programs are structured to provide healthy and

stimulating competition in a friendly and social environment, with consideration given to the needs of the current student body. Special considerations are given to time, place and type of programming to ensure that all students will have an opportunity to join in. All members of the College community are encouraged to participate on a regular basis.

ALUMNI ASSOCIATION

Hilbert College's approximately 6,200 alumni have assumed positions in virtually every career area and live throughout the United States and in several foreign countries. The many and varied accomplishments of the alumni are a measure of the college's success in achieving its goal of career preparation.

The purpose of the Hilbert College Alumni Association is to "advance the interests of the College, to develop and foster a mutually beneficial relationship between the College and its alumni by providing educational opportunities, social programs, services and benefits to build ties and relationships among alumni and students at the College, to provide alumni input on College concerns and to link the College of today and tomorrow with its heritage of excellence, commitment and service." The alumni association is also committed to encouraging alumni to continue to support Hilbert College financially. As an example, the elected board of directors are "all on-board" with individually giving to the Hilbert Fund annually. The alumni association also deposits a minimum of \$1750 to the association's endowed scholarship annually as a result of multiple fundraisers and events.

Alumni participate in activities sponsored by the Alumni Association, such as special forums, sporting events and college councils and periodically reunions are planned for the benefit of interacting/reminiscing with old friends and instructors. Alumni enjoy a free subscription to Hilbert Connections magazine, which is published three times a year, and keeps graduates informed about activities at the college and updated information on the activities of their class mates through the "Alumni News and Notes" feature. Alumni also receive a monthly online e-newsletter and have an active Facebook page that showcases alumni events.

Alumni also have unlimited, access to the college's career counseling center, as well as continued library services. There are also other benefits offered through the association and another plus: there are no dues!

STUDENT SERVICES

The mission of the Leadership and Student Engagement Department at Hilbert College is to provide necessary support to academic programs so that students can fulfill meaningful educational, career and personal goals. Students are encouraged to understand and appreciate their

own uniqueness as well as that of others. To accomplish this purpose, the Leadership and Student Engagement Department assists students in their intellectual, emotional, spiritual, moral and physical development. The Leadership and Student Engagement Department supports a campus environment which encourages freedom, exploration, social exchange and responsibility while providing for the health, safety and welfare of all members of the campus community.

CAREER PLANNING

The Career Development Center of Hilbert College (located in Franciscan Hall), acknowledging the challenges of the change in the work world, has incorporated both technology and “the human touch” to promote an integrated career education model. The goal of the office is to provide connections between in- and out-of-classroom learning, and to prepare students for the changing world of work beyond Hilbert. The Career Resource Lab, with its internet accessible computers, is designed to assist students at each stage of their academic career and into the world of work. The Career Development Center offers several assessments which allow undergraduate and graduate students to explore their career interests and link these interests with a variety of academic offerings and career opportunities.

The mission of the office is to provide students and alumni information relevant to career choice, graduate school, job search tactics, and other career related issues. Both individual and group counseling methods are utilized during flexible day and evening hours. Each semester a number of workshops are conducted on self-assessment, career-decision making, the development of job search skills, effective resume writing, and educational planning strategies.

To aid both students and alumni in their job search, a personal credential file may be developed. With the permission of the candidate, the credentials (resume and references) will be made available to potential employers or graduate admissions officers. The office sponsors career fairs, graduate school fairs, graduate preparation workshops and many other opportunities for students and alumni. Members of the Hilbert community are eligible to utilize the employment postings on the Internet at <http://www.hilbert.edu/alumni/career-development/jobs>.

Our annual survey indicates that Hilbert College graduates find employment opportunities or continue their education within 6 months of graduation. The following data highlights our placement statistics.

2006	2007	2008	2009	2010
84.5%	80%	80%	80%	83%

TRANSFER/GRADUATE SCHOOL COUNSELING

Assistance is given in investigating the various academic

offerings of transfer institutions and graduate schools. The Career Development Center provides catalogs and applications for popular transfer institutions and graduate schools. The office assists students with questions they may have in filling out these applications and completing procedures required for transfer.

PERSONAL COUNSELING

The Counseling Center at Hilbert College offers a confidential, safe environment for students experiencing conflict in their personal and/or academic lives. Using a holistic approach to counseling, the center offers educational encouragement for a healthy mind, body, and spirit. Students are encouraged to seek assistance at the onset of a concern and if necessary referral services are available. Every concern to the student is treated with dignity, respect, and confidentiality. There is no charge for this service whether the student is living on or off campus.

The Counseling Center is dedicated to serving our population with tools that will enhance a healthy lifestyle and offer a meaningful personal and educational experience here at Hilbert. Please visit our Resource Room which offers a wide range of resource materials concerning mental health and wellness issues. We also have a Self-Help section in McGrath library. Group support systems are also available depending on the needs of our college community. Students are invited and encouraged to visit the center for all their counseling and wellness needs.

CAMPUS MINISTRY

While embracing Hilbert College’s Catholic Franciscan heritage and values, Campus Ministry brings together students of various faith backgrounds in a warm and welcoming spirit of inclusiveness. They are offered a variety of opportunities for religious and spiritual growth and enrichment through on-campus programs, faith sharing, inter-faith worship, spiritual/pastoral counseling, numerous community service projects, and an Alternative Spring Break. Adventure retreats and other outings are also scheduled as a time for nature walks, reflection, recreation, and fun. Through these diverse activities, students are encouraged to discover and celebrate God’s presence within themselves, others, and all of creation. They assist in the development of ethical leaders committed to peace and justice.

In the Catholic tradition, mass is celebrated on special occasions and Communion services are held. Preparation for the sacrament of Confirmation is available free of charge to students on campus. Classes begin in October and continue until the sacrament is conferred after Easter.

Mother Colette’s Cupboard, which provides emergency food assistance for Hilbert students, operates through Campus Ministry. Winter gloves and hats for those students in need

are provided as well.

Located in Bogel Hall 103C, Campus Ministry is part of the Office of Mission and Ministry. Everyone is welcome to stop by for either an informal visit or a scheduled appointment.

OFFICE OF MULTICULTURAL AFFAIRS

The Office of Multicultural Affairs at Hilbert College is committed to building an environment that values and respects every person regardless of gender, age, race, sexual preference, socioeconomic level, physical ability, cultural background, religion, nationality, or beliefs. Our mission is grounded in Franciscan values, and we are committed to creating an inclusive campus environment that embraces these core values (e.g., respect, service, compassion, peace, integrity, and vision) through the promotion of diversity education, celebration, and evaluation. The office offers guidance on issues related to diversity and strives to enhance the dignity and integrity of each unique individual based on these core values. Moreover, our office envisions the campus community as a teaching and service community that, creates holistic and diverse learning experiences for students, faculty, and staff through programming, collaboration, and community outreach.

Specifically, the Office of Multicultural Affairs seeks to connect learning with social justice issues, and diversity, by providing programming that consists of lectures, professional guest speakers, entertainers, cultural plays, student activities and interactions that nurture acceptance and promote awareness.

Programs and activities sponsored and co-sponsored by the office are designed to welcome diversity and encourage the campus to appreciate and respect different experiences, perspectives, identities, and expression. The Office of Multicultural Affairs is open to the entire campus for support, formal/ informal visits, and/or consultations.

For more information, please contact the Office of Multicultural Affairs, 103B Bogel Hall, Hamburg, NY 14075; telephone (716) 649-7900 ext. 243; fax (716) 649-0702. Please visit our website at <http://www.hilbert.edu/student-life/multicultural-affairs>

RESIDENCE LIFE

Residence living at Hilbert College allows students easy access to classrooms, library, and athletic facilities, in addition to the opportunity to meet and live with students from a variety of backgrounds and cultures.

As part of the housing contract, all freshmen and new resident students are required to participate in a full weekday meal plan, with brunch and dinner provided on Saturday and Sunday. Returning resident students have alternate

meal plans available. For detailed information, housing contract and housing agreement, or to arrange a tour of the Residence Hall facilities, contact the Director of Residence Life, or stop in the office which is located in Trinity Hall. Part-time students are not allowed housing options.

VETERANS CERTIFICATION

All students who may be entitled to veterans' benefits are required to complete an application for veterans' benefits. This should be done at the Student Records Office. The State Approving Agency's (SAA) address and phone number are:

New York State Division of Veterans' Affairs
Bureau of Veterans Education
Five Empire State Plaza (Suite 2836)
Albany, NY 12223-1551
(518) 474-7606
(518) 474-5583 (FAX)

FOOD SERVICES

The College Cafeteria, located on the upper level of the Campus Center, serves three meals each day, Monday through Friday, Saturday and Sunday an afternoon brunch and an evening meal is served. Snack machines and the College Snack Bar round out the student and faculty food needs during off-hours.

CAMPUS SAFETY

The Campus Safety Department provides 24 hour coverage by a staff of uniformed officers who are registered security guards under the New York State Security Guard Act. Officers are responsible for patrolling the campus, traffic control, parking enforcement, crime prevention, enforcing rules and regulations, and those services that are unique to a college campus. With your help and cooperation Hilbert College will continue to be a safe campus in which to live, work, and study.

CRIME STATISTICS

Campus Crime statistics are available at the following web address:
<http://www.hilbert.edu/CrimeStatistics.asp>

The Hilbert College Campus Safety Committee will provide, upon request, all campus crime statistics as reported to the United States Department of Education. This information is sent to all students annually, and is available in the Student Life Office. You may request this information by calling 716 649-7900, extension 230.

Additional Information on crime statistics and reporting may be obtained from the United States Department of Education website: <http://www.op.e.d.gov/security/>

CAMPUS BOOKSTORE

The Campus Bookstore, located on the lower level of the Campus Center, stocks all textbooks and basic supplies for courses, and a variety of materials to accommodate students, faculty and alumni.

EMERGENCY ANNOUNCEMENTS

When classes and other college activities have to be canceled because of severe weather conditions, an announcement is made on the following AM/FM radio stations:

WBEN	930 AM	WBLK	93.7 FM
WKSE Kiss	98.5	WECK	1230 AM
WTSS Star	102.5	WJYE	96.1 FM
WNSA	107.7 FM	WYRK	106.5 FM
B92.9	92.9 FM		

A notice will also be posted on the college website. There are also occasions when only the day or the evening session may be canceled when the other is not. You are advised to stay tuned to radio stations for an up-to-date report.

Because colleges do not transport students, they remain open when school districts close. It then becomes a personal decision to attend classes if the College remains open under conditions you consider too hazardous for travel.

COURSE DESCRIPTIONS

This section provides information on the nature of courses offered at Hilbert College. Each course has its own number and title that is followed by a brief description of the content of the course. If any course demands a prerequisite, that condition will be noted at the end of the course description.

COURSE LEVELS

Each course bears a distinguishing number for identification and indication of its academic level. The numbering system is as follows:

0-100 These are non-credit courses designed to prepare students for later credit bearing course work in basic skill areas such as English and Math. Courses at this level may be required by students' results on the placement tests.

101-199 Courses at this level will typically be introductory and/or general education requirements with no prerequisites. The primary focus will be on learning terminology and basic principles within the general field of study. Students with little or no background in the content area may enroll.

200-299 The 200 level generally denotes introductory courses for a specific field of study or a survey of methodology. These courses may require a 100 level prerequisite. The primary emphasis will be on comprehension and application of course content.

300-399 This level is primarily for majors in the field or may serve as an upper division elective for non-majors who satisfy any specific course prerequisites. At the 300 level, the primary emphasis on analysis and synthesis of course content is

generally most appropriate to the junior or senior year student.

400-499 This advanced level of special topic courses, including seminars, independent studies, internships and field practices, is designed for juniors and seniors.

Accounting
ACC 205 3

Financial Accounting
A study of accounting theory, principles, procedures, and their application to sole proprietorships. Emphasis is on the entire accounting cycle, basic concepts and terminology, the effects of transactions, and preparation of financial statements.
Prerequisite: sophomore status

ACC 206 3

Managerial Accounting
Continuation of accounting theory as applied to partnerships and corporations, and an introduction to managerial accounting. Consideration is given to statement analysis from the viewpoint of managers, creditors, investors, and others.
Prerequisite: ACC 205 and sophomore status

ACC 270 3

Income Tax Theory and Practice
Exposes the student to the Internal Revenue Code as it relates to individuals. Primary emphasis is placed upon individual tax returns.
Prerequisite: ACC 205.

ACC 310 3

Corporate Taxation
A study of the Internal Revenue Code as it relates to corporate taxation. Corporations to be examined include C Corps, S Corps, and the Limited Liability Corporation. Taxation of partnerships, estates and trusts will also be covered.
Prerequisite: ACC 206, ACC 270.

ACC/ECI 313 3

Financial Investigations
This course is designed to introduce and apply financial investigative

techniques to the detection and resolution of criminal activity. It includes an in-depth discussion of financial investigative approaches, law and legal concepts guiding criminal prosecutions in the United States, concepts of evidence and procedure, the movement of money through financial institutions, tracing money through a business including discussions of business organization and accounting systems, various methods of tracing funds and interviewing techniques used in these investigations.

Prerequisite: 45 credit hours, ACC 205

ACC 320 3

Intermediate Accounting I
Expands and broadens the accounting concepts and principles developed in previous accounting courses. In-depth treatment of the traditional accounting topics as well as recent developments promulgated by various agencies such as the FASB are covered. The major emphasis is on the balance sheet.
Prerequisite: ACC 206. (C grade or better)

ACC 321 3

Intermediate Accounting II
A continuation of the accounting principles and concepts discussed in ACC 320. Major emphasis is on the income statement, pensions and leases, accounting changes and error analysis, accounting for income taxes, and specialized revenue recognition. Pronouncements of the FASB are integrated throughout the course.
Prerequisite: ACC 320 (C grade or better).

ACC 350 3

Advanced Intermediate Accounting
An expansion of Intermediate Accounting. Emphasis is on pensions and leases, accounting changes and error analysis, accounting for income taxes, full disclosure in financial reporting, specialized revenue recognition methods and accounting research. Pronouncements of the FASB are integrated throughout the course.

Prerequisite: ACC 321
(C grade or better).

ACC 380 3

Cost Accounting
Study of job process and operation costing systems, standard cost systems and flexible budgets. Cost information for decision and control purposes: product profitability decision and management control systems.
Prerequisite: ACC 206 (C grade or better)

ACC 400 3

Accounting Internship
This internship will provide the student with a work experience in a business-related setting. This situation is designed to afford the student an exposure to business professionals and practices as well as expectations in the contemporary workplace. The student is required to work 120 hours during the semester at the assigned business and to attend a weekly seminar with fellow interns. Students may not use current or self-employment for internship credit.
Prerequisite: Completion of ACC 350, permission of department chair, 75 credit hours completed and a minimum GPA of 2.5 overall; 3.0 in Accounting.

ACC 410 3

Advanced Accounting
Advanced study in specialized financial accounting areas such as business combinations and consolidations, governmental accounting, and not-for-profit accounting and accounting for partnerships. Pronouncements of the FASB and GASB are integrated throughout the course.
Prerequisite: ACC 350 (C grade or better).

ACC 420 3

Auditing
Focuses on the elements of professional judgment in the theory and application of generally accepted auditing standards (GAAS). Emphasis is also on internal control, professional liability, ethics, fraud assessment,

detection and prevention, materiality, sampling, and the planning and completion of an audit culminating in the audit report.

Prerequisite: ACC 350 (C grade or better).

ACC 430 3

Fraud Examination
A theoretical and practical focus on the detection, investigation, and prevention of financial statement fraud and occupational fraud. Topics will include evaluation of internal control systems, legal elements of financial crime, fraud investigative methods, accounting systems and the detection of fraud.

Prerequisite: ACC 321, ACC/ECI 313.

Art History

AHI 103 3

Creative Moments in Art History
This introductory course provides a selective survey of periods in the history of Western art that presents a narrative of its development over time, acknowledges the relation to this narrative of major artists and their media, and clarifies the transcultural influences that account for changing perceptions in the imaginative recreation of experience; the techniques created to accommodate those perceptions; and the dynamics of audience reception. This course fulfills the Gen Ed requirement.

A Liberal Arts elective, the course has no prerequisite.

AHI 320 3

The Art of the Renaissance in Italy
This Core II course examines the remarkable revitalization of the visual arts in the fifteenth and sixteenth centuries in Italy. While considering antecedents to that outburst of activity, the course will focus on painting, sculpture, and architecture from 1400 to 1550, especially the period 1495-1512 which saw the creation of Da Vinci's Last Supper and Mona Lisa; Raphael's School of Athens; and Michelangelo's Pieta, David, and decorative cycle in the Sistine Chapel. Guest presentations will be offered

from among cross-disciplinary areas such as aesthetics, history, religious studies, and political science.

Prerequisite: successful completion of CORE I and junior status.

AHI 350 3

Impressionism and the Roots of Modernism
Impressionist paintings by artists like Monet and Renoir resonate so comfortably in modern sensibility that we may forget how revolutionary they once were. Their commitment to new subject matter and new ways of seeing qualify the Impressionists as perhaps the original avant garde in the history of Western art. This CORE II course considers the artistic antecedents to Impressionism and the social and political atmosphere in which the movement took shape through artists like Edouard Manet, Claude Monet, Pierre Auguste Renoir, Edgar Degas, Mary Cassatt, and Berthe Morisot. Topics include the remaking of Paris by Baron von Haussmann, the politics of the Salon system, and the influence of Charles Baudelaire. The course concludes with three Post-Impressionist painters – Paul Gauguin, Vincent Van Gogh, and Paul Cezanne – whose work, bridging the nineteenth and twentieth centuries, is not imaginable without the innovations of Impressionism. Guest presenters in cross-disciplinary areas relevant to the course of study will be made; e.g., in aesthetics, history, psychology. One class meeting will be scheduled at the Albright-Knox Art Gallery.

Prerequisites: Successful completion of CORE I and junior status.

AHI 380 3

Women in Art
Thirty years have passed since noted art historian Linda Nochlin asked, "Why have there been no great women artists?" In response, this Core II course considers the role of women in art history, including Artemisia Gentilleschi, Judith Leyster, Angelica Kauffmann, Mary Cassatt, Frida Kahlo, Georgia O'Keeffe, and Maya Lin. Each artist's work is discussed in the

context of aesthetics, history, politics, and economics, as well as related topics: women as subjects of art and as patrons of art. Guest presentations in relevant cross-disciplinary areas will be made.

Prerequisite: Successful completion CORE I and junior status.

Biology

BI 101 3

Introduction to the Physical Sciences

This introductory course provides fundamental concepts and skills in the physical sciences necessary to understand contemporary science oriented topics in this area, to increase scientific literacy, foster an understanding of the scientific process, and to improve critical thinking. At least one area of study involves the use of mathematics. Reserved for students with limited previous exposure to scientific principles. This course fulfills the general education requirement.

BI 102 3

Science in Society: Modern Topics in Biology

BI102 will present biology in the context of significant social, political, religious, legal and ethical issues. It will cover current topics like genetically modified organisms, embryonic stem cells, infectious diseases/ AIDS, cancer, and cloning and the underlying biological principles needed to understand these issues. Class time will be divided between lectures, discussions, student presentations and hands-on lab activities. Upon successful completion of BI102 students will be capable of making informed and reasonable decisions about many of the biological issues prevalent in modern society. (Prior knowledge of biology is not required). This course fulfills the general education requirement.

BI 112 3

Environmental Science

This course stresses ecological principles and relationships.

Population and several kinds of pollutions are studied, as well as environmental issues of local, regional, and national concern. The potential impact of environment upon the quality of life is emphasized. Selected projects and/or seminars concerning topics of current interest are included. A service learning experience is provided as an optional component. This course fulfills the general education requirement.

BI 114 3

The Human Body

An introductory study of the structure and function of the human body, the course provides a sequential investigation of the systems of the body and contemporary medical/ health issues relating to the body. This course makes applicable links that are relevant to many major programs at the College. This course fulfills the general education requirement.

BI 140 4

College Biology I

In place of traditional laboratory work, this course offers a new and innovative program of interactive computer-generated labs. The virtual laboratory will enable the student to study the principles of biology and work according to the scientific process while performing lab exercises through the use of computer simulations. This course will focus on a variety of biological topics as well as their interdisciplinary applications. Among the areas to be explored are genetics (classical to modern genetic engineering), biotechnology, evolution, bioethics, scientific problem-solving, immunology and contemporary problems with disease, diversity and organization of living organisms and their populations, comparative study of a body system, and animal behavior. (Students are to register for the lecture section and one computer laboratory section.) This course fulfills the general education requirement.

There is no prerequisite. This course can be used as a science or liberal arts elective or as an all-college elective.

BI 141 4

College Biology II

This course is part of a new and innovative program of interactive computer-simulation labs. The virtual laboratory enables students to perform lab exercises, to study scientific principles, and to apply scientific methodology through the use of computer lab simulations. New topics included in this course will open the world of contemporary biology and its relevance and interdisciplinary associations to the student. Themes to be explored include the structure, function, and organization of living things; metabolic processes and enzymes; several response systems of the body; embryonic development; ecology and the environment; and animal behavior. Students are to register for the lecture section and one computer laboratory section. This course fulfills the general education requirement.

Prerequisite: There is no prerequisite. Students do not need to have taken BI 140 to take this course, as the two courses are independent of each other.

Business

BUS 101 3

Introduction to Business

This course will familiarize students with different forms of contemporary business, organizational functions, business terminology and concepts, and skills for success in business. Students will be introduced to various career opportunities available to business professionals. BUS 101 is also designed to prepare students for later coursework in the business major and to provide an exposure to business basics for interested students from other majors.

Prerequisite: GS 101

BUS 200 3

Introduction to Business Management

This course will help students become familiarize general business environment, including sub-disciplines of management, marketing, finance,

and accounting. Management knowledge, skills and competencies necessary for long-term success in today's business environment are also examined. In addition, this course is designed to highlight a manager's functions and responsibilities in organizational and business settings. Four main management functions of planning, organizing, leading, and controlling are used as a framework to explore the role of managers. Students will also examine ethical, social, and cross-cultural issues related to managing in contemporary business organizations.

BUS 208 3

Contemporary Marketing

This course is an introduction to the basic principles of marketing and the role of the marketing manager. The course is structured around analysis of the marketing mix: variables of product, distribution, promotion and pricing strategy. Additional topics include market segmentation, market research, consumer behavior and international marketing.

Prerequisite: GS 101 and sophomore status

BUS 210 3

Principles of Management

This course provides an introduction to the management process with focus on the functions of planning, organizing, directing and controlling. Attention is given to the development of management theory and its contemporary application in a socially responsible manner.

Prerequisite: GS 101 and sophomore status

BUS 304 3

Ethics, Leadership, and Management

This course starts by approaching ethics from a general perspective, and subsequently examining the application of ethical principles on management and leadership in today's business environment. Ethical concepts relevant to decision-making in the workplace will be examined as well. In addition to examining ethics at

the personal and interpersonal levels, students will explore ways to develop and promote an ethical culture at the departmental and organizational levels (Transformational Leadership). Leadership in today's organizations and relationship between leadership and ethics will also be explored in the context of corporate scandals in recent years.

BUS 301 3

Applied Business Statistics

This course will prepare business students to understand and apply statistical information and analysis to managerial decision making. Emphasis will be both on using descriptive statistics as well as inferential statistics for making decisions in business environment.

Business examples and situations are used to illustrate and highlight the relevance of business statistics to strategic and operational decision making.

BUS 302 3

Computing and Management

The course introduces students to the use of business applications, spreadsheets and databases, and presentation software. In addition, the current trends in e-commerce and social media business trends will be examined. The emphasis will be on using business examples and situations as a framework to gain working knowledge of business software through classroom instruction and hands-on training.

MGT 331 3

Corporate Legal Environment

This course introduces the overall legal system with a particular emphasis on business law. Students will explore constitutional and administrative laws, contract and tort laws, product liability, environmental law, intellectual property and copyright laws, and cyber and e-commerce laws. Case studies will be used to examine these issues in the context of corporate strategies and managerial decision making.

MGT 332

Corporate Financial Management Building on their knowledge from financial and managerial accounting concepts, students will study the financial decision making process utilized by management to maximize shareholders' wealth. Short term as well as long term corporate finance and managerial decisions of firms will be examined. The economic model of financial risk and the time-value of money as well as capital structure and budgeting will be explored. Using case studies as framework, this course will attempt to explain corporate finance and financial decision making with a balance between theory and business application.

MGT 333 3

Marketing Management

Marketing Management presents students with a framework of pertinent strategic and tactical consumer marketing issues faced in today's economy. It goes beyond the basics of marketing and focuses on important marketing functions and tasks coordinated by managers within the overall strategic framework of the organizations. Students explore market research and analysis, market and product development, pricing decisions, promotional strategies, and issues related to ethics, e-commerce, and global and cross-cultural marketing.

MGT 334 3

Operations and Supply Chain Management

This course examines the importance of managing value chain throughout the production and/or operations process of a manufacturing and service business in today's global environment. The course is designed to teach students how to analyze processes, ensure quality, create value, and manage the flow of information and products, while creating value along the supply chain. Students will have a foundational understanding of both qualitative and quantitative operations management

processes related to service or manufacturing sectors.

BUS 334 3
Small Business Management and Entrepreneurship
 The course focuses on small business management and entrepreneurship in today's economy. Given the importance of small businesses to the U.S. economy and their significant contribution to overall employment, studying how small businesses develop and successfully operate in challenging economic environment is critical and relevant. Students will examine challenges and opportunities faced by entrepreneurs in developing, establishing, and operating a small business. Students will also develop a business plan to better understand how to establish a small business, and how to effectively address operational, financial, marketing, and human resources issues related to managing a small business.

BUS 335
Information Technology and Management
 This course explores the important role information and communication technology (ICT) plays in enabling companies to increase market share, become more efficient, and innovate. Students examine various information systems firms use for planning, implementing, and control of their operations and activities, and the challenges and opportunities emerging from increased convergence of many technologies.

BUS/ECI 381 3
Business Continuity: Strategic Contingency Planning for Businesses and Organizations
 Student will learn the development of business continuity management policies and planning. Management process for a variety of business environments as well as management systems, tools and techniques needed to establish, monitor and maintain business continuity will be examined. Students will develop skills to create

essential continuity plans for various businesses and organizations that identify critical processes, required personnel, and procedures to preserve and secure vital records to continue operating during and after man-made or natural disasters.
 Prerequisites: Upper division status in CISA, Business or Accounting majors or permission of department

BUS/LW 217 3
Business Law I
 This course is an introduction of the principles of law that directly and regularly impact the conduct of business activities. The content of the class includes many subjects tested on the Regulation portion of the CPA examination. Topics include an examination of the substantive law of contracts, from formation requirements to remedies for breach of contract. Antitrust law, securities regulations, and employment and labor law illustrate the regulatory role on business and society. Legal aspects of international business are examined in this increasingly important area.
 Prerequisite: sophomore status

BUS 262 3
Personal Financial Planning
 This class provides a study of personal finances during the various stages of the consumer's life cycle. Emphasis is on developing awareness and skills necessary in personal financial decision making. Topics covered include determination of financial objectives, budgeting major purchases, insurance, and credit. Students in any degree program should find the course to be both practical and informative. This course may be used as a business or unrestricted elective.
 Prerequisite: GS 101

BUS 310 3
Management Skills Development (Previously MGT 310)
 BUS 310 combines theories, self-assessment, and application of behavioral skills that are essential to successful management in the

contemporary workplace. Specifically, the course will focus on those skills that organizations have indicated are most critical for, and most lacking in, entry-level managers. Key topics include team building, organizational change, problem solving, and leadership, with an emphasis on strengthening communication/interpersonal skills throughout the course.
 Prerequisite: junior status

BUS/LW 315 3
Labor Law
 This course will examine the fundamentals of U.S. and State Labor Law with an emphasis on the principles of employment and labor law applicable to private and public employers in New York State. Particular attention shall be paid to legal employment issues likely to be encountered by the business owner and/or manager.
 Prerequisite: 12 credit hours of specialty courses in Paralegal Studies department or BUS 217.

BUS/LW 317 3
Business Law II (Formerly Advanced Business Law)
 A continuation of the study of law begun in BUS 217, the content of this class includes many subjects tested on the Regulation portion of the CPA examination. Topics include in depth analysis of the various forms of business organizations including general and limited partnerships, corporations and LLCs; Uniform Commercial Code subjects such as commercial paper, secured transactions and sales; and other areas of law including bankruptcy, debtor/creditor relations, product liability, estate and trust law and real property.
 Prerequisite: BUS 217, junior status.

BUS 320 3
Sport Administration
 BUS 320 is an upper-level course designed for students interested in the complexities of sport management and its unique legal, business,

and management practices and imperatives. This class will provide a foundation for subsequent course work in a planned Sport Management Concentration by introducing students to topics such as labor relations, facility management, marketing and fundraising, compliance and government issues, sports information, and the economics of sport. The focus will be on high school, collegiate and professional sports. At this point, the course is planned for every fourth semester.

Prerequisite: junior status

BUS 325 **3**

Sport Law

Building upon the relationship between law and sports, this class explains the fundamentals and provides real-world insights in this fascinating study of sports law as it affects professional and amateur athletes. All of the “off-the-field” activities affecting sports are governed by traditional areas of law and through formal agreements. The subject matter will be presented as the instructor follows two fictional characters, the athlete and the owner. In the first half of the course, the class will follow the progression of a two-sport star student-athlete from high school, to college and eventually to the NFL. The various elements of this complex world that will be covered include the NCAA as an institution, its rules regarding recruitment and academic eligibility, amateur status and agents as they apply to college athletes, Title IX, and amateur events and the Olympics.

The second half of the course will focus on the issues confronting the owner and the franchise. Topics of discussion will include professional sports leagues as an entity, Collective Bargaining Agreements (including the draft), unions and the National Labor Relations Act, stadium and concession issues, broadcasting rights and revenue, and intellectual property. At the conclusion of the class, the student will have a better understanding of sports beyond what occurs on the playing field.

As this is a class that examines law, a brief introduction to legal research and writing will be provided. No previous knowledge of law or legal research and writing is required. Prerequisite: junior status

BUS 340 **3**

Linking Technology and Business

This course seeks to provide the student with a solid understanding of the integration of technology with the focus areas of organizational structure, strategy, business planning, culture and communications. The course will focus on developing and implementing a methodology for integrating technology and business that will drive improved decision making, communication and collaboration across the enterprise.

Prerequisites: junior status

BUS 344 **3**

Introduction to International Business

In this introductory international business course, general concepts and theories in legal, political, economic, and cultural aspects of international business will be discussed. Students will explore external global business environment, as well as strategies of multinational companies in dealing with international challenges and opportunities. Other important topics in international business, including international trade and investment, international culture and marketing, and international human resources will be explored.

BUS 350 **3**

The Role of Information in Financial Markets

The course is intended to be an applied microeconomics course in that it will use the consumer utility maximization model as well as game theoretic modeling of insurance markets. Topics will include insurance, lotteries, risk management and decision making with asymmetric information. Students will acquire knowledge of how to apply an information advantage and ascertain when an information advantage is

being practiced against them. This understanding of information value will allow the student to make decisions in regard to lotteries, insurance levels and coverage, warranties and uncertain situations.

Prerequisite: ECO 201, MA 145, and junior status

BUS 361

Workplace Ethics

3
Is a course that will approach ethics first from a general perspective and then examine the application of ethical principles through a broad range of contemporary case studies. Ethical concepts relevant to decision-making in the workplace will be examined. These concepts, including Egoism, Utilitarianism, and Categorical Imperative will be analyzed and then applied throughout the course. Students will also be introduced to philosophers (Locke, Emerson, Burke) in the context of characteristics identified by executives as essential to effective leadership. In addition to examining ethics at the personal and interpersonal levels, students will explore ways to develop and promote an ethical culture at the departmental and organizational levels (Transformational Leadership). Students will conduct an “ethical audit” of an organization and they may hear a presentation on organizational ethics.

Prerequisite: junior status

BUS 380 **3**

Projects in Enterprise/SIFE

This course provides students an opportunity to make a difference and to develop leadership, teamwork, and communication skills by learning, practicing, and teaching the principles of free enterprise through service/experiential learning projects that create economic opportunity and positively impact the community. This course examines and applies the principles and processes of project management to the SIFE criteria: free markets, success skills, entrepreneurship, financial literacy, ethics, and sustainability.

Prerequisite: junior status

BUS 390 3

Introduction to Project Management

This course seeks to provide the student with a solid understanding of the principles of project management as they apply to business today. This course is being developed to include the most relevant and current practices within the discipline of project management. It will focus on providing participants with the opportunity to individually plan and manage projects from their own fields of experience. The emphasis is on the relevance and practical application of project management skills using good practices as defined by the Project Management Institute (PMI), the leading international professional association for Project Management. Prerequisite: junior status.

BUS 400 3

Business Administration Internship

The internship will provide the student with a work experience in a business-related setting. This situation is designed to afford the student an exposure to business professionals and practices as well as expectations in the contemporary workplace. The student is required to work 120 hours during the semester at the assigned business and to attend a weekly seminar with fellow interns. Students may not use current or self-employment for internship credit. Prerequisites: Permission of instructor and senior status.

MGT 400 3

Management Field The internship will provide the upper-level student with opportunities for practical application of classroom knowledge, concepts, and learning in business management. This placement is designed to provide the student with an exposure to business professionals and practices as well as expectations in the contemporary workplace. The student is required to work a minimum

of 120 hours during the semester at the assigned business. Students may not use current or self-employment for internship credit.

MGT 401 3

Human Resources Management Case materials and contemporary theory are used to help define the role of the Human Resources Manager and to develop the skills and perspectives necessary to successfully function in this capacity. Topics will include employee training and development, selection, job evaluation, disciplinary cases, compensation programs, wage and salary administration, labor relations, federal regulations in the workplace, motivation, and safety and security.

BUS/LW 408 3

Employment Benefits & Critical Issues in Today's Workplace

This course will provide students with an overview of the law of employment benefits, with special emphasis given to the administration of qualified retirement plans. Reporting and disclosure requirements, payments, record keeping requirements, claims and payments and fiduciary duties will be covered.

Prerequisite: junior status.

BUS 410 3

Lessons of Leadership in Movies

This course examines both leadership theory and practice. Part of the course is devoted to an "outline" of leadership practices and a review of empirical data that supports the outline. Finally various films are viewed and analyzed in the context of leadership theory.

Prerequisite: junior status.

BUS/MGT 415 3

Organizational Behavior

An effective business leader knows "how things work around here." This knowledge is based on the understanding how people self-assess and self-regulate, how people join with others to get things done, how work is set up and how these work systems and processes positively impact

results. This course probes tested models, organizational techniques and workplace experience that add to this business knowledge. Ways of influencing relationships between behavior and environment will be focused on with strong emphasis on applying the subject matter to the workplace environment and from the managerial perspective.

Prerequisite: junior status

MGT 430 3

Organizational Behavior and Change Management

This course examines organizational behavior and the basic elements of organizational dynamics at individual, groups/teams, and organizational levels. Individual applications will focus on emotional intelligence, personal values and focus, and motivation, while inter-group processes such as group dynamics, role clarification, decision-making processes, work design, horizontal structures, communication patterns, and channels and motivation within the group will also be explored. A third focus of the course will be organizational culture. Models of highly effective organizations will be considered. Organizational elements including strategy and structure, organizations as systems, open systems, systems thinking, organizational design, ethics and social responsibility and power and politics will be studied.

BUS 490 3

Strategic Planning and Management

This capstone course in the business program combines strategic theory and case-study analysis to develop planning and analysis skills. The focus is on the formulation, implementation and evaluation of business strategy for a wide range of business enterprises. Prerequisites: Senior status, FIN 310, MKT 310.

MGT 490 3

Strategic Management and Business Policy

This capstone course for B.S. degree in business management examines the strategic process in today's business and corporate environment. Main component of strategic management including environmental assessment, strategy formulation, strategy implementation, and control through a strategic-audit framework are examined. Case studies are utilized as learning tools to further examine strategic management process in contemporary businesses, and critical relationship strategic management process has with business and functional areas of an organization

ECO 201 3

Microeconomics

Microeconomics is the study of resource allocation in a market economy. Resource allocation, decisions by firms, households, and government will be examined. Market answers to the questions of what to produce, how to produce and for whom to produce will be investigated. Conditions under which market systems promote and fail to promote. Allocation and operating efficiency will also be covered.

ECO 202 3

Macroeconomics

A model of the aggregate economy will be developed and studied. The efficacy of government policies to minimize unemployment, stable price levels, favorable growth, and favorable international trade balances will be studied using the model of an economy developed in this course. Topic areas include economic welfare, the trade balance, national debt, money, and the financial system.

ECO 300 3

Modern International Economics

This course will be a study in the modern methods of International Trade economic theory. Topics will include comparative advantage, monetary theory, and economic integration and trade alliance. The course will study the new world of economic trade

from a current perspective and will look at the "big picture" of global commerce, rather than the individual firm. International trade policy between two governments and the market outcomes of trade agreements will be carefully explored. No prior economics courses are required; this is not a mathematics-based course.

Prerequisite: junior status

ECO/SO 309 3

Human Economics

This course will focus on broad, interdisciplinary applications of economics rather than the more business-oriented functions associated with traditional business offerings. It is designed as an elective for students in all programs of study. Topics will include interpersonal relationships (marriage, divorce and family); crime (crime and victims, victimless crimes, economics of crime, cheating and lying); government; college and university education; health and health care.

Prerequisite: junior status

ECO/FIN 320 3

Money and Banking

The role of money, financial institutions, monetary policy, and bank regulations will be studied, as will allocating and operating efficiency of financial markets. Microeconomic theory will be used to investigate the role and efficiency of financial markets. Macroeconomic theory presented in introductory economics will be extended to further study federal reserve policy to promote stable interest rates, a stable price level, favorable growth, and favorable trade balances. Emphasis will be placed on the interaction between monetary theory and the study of banking.

Prerequisites: ACC 206, MA 146, MA 200, and junior status

ECO 330 3

Economics of Sport

This course will apply both macroeconomic and microeconomic theory to the spectator sport industry. There will be a detailed discussion

of the role of professional sports organizations on the local economy, and the economic role of athletics in a collegiate environment. The course will discuss professional sports monopoly anti-trust exemption, and its economic consequences. In particular, this course will cover issues involved in the industrial organization of sports, labor economics, public finance, and the economics of amateurism and college sports. Background economic theory will be provided.

Prerequisite: junior status

ECO/MGT 340 3

Managerial Economics

This economics course for managers will cover applied microeconomic theory as it relates to the firm and its managerial decisions. Topics will include optimization techniques, general demand theory, forecasting, production theory, risk, firm strategy, capital budgeting, shareholder wealth maximization, and governmental regulations. Students will benefit from the quantitative management case study as a preparation for business environment. Recommended for any student considering graduate or professional studies.

Prerequisites: BUS 210, ECO 201, ECO 202, and junior status

ECO 350 3

Comparative Economic Systems and Government

The course is intended for a diverse audience of students who desire a real world understanding of the economic systems of the world, and the role of these systems in the past and future of each country. The economic background and progress of several countries will be the subject of case study. These countries will include the United States, Japan, Germany, Austria, Poland, and Czech Republic

Prerequisite: junior status

ECO 360 3

Environmental Economics

Economics and environmental concerns have traditionally been opposing forces in competitive

markets. Pure profit maximization has no concern for the environmental damage it causes, unless the damage has an adverse effect on profit. Environmental standards, and business firm compliance, have been a continual debate. Can a capitalist society have environmental controls that are acceptable to business firms and environmentalists? This course will discuss options and show how agricultural and environmental economics have provided a new world economic order, such that economic compliance of pollution taxes and environmental regulation can be profit maximizing, self motivating behavior. Prerequisite: junior status

FIN 310 3
Managerial Finance
 A study of decision making by business to maximize the wealth of owners. Both short- and long term investment and financing decisions of firms will be studied. Emphasis will be on the use of time-value of money and risk concepts in financial decisions. Prerequisites: ACC 206, MA 146, MA 200, and junior status

FIN/ECO 320 3
Money and Banking
 The role of money, financial institutions, monetary policy, and bank regulations will be studied, as will allocating and operating efficiency of financial markets. Microeconomic theory will be used to investigate the role and efficiency of financial markets. Macroeconomic theory presented in introductory economics will be extended to further study Federal Reserve policy to promote stable interest rates, a stable price level, favorable growth, and favorable trade balances. Emphasis will be placed on the interaction between monetary theory and the study of banking. Prerequisites: ACC 206, MA 146, MA 200, and junior status

FIN 410 3
Investments
 A study of methods of purchasing assets in order to gain wealth in the

form of reasonably predictable dividends, interest, rentals, and/or capital gains over the long term. Time value of money and risk concepts developed in FIN 310 will be extended and refined. The portfolio theories of Markowitz, Sharpe, Tobin, and others will be discussed. Theory will be analyzed with reference to real market data. Students will develop investment goals, strategies, and performance measurements in applied exercises. Prerequisite: FIN 310.

GBM 318 3
Global Economic Environment
 This course focuses on the economic principles underlying global trade and commerce, countries' balance of payments, global monetary exchange mechanism, international investments, and global capital movement. The course is designed to provide students with a foundation for more advance concepts in global accounting and finance by introducing to them the general global economic conditions, factors, and drivers.

GBM 328 3
Cross-cultural Communication and Management
 This course is designed to provide an understanding of how cultural differences among people, nations, and regions impact the discipline of international business. Cultural differences among countries and regions, cross-cultural communication and negotiations, and managing and leading diverse global workforce will be examined. As future global business managers, students will also be expected to develop knowledge, understanding, and skills to help them manage across global markets.

GBM 331 3
Legal Environment in Global Business
 This course examines the legal environment in which global business and commercial transactions are conducted. More specifically, U.S. and international trade laws examined, as well as credit, sales, and commercial transactions in global business are

explored. The course also examines regulations related to intellectual property, foreign investment, taxation, and licensing agreements.

GBM 332 3
Global Accounting and Financial Management
 This course examines global accounting and financial management issues faced by multinational companies. Students will compare various international accounting systems, practices, taxation, and reporting. Use of this knowledge for planning, forecasting, budgeting, investing, and decision making in a globally competitive environment will also be examined. Financial management matters related to risk management, capital budgeting, global financing, and currency hedging are covered as well.

GBM 333 3
Crosscultural Marketing Management
 This course focuses on concepts and functions of international marketing and promotion of products and services. In addition to fundamentals of global marketing management, emphasis is on international expansion and market entry and management of global marketing activities. The impact of cultural differences on effective promotional and marketing strategies is also examined. A marketing plan is used as a framework to examine various global marketing functions and activities.

GBM 334 3
Global Logistics and Supply Chain Management
 This course examines the increasing importance of transportation and logistics to the movement of goods and services in today's global economy. Transportation issues related to policy and regulation, carrier operations, and business logistics for international trade are explored. Other issues such as supply chain management, export/import operations management and documentation, and management techniques related to logistics and

traffic management operations are also discussed.

GBM 400 3
Global Business Management Fieldwork/Internship
 The Global Business Management fieldwork is designed to provide students with a better understanding of concepts learned in classroom by applying them to domestic or international business organizational settings. The purpose is to gain working experience in international business functional areas such as international operations, human resources and cross-cultural management, international finance and accounting, and logistics management.

GBM 420 3
Global Organizational Development and Change
 In this introductory international business course, general concepts and theories in legal, political, economic, and cultural aspects of international business will be discussed. Students will explore external global business environment, as well as strategies of multinational companies in dealing with international challenges and opportunities. Other important topics in international business, including international trade and investment, international culture and marketing, and international human resources will be explored.

GBM 490 3
Global Strategic Management
 This capstone course for B.S. in Global Business Management examines the overall strategic process involved in a corporation's international trade, investments and operations. Particular emphasis is given to how international strategy process relates to functional and business areas of multinational corporations. Case studies, global business simulation, and strategic audit models will be used to examine global strategies of multinational firms, and role other factors such as culture, location, and

government play in shaping these strategies.

MIS 120 3
Microcomputer Concepts & Applications
 This course focuses on the use of the microcomputer as a tool for managing information. The emphasis will be on concepts, terminology, and applications relevant to personal computers. Software products used in the course are Windows, Word, Excel, and PowerPoint. This course fulfills the computer skills course requirement for the Paralegal Studies Program. (Students who have taken LW 104, MIS 205, or MIS 206 cannot take MIS 120 for credit.)

MIS 205 3
Spreadsheet Software: Microsoft Excel
 This course is designed for students in business, accounting, or related fields, but students in any discipline can benefit from the course content. It will provide a strong introduction to beginning through advanced Excel topics. Students will receive detailed instruction on formulas and functions, formatting, and customized printing of worksheets. Additional topics include what-if analysis, charts and graphics, lists, macros, and importing data. Prerequisite: Previous coursework using Windows applications or knowledge of Windows.

MIS 320 3
Introduction to Management Information Systems
 An introduction to the basic concepts of Management Information Systems from the managerial perspective. Topics will include a study of the steps and techniques employed in the development, design, implementation, and evaluation of computer-based systems. Prerequisite: junior status

MGT 320 3
Human Resources
 Case materials and contemporary theory are used to help define the role

of the Human Resources Manager and develop the skills and perspectives necessary to function in this capacity. Topics will include employee training and development, selection, job evaluation, disciplinary cases, compensation programs, wage and salary administration, labor relations, federal regulation in the workplace, motivation, and safety and security. Prerequisite: junior status

MGT 330 3
Managing for Excellence
 An increasing emphasis on quality demands knowledge of quality concepts and the ability to apply the quality tools. This course examines the role of quality in achieving performance excellence and introduces the statistical tools used to measure quality. The course utilizes frameworks such as the Balanced Scorecard and the Malcolm Baldrige National Quality Criteria to analyze quality initiatives. Prerequisites: junior status.

MGT/ECO 340 3
Managerial Economics
 This is an economics course for managers which will cover applied microeconomic theory as it relates to the firm and its managerial decisions. Topics will include optimization techniques, general demand theory, forecasting, production theory, risk, firm strategy, capital budgeting, shareholder wealth maximization, and governmental regulations. Students will benefit from the quantitative management case study as a preparation for the business environment. Recommended for any student considering graduate or professional studies. Prerequisites: BUS 210, ECO 201, ECO 202, and junior status

MGT 400 3
International Business
 The study of the international environment and its impact on the management of multinational and foreign corporations. Problems and decision-making strategies associated

with the international firm will be explored.

Prerequisite: junior status

MGT 410 3

Labor Relations

A study of the changing labor force, labor markets, the evolution and structure of the American labor movement, collective bargaining, labor legislation, current trends in collective bargaining, dealing with labor shortages in the future, and contracts.

Prerequisite: junior status

MGT 420 3

Entrepreneurism

The conception, initiation, organization, and management of the small business will be investigated. Topics will also include production, staffing, financial control, and managing growth. Market research, acquisition of capital, and forms of business ownership will also be discussed.

Prerequisite: junior status.

MGT 425 3

Management Science

The role of the quantitative approach to decision making as a component of management science is investigated. Emphasis will be on how the quantitative approaches work and how they are applied to problem identification and solution by the decision maker. Topics will include linear programming, project management using PERT and CPM, decision theory, and network, inventory, and waiting-line models.

Prerequisites: MA 200, MA 146, and junior status

MKT 300 3

Consumer Behavior

The course overviews consumer behavior principles and addresses its application within the marketing function as an effective market segmentation/product development/marketing communications tool. Course topics focus on the dynamics of consumer behavior from both individual and group perspectives and models of buying behavior.

Prerequisite: junior status

MKT 310 3

Marketing Management

In this course, management theory and concepts are applied to the field of marketing. Topics will include market segmentation, the role of technology, and the application of sound management decision-making techniques to marketing situations. Global and domestic opportunities and the effect of cultural differences will also be examined in the context of marketing management. Students will be expected to analyze and interpret marketing management information and to integrate research, analysis and strategy into a marketing plan. Ethics and social responsibility in the marketing environment will also be integrated into course coverage.

Prerequisite: BUS 208, junior status

MKT 320 3

Advertising

The course studies the role of advertising within the overall framework of the field of marketing. The course covers the communication process, analysis of media alternatives, target markets, and the creative aspects of advertising and campaign preparation.

Prerequisite: BUS 208 or MKT 310 and junior status

MKT 335 3

Sport/Event Marketing

MKT 335 will provide both an introduction to the concepts and theories unique to sport marketing as well as a review of the principles of marketing in the context of sports. The emphasis will be on sponsorships, promotions, publicity, public relations, and facility marketing. We will look at Sports Commissions/Convention Bureaus and how these organizations market their cities to attract events. We will also examine global marketing as it applies to major professional organizations such as the National Football League, National Basketball Association and Major League Baseball. Finally, the course will cover

how the corporate world uses sport as a communication platform.

Prerequisite: BUS 208 or MKT 310 and junior status

MKT 410 3

International Marketing

This course focuses on the growing importance of the international marketing operations of multinational firms. The student's perception of marketing management's domain is expanded from the domestic environment to the global market place—examining the opportunities, problems, and challenges.

Considerable emphasis is placed on creating sensitivity to social, cultural, and political factors in designing marketing strategies abroad.

Other topics include techniques of researching and entering overseas markets, product planning, pricing, international distribution, international promotion, financing, and communication.

Prerequisite: BUS 208 or MKT 310 and junior status.

SBM 331 3

Legal Issues in Small Business Management

This course explores various legal issues involving small business management. Students will examine laws related to establishing, operating, and selling or transitioning a small business venture. Other business and consumer laws in the context of small business ownership will also be explored in detail.

SBM 332 3

Small Business Financial Management

When it comes to operating a small business, it doesn't matter how good the idea is if the accounting behind the operations isn't solid. Now readers have a resource that covers the accounting tools and strategies that will help them run a successful company. They'll gain a strong foundation in basic accounting and then progress to accounting strategies for service businesses. They'll also learn about basic

accounting procedures and find ways to utilize accounting techniques for a merchandising business.

SBM 333 3

Integrated Marketing for Small Businesses

This course focuses on sales, marketing and marketing communication functions in a small business environment. In addition to market research process for target market and market segmentation, students will examine integrated marketing communication and sales and customer service strategies essential for small businesses to effectively communicate their message and promote their products and services.

SBM 334 3

Small Business Operations Management

Building on concepts from earlier small business courses, this course focuses on small business operations following planning and inception stages. The business plan framework introduced in SBM 334 is used to further develop the entrepreneurial paths taken by small businesses. Specific focus is on small businesses from infant stage to growth and maturity of operations and strategies.

SBM 400 3
Small Business Management Internship

Building on concepts from earlier small business courses, this course focuses on small business operations following planning and inception stages. The business plan framework introduced in SBM 334 is used to further develop the entrepreneurial paths taken by small businesses. Specific focus is on small businesses from infant stage to growth and maturity of operations and strategies.

SBM 401 3

Human Resources Issues in Small Business Management

Case materials and contemporary theory are used to help define

the role of the human resources manager and to develop the skills and perspectives necessary to successfully function in this capacity in small and medium sized organizational settings. Topics will include employee training and development, selection, job evaluation, disciplinary cases, compensation programs, wage and salary administration, labor relations, federal regulations in the workplace, motivation, and safety and security in small business settings.

SBM 420 3

Global Entrepreneurship

In a highly competitive and ever-evolving business environment, it is critical for small businesses to look for ways to increase their market share for long-term survival and sustainability. As domestic market saturates or competitive pressures prevent small companies from expanding their customer base, it is only natural expand horizontally and seek additional customers in foreign markets. In this course, students will examine global planning and research as well as global operations for small businesses entering the international arena. Topics in the areas of small business international entry mode, export operations, market promotion, and global logistics will be covered.

SBM 490 3

Small Business Strategic Management

This capstone course for B.S. degree in small business management examines how small businesses develop strategies to sustain and grow their operations, and ultimately make a successful transition to medium or large-sized entities. The emphasis in this course will be on going beyond current operations to longer term planning by using the original business plan as a framework to develop a strategic vision for small businesses as their operations mature. Main component of strategic management including environmental assessment, strategy formulation, strategy implementation, and control through a strategic-audit framework

are examined. Case studies for small businesses in transition are utilized as learning tools to further examine strategic management process in contemporary businesses environment.

Chemistry CH 102 3

Science in Society: Modern Topics in Chemistry

CH 102 will present chemistry in the context of significant social, political, economic and ethical issues. It will cover current topics like ozone depletion, global climate change, alternative energy sources, nuclear power and drug design and the underlying chemical principles needed to understand these issues. Class time will be divided between lectures, discussions, student presentations and hands-on lab activities. Upon successful completion of CH102 students will be capable of making informed decisions about many of the issues prevalent in modern society that are based on fundamental concepts in chemistry. (Prior knowledge of chemistry is not required) This course fulfills the general education requirement.

CH 201 3 or 4

General Chemistry I

This course will focus on a variety of chemistry topics such as basic principles of chemistry, acids, alkalis, solutions, and solubility and reactive metals. In place of the traditional laboratory will be a new and innovative program using interactive computer-based simulation experiments. Such computer-based activities bring the chemistry lab to life and allow students to choose their own methods in conducting successful experiments. This course can be taken with or without the lab section (4 credits or 3 credits). This course fulfills the general education requirement. There is no prerequisite. However, students should have some basic knowledge of computers. This course can be used as a science or liberal arts elective or as an all college elective.

<p>CH 201 LAB 1 General Chemistry This course will examine such topics of chemistry, measurements, calculations, classification and properties of matter, changes in matter, the structure of matter, chemical nomenclature, the quantitative composition of matter, chemical reactions and some quantitative relationships related to chemical change. No prerequisites Classes will generally be conducted in a format with lecture followed by informal discussions and collaborative learning activities. Topics will be examined on both the qualitative and quantitative basis. Students are required to keep abreast of content and will be assigned readings. For those electing the chemistry lab computer generated hard copy laboratory reports must be prepared and submitted for grading in the weekly format given in chemistry lab.</p>	<p>various forms of mass media in terms of their evolution, contemporary status, and future potentials. The course will also study the effects of mass media on both a personal and global level. The lecture portion of the class will be supplemented by video screenings, field trips, in-class research, and group work.</p>	<p>Prerequisite: COM 170 or instructor permission</p>
<p>CH 202 3 or 4 General Chemistry II This course will examine such topics as solutions, acids and bases kinetics, organic chemistry, polymers, and plastics. In place of the traditional laboratory is a new and innovative program using interactive computer-based simulation experiments. Such computer based activities bring the chemistry lab to life and allow students to choose their own methods in conducting successful experiments. This course can be taken with or without the lab section (4 credits or 3 credits). This course fulfills the general education requirement. Prerequisite: CH 201 or high school equivalent.</p>	<p>COM 151 3 Public Speaking The goal of this course is to develop the student's ability to communicate effectively in a formal speech situation. Classroom instruction focuses on the planning, organization, and delivery of speeches to inform and persuade.</p>	<p>COM 210 3 Media Analysis Students learn three distinct methods of criticizing the media, 1) the use of scientific instruments to track media usage in the form of ratings, 2) the use of social science to form a critical understanding of the effects of media and 3) the use of artistic theory to understand the intended message of media. Students will explore these three disparate methods of understanding media effects, and will use their own media viewing and buying habits to better understand how the media effects culture.</p>
<p>Digital Media and Communication</p>	<p>COM 170 3 Multimedia Explorations The course allows students to be exposed to a wide sampling of digital media formats in a short time, including photography, video, audio and basic web design. It also allows students to use the latest in digital media tools and learn basic techniques and applications for these tools. A required course for all Digital Media and Communication (DMAC) students, COM170 is also recommended for any student who wants to increase their professional viability in the new digital marketplace. This course fulfills the Gen Ed requirement.</p>	<p>COM 240 3 The Art of Persuasion: Introduction to Rhetorical Strategies This course builds on the elements of argument introduced in EN 101. The art of persuasive communication based on the study and application of rhetorical theory is introduced. The history of rhetoric from ancient Greece to tomorrow will be explored with a strong look at rhetoric in mass media and contemporary culture. The course provides a strong foundation for COM 243 Journalism I, COM 344 Public Relations Writing, COM 348 Advertising Copywriting, COM 360 Press Relations, and COM 460 Persuasive Campaigns. This course is designed to enhance the student's ability to apply rhetorical principles to various forms of writing and speaking. This course is designed to help students improve their writing skills and would be beneficial to students in all majors. Prerequisite: EN 102</p>
<p>COM 110 3 Introduction to Mass Media Introduction to Mass Media will present student with a fundamental understanding of mass communication theory. The course will examine</p>	<p>COM 180 3 Advanced Multimedia Explorations Intended as a complement to COM170, the course builds on previously acquired knowledge while furthering students' understanding of effective media integration (e.g. web, film/video, audio and photography). The course looks to teach advanced skills while showing students how to synthesize various media platforms into convergent media projects. A required course for all Digital Media and Communication (DMAC) students, COM180 is also recommended for any student who wants to further their professional viability in the new digital marketplace.</p>	<p>COM 242 3 Script Writing Script writing covers the writing and pre-production stage of television and film production. Students will learn how to make basic storyboards, how to write script treatments, and how to develop full-length scripts from basic ideas.</p>

Prerequisites: EN 102

COM 261 3
 Concepts of Integrated Marketing
 Introductory public relations, advertising, and integrated marketing course that covers the history and practice of persuasive media.

COM 275 3
 Digital Filmmaking
 Digital filmmaking is an intermediate level course dealing with theory, techniques, and aesthetics of cinematography and lighting, via demonstrations, exams, practicums, and shooting exercises utilizing a variety of industry-oriented digital equipment and accessories. Students in this class also learn basic pre-production, script writing and research methods while producing the material for a short length narrative or documentary digital film.
 Prerequisites: COM 180 or instructor permission

COM 305 3
 Visual Communication
 The goals of this course are to develop habits of analysis of production and consumption of visual information; explore of the role of images in the communication process; look at their application to journalism, the moving image, public relations, advertising and digital media. This course is a prerequisite to the graphic design and photography courses offered by the department, and are helpful to anyone interested in a career in the visual arts or communication.

COM 310 3
 Mass Communication Theory
 This is a broad theory course that covers the scientific method, application of theory to general social issues and to research on those issues, the logical positivist outlook, and issues such as Paradigm Shift and the Rashomon Effect as they apply to human interaction. On a narrower focus, the class covers many of the most important theories

of communications, and attempts to cover basic theories from other fields such as structuralism, functionalism, feminism, and neo-Marxism / critical theory.

COM 320 3
 Communications Law and Ethics
 A course is the legal and ethical aspects of human communications in western society. Includes an in depth look at the history of communications laws, current case law, constitutional law, and a discussion of international law covering communications, speech, and the press.

COM 323 3
 Gender and Communications
 A critical analysis of the relationship between gender and how people communication, both in terms of style, and in terms of message.

COM 330 3
 Organizational Communication
 An introduction to the study of the nature of communication within organizations. This course provides a practical introduction to principles of organizational communication, including the basic theories, methods, and applications of organizational communication. This course will increase your awareness and understanding of communication-related phenomena in the context of formal organizations.

COM 332 3
 Labor Relations
 Labor Relations covers the history of labor organizations, how corporations and employees communicate with each other, and helps develop an understanding of the relationship between labor and communications.
 Prerequisites: COM 110 Introduction to Mass Media, upper division status

COM 333 3
 Corporate Communications
 This course looks at the systems which facilitate communication within a corporate structure, and how

professional communicators fit into the basic corporate structure. The course covers both internal and external communications roles using all forms of media.
 Prerequisites: COM 110

COM 343 3
 Journalism
 In this class students will develop their writing skills through various journalistic assignments. Students will begin by learning the basic elements and style of news stories, editorials, interviews, and columns. In addition, students will learn the importance of objectivity, accuracy, and awareness of audience. In addition, students will be exposed to advanced interview techniques, different formats of journalistic reporting, and will look further into the ethics of journalism.
 Prerequisites: EN 102 or instructor permission

COM 344 3
 Public Relations Writing
 In this course, students will develop their writing skills through various assignments dealing with public relations and advertising. Students will complete a variety of assignments, beginning with press releases, newsletters, and advertising copy and continuing to more complex assignments that will involve multiple tasks, such as special events planning and an advertising campaign. Graphic design and desktop publishing (using Quark Xpress) will also be discussed and utilized in the class.
 Prerequisites: EN 102 and upper division status

COM 345 3
 Sports Reporting
 This course covers the methods of reporting on and writing for sports coverage.
 Prerequisites: COM 243 or instructor permission

COM 348 3
 Advertising Copywriting
 This course will provide students with the opportunity to learn about

advertising through a study of advertising strategies and practices. Students will begin by examining various advertising strategies, including consumer-oriented and product-oriented strategies.
Prerequisites: EN 102 and upper division status

COM 351 3
Speaking for the Professions
The course will be structured in such a way as to focus on the speaking situations in which most professionals must perform. Appropriate topics, by academic major, will be developed within simulated situations. Key strategies will be introduced and then integrated into student presentations given during the semester.
Prerequisites: COM 151

COM 360 3
Press Relations
Students alternately take on the roll of a member of the media, and a person whose job is to deal with the media, and plays these roles in relations to their own major (ECI students deal with ECI situations, business students deal with businesses, and so forth).
Prerequisites: EN 102 and upper class status

COM 362 3
Integrated Marketing Research
A basic human studies course designed to teach how to apply modern scientific instruments to the prediction of market patterns and forces. Students will develop and deploy research instruments and test interventions in research groups to learn both theory driven research, and non-theoretical market research.
Prerequisites: MA 200 Statistics, upper class status

COM 370 3
Digital Photography
An general digital photography course which deals with the photographic history and theory, basic and intermediate photographic techniques and digital manipulation of images. Students will view and criticize the

works of notable photographers for visual style and underlying message. This course will attempt to help the student develop an artistic style and a firm grounding of visual theory.
Prerequisites: COM 305 or permission of the instructor

COM/CS 371 3
Contemporary Cinema
The course is a study of current trends in international and independent filmmaking. The screenings will exemplify a range of genres and styles revealing the diversity of recent releases. The course will also deal with elements of cinematic comprehension through discussion of narrative structure, technique, theme and form. The course is split between screening sand lectures. The lectures will be devoted to a number of concepts that will be explicated further via the screenings.

COM 373 3
Graphic Design
Graphic Design deals with the interaction of text and image, the fundamental components of graphic communication. The course will be project-focused and cover principles of digital design, desktop publishing, composition, computerized layout, typography and imaging applied to advertising, public relations, and publication design for print and web. Visual literacy will be increased through exposure to contemporary design issues. Students are introduced to visual theory in COM 305 "Visual Communication," but will apply these theories to their own work in COM 373 "Graphic Design."
Prerequisite: COM 305 or instructor permission

COM 374 3
Lighting for Video and Theatre
This course covers the basics of safe handling of performance light, including the technology of lighting, and the artistic dimensions of lighting. Light subjects will include advanced three point lighting, theatrical lighting for video, theatrical lighting for stage,

electrical theory, light and color theory, safety, and grip work.
Prerequisites: COM 170 Explorations in Media and upper class status

COM 375 3
Digital Film Editing
Digital film editing is an intermediate-level course covering theory, techniques and aesthetics of film/ digital video non-linear editing. A variety of industry oriented digital applications, with emphasis on Final Cut Pro, will be utilized in the editing exercises. Students are encouraged to take COM275 in the previous semester which will provide them with the necessary instructional materials to complete class assignments.
Prerequisites: COM 275 or instructor permission

COM 378 3
Radio Production
A course in advanced audio methods. This course covers the use of sound in advanced video productions and in audio productions including the collection and use of foley, sound effects, audio track editing, and other topics.
Prerequisites: COM 170 Explorations in Media upper division status

COM 380 3
Communications Technology
Communication technology is an engineering course that covers how information is transmitted and stored. Topics include digital and analog information systems, information transmission and storage schema, digital compression techniques, encoding and decoding theory, and discussions of noise, redundancy, error recovery, and the technologies that support modern communications.
Prerequisites: Upper division status

COM 381 3
Web Design
An general web design class in which students learn techniques for web design including interface design, scripting, multimedia integration, and database integration.

Prerequisites: COM 305 or instructor permission

COM 385 3
2D-3D Graphics

This class will be a hands-on, project-focused course showing how to make a project from design to final render. Students will be using 2d and 3d modeling/graphic applications, and will explore fundamental principles of three-dimensional computer animation including: pre-visualization, modeling techniques, movement, motion principles, lighting styles in screen space, and concept development. The storytelling process and the development of observational skills will be emphasized. This course will cover all related techniques needed to create 3D scenes including lighting, texturing and rendering.

Prerequisites: COM 373 Graphic Design OR Instructor permission

COM 460 3
Persuasive Campaigns

Students will integrate their understandings of communications theory, communications research, public relations and advertising methodology, and media analysis into a single campaign, allowing students to “tie-in” all of their various knowledge and skills into one whole.

Prerequisites: Upper division status

COM 475 3
Studio Production

Studio production is an advanced course in which the elements of video studio production are covered. Training is given in the function and operation of all studio facilities. The direction and production of basic types of programs are taught and practiced. Students learn to handle all of the basic staff positions on the video studio production team.

Prerequisites: COM 375 or instructor permission

COM 478 3
The Documentary: Filming the World as it is

Students in this course take a basic

understanding of video production and marry it to the research techniques of ethnography or documentary studies.

This assumes that a student will be able to produce basic, quality video images and sound using modern equipment, but stresses academically and ethically valid methods of research instead of mastery of the “art” of video.

Prerequisites: COM 275 Video Production or permission of instructor, upper class status

COM 490 3
Senior Thesis

This course is designed for the Communication major with senior status and a grade point average of at least 3.5 who intends to continue on to a graduate program in Communication, Integrated Marketing, Human Resources, or Business, etc.

The completion of a senior thesis is intended to show a student’s ability to carry on independent and sustained scholarship within the discipline and will also result in a superior writing sample for a graduate application. In this age of competitive applications to graduate school, a proven ability in independent and sophisticated scholarship before admittance gives an applicant a great advantage. The thesis is to be undertaken only with the approval of both a faculty advisor who will oversee the project, and the chair of the department. The specifics of the project will be designed by the student under the guidance of the faculty advisor. Though the project must be centered in one concentration of Communication, the scope may include other areas as well. In projects that cross disciplines, the student may need to ask additional faculty to help advise in those areas. In such cases, the student will be advised by a committee of faculty members with a Communication Studies Department faculty member serving as Chair.

Prerequisite: permission of department chair

COM 491/492 3
Internship

As one capstone option a student may choose to take the Communication internship. This course provides the Communication major with an experiential situation in a professional setting related to the student’s area of concentration: Integrated Marketing, Interpersonal and Organizational Communication, Media Arts, and Media Writing. A variety of experiences is available and will be guided by the professional agency in consort with the internship director. All students interested in an internship must obtain the approval of the Department Chair during the semester prior to the internship. Students must complete a paper on their experience and hold their work position for no fewer than 40 hours per credit awarded. This course may be taken twice for 1-3 credits each time, each time it is taken should be with a different organization. Prerequisite: Permission of COM advisor and upper division status

COM 493/494 3
Professional Seminar

This course is designed for senior –level students. It is designed to prepare students to succeed in the highly competitive worlds of Media Arts, Public Relations, and Marketing by giving them real-world hands-on experience in the field.

It is no longer possible to expect to work in an area in isolation—all aspects of the industry are now enmeshed. The new key to success is one’s ability to manage and work within the convergence of multi-media. Reporters must work in web based media and video as well as writing copy; camera people must write, film, produce, and edit work; PR is now in charge of press releases, web presence, marketing, and media production. Simply put, the more you can move between media elements, the more you understand, the more employable you will be and the more promotable you will be.

In this seminar students will work in real-life settings to create multi-media projects for clients. The Professional Seminar is designed to enable students of to prepare a professional

portfolio showing broad skills.

COM 495/496 3

Independent Study:
Portfolio Design

In this course, students will work on developing a portfolio consisting of a variety of writing assignments in the areas of public relations and advertising. This course is intended as a capstone course, building on the other courses offered in the Professional Communications concentration. The various assignments included in the portfolio will provide students with quality samples of their writing that they can show to prospective employers. Included in the portfolio will be press releases, newsletters, brochures, and print and television ads. This course may be taken twice for 1-3 credits each time.

Prerequisites: Senior status in the Communications Program, and Permission of Department Chair

COM 499 3

Senior Video Project

Seniors may work, as a group, on a capstone experience producing a substantial video production.

Prerequisite: Permission of the Department Chair

Computer Information Systems

CIS 170 3

Computer Systems:

Computer Architecture and Operating Systems

The course will provide a working knowledge of computer hardware and the basic operating systems of DOS and Windows. The course will focus on the creation, maintenance, and destruction of data stored in electronic form. The configuration and connection of peripheral equipment and the installation of network hardware and cabling are explored.

CIS 220 3

Introduction to Computer Programming

This course will provide a comprehensive introduction to

procedural and object oriented programming. A variety of general programming concepts will be taught in C and C++ using tools available under the Linux operating system. Students will also learn basic file management skills using Linux. Prerequisites: CIS 170 or permission of department

CIS 230 3

Database Management Systems

This introductory course will explore the role of data, file management, and database systems. Topics will also include the practical aspects of client/server computing and how information is encoded, stored and retrieved. This course will provide students with the background to design, implement, and use database systems. Students will become familiar with the SQL database language, Microsoft Access and Oracle. The implementation of database system security will also be stressed.

Prerequisites: CIS 220

CIS 270 3

Introduction to Computer Networking

This course will discuss the principles and practices of computer networking. Topics will include: introduction and history of networking, Lan and Wan communications, network communication protocols, connecting through a cabled network, devices for connecting networks, connecting through a wireless network, sharing resources on a network, using a Windows server, basic network design, securing your network and maintaining and troubleshooting.

Prerequisites: CIS 170

Creative Studies

CS 101 3

Introduction to Film Studies

CS 101 is designed to introduce students to the basics of film analysis and appreciation. We will begin by studying a variety of major film concepts such as mise en scene, montage, and cinematography. During the middle section of the

course, we will discuss and practice more advanced approaches to film appreciation such as auteur and genre analysis. The final section of the course will focus on a variety of theoretical approaches to film analysis that will include but not be limited to Semiotic and Psychoanalytic criticism. Lastly, throughout the course, we will examine the key political, social, and technological developments that affected the evolution modern film. This course fulfills the general education requirement.

Prerequisite: EN 101

CS 250 3

Creative Writing Workshop I

An introductory workshop seminar that explores the writing of poetry and short fiction. Original poems and short stories by members of the class are discussed by the instructor and class as a whole. Students will also be required to read from a literature anthology in order to assess models of the best contemporary poets and writers. The course aims at the continuing development of students' critical instincts along with the concomitant development of writing strategies.

Prerequisite: EN 102.

CS/EN 257 3

Art, Literature, and the Examined Life

This course is designed to introduce students to a wide variety of literary and artistic genres and engaging introspective practices in order to help students develop richer inner lives and become more thoughtful lifelong learners and productive citizens. Throughout the course, students will receive a balanced exposure to works of art—literature, painting, and film, among others—as well as a variety of critical approaches to the interpretation of art which they can then utilize to develop their personal growth and self-definition. Among other requirements, this writing and reading intensive course will include a series of self-reflective journaling assignments and a major service learning project through which

students will demonstrate their ability to integrate art, literature, modes of critical interpretation and inquiry, and lifelong learning.

Prerequisites: GS 101 and EN 102

CS 350 3

Creative Writing Workshop II

An advanced workshop seminar that explores the writing of poetry and fiction. Original poems and fiction by members of the class are discussed by the instructor and the class as a whole. The course aims at the continuing development of students' critical instincts along with the concomitant development of writing strategies.

Prerequisite: Upper division status, EN 102.

CS 357 3

A History of the American Cinema

This course will trace the development of the American cinema from the turn of the century to the 1990's. We will study four major periods: the silent film, the transition to sound, the studio system, and the contemporary film. We will examine representative films and directors from each of these periods, and we will also discuss the key political, economic, technological developments that influenced the evolution of American cinema.

Prerequisite: EN 102.

CS 365 3

Great Directors of Modern American Cinema

This course will examine six major film directors who have each had a profound impact on the development of modern American cinema. The course will examine each director via close visual analysis and discussion of representative films. The course will focus on several key themes: the directors' distinctive vision of modern life; in what sense each of these directors can be considered a true auteur; the major technical and creative contributions each has made to modern filmmaking; and how each redefines many traditional forms such as war, suspense, detective, gangster,

and comedy genres.

Prerequisite: EN 102.

CS/COM 371 3

Contemporary Cinema

The course is a study of current trends in international and independent filmmaking. The screenings will exemplify a range of genres and styles revealing the diversity of recent releases. The course will also deal with elements of cinematic comprehension through discussion of narrative structure, technique, theme and form. The course is split between screening and lectures. The lectures will be devoted to a number of concepts that will be explicated further via the screenings.

CJ 101 3

Introduction to Criminal Justice

An introduction to the parts of the Criminal Justice system and the interrelationship of these parts, incorporating the development of the CJ model. The three areas of this model are studied: law enforcement, judicial/legal, and corrections. The Criminal Justice system is viewed in its historical development as well as in its relationship to contemporary social issues. A required course for Criminal Justice, Economic Crime Investigation and Forensic Science (CSI) majors, Computer Security Information Assurance (CSIA) majors.

CJ 102 3

Juvenile Delinquency

An in-depth study of the nature and extent of juvenile delinquency in America. Topics covered include an overview and examination of philosophies of juvenile control, the magnitude and trends of juvenile crime in America, the major theoretical perspectives addressing crime causation, and other issues directly related to the course, e.g., gangs.

CJ 103 3

Introduction to Security

This course begins with an examination of the "private security officer profile," which is designed to provide

students with an understanding of what it takes physically and mentally to be an effective security officer in today's workplace, to include authority and conduct. Qualifications and requirements set forth by law, that must be met, in order to legally become a private security officer, will also be discussed. The private "security officer's two core functions" will be highlighted, relative to the role of security officers in carrying out the "security department's six core responsibilities." The types of private security departments will be studied, along with a variety of workplaces that private security officers typically protect in today's "Corporate America." The basic organizational structure of the United States Department of Homeland Security will be introduced to the students.

CJ 200 3

Introduction to Corrections

This course will present an overview and critical analysis of contemporary correctional theory and practice. Issues to be explored include prisoner rights, victimization, the death penalty, community corrections, probation and parole concepts and practice, correctional careers, unions, and the future of corrections. A required course for the baccalaureate degree. Prerequisite: one college-level criminal justice course or permission of instructor.

CJ 202 3

Introduction to Law and Justice

This course will chronicle the development of the American system of criminal law. In addition, it will include how today's criminal justice system is impacted through the implementation of these laws. The second half of the semester will consider the general elements of crime. It will analyze conventional defenses to criminal liability and investigate the major offense categories, at an introductory level, as defined by the New York Penal Code. Students will consider various social, cultural and economic consequences

that are related to the American system of law. The course will prepare students for upper level law classes, and for future employment within the field of criminal justice. A required course for the baccalaureate degrees in Criminal Justice and Forensic Science/Crime Scene Investigation.

CJ 204 3
Crime and Society
 The aim of this course is to familiarize students with the field of criminology. Attention will be paid to theory construction and theory testing to arrive at a better understanding of the present state of criminological knowledge. The concept of crime will be studied from a number of theoretical perspectives including biological, psychological, sociological and cultural. Special consideration is given to contemporary criminological concerns such as white collar, victimless and violent crime. The course is designed to enable students to understand crime as a single issue, prior to agency or institutional involvement. A required course for Criminal Justice, Economic Crime Investigation, Forensic Science/Crime Scene Investigation and Computer Security Information Assurance (CSIA) majors.

CJ 205 3
Drugs, Crime and the Criminal Justice System
 Drugs and substance abuse have been and will continue to be a major problem for our entire criminal justice system. Students preparing for a career in criminal justice and related disciplines need an awareness and understanding of the problems, issues, terminology and impact of this difficult area. This course is designed to introduce the student to the study of drugs and substance abuse and their impact on the criminal justice system. Through class lectures and discussion the students will come to understand specific drugs and substances that influence not only our society but more specifically our criminal justice system. There are no prerequisites for this

course.

CJ/HS 207 3
Crime and Punishment in America
 This interdisciplinary course examines crime and punishment within its social and cultural context. Students examine how society has defined crime and what punishments have been exacted during five distinct periods of American history from the colonial to the present. Topics such as social control, crime and news media, and crime in popular culture are interwoven throughout. This course fulfills a CORE I requirement.
 Prerequisites: EN 102, sophomore status.

CJ 300 3
Probation, Parole, and Community-Based Corrections
 This course is designed to provide students with an in-depth understanding of the decision making process as it relates to probation, parole, and community based corrections. It will examine the organization and management of probation and parole agencies. Issues such as constitutional impact, political and legal implications, pre-sentencing, supervision, parole success, types of conditional release, interaction with social and legal agencies will be covered.
 Prerequisite: CJ 200.

CJ 302 3
The Juvenile Justice System
 This course is designed to introduce students to the workings of the juvenile justice system. Students will be familiarized with relevant interactions of various agencies (e.g., the police, courts, department of corrections and other youth agencies and programs) with the youth of our society. Through class lectures and discussion students will be introduced to the problems encountered by the juvenile justice system and an evaluation of those practices which have been implemented to reduce delinquency. Lastly, the basic rights afforded youth

with respect to their interactions with the criminal justice system will be examined.
 Prerequisite: CJ 102.

CJ 304 3
Organized Crime and the Career Criminal
 This course will focus on the analysis of how criminal organizations are structured, how they function, and how they have developed criminogenic market structures for illegal co-ops or services. The connection between legitimate business and organized crime, and political machines and organized crime will be studied in depth. The drug cartels, ethnic gangs, white-collar criminals, and financial organizations will focus on contemporary views.
 Prerequisite: CJ 204.

CJ/HS/PSY 305 3
Research Methods in Social Sciences
 This course is designed to familiarize criminal justice, human service and psychology majors, as well as potential graduate students, with the conceptual and operational skills to design and conduct research, including: the development of research questions and hypotheses; selection of research design and data collection strategies, sampling procedures, and data analysis and interpretation. Students will acquire the skills necessary to conduct social science research and to prepare formal research reports. This course is offered every semester.
 Prerequisite: MA 200

CJ 307 3
Gender and the Criminal Justice System
 As the position of women changes in society, changes occur within the criminal justice system. This course will provide students with a clearer view of how women have historically been treated by and within the system, the current status of women, the problems which have resulted from rapid changes, and a view of what is likely to happen in the future. Female crime

victims, female criminals, and women who work in the criminal justice field will be discussed. Attention will also be paid to the changing status of men in the system, and the special problems they face (i.e. sexual harassment or discrimination complaints).
Prerequisite: Upper division status or permission of the department.

CJ 310 3

Introduction to Policing/ Professional Entry

This course is designed to provide the criminal justice major with basic information about the state, county and municipal level of policing in the United States. Issues such as the police role, police discretion, police culture, personality and stress will be discussed. Other areas of inquiry will be police and the various communities they police, police and the law, and police ethics. Finally, the course will present pragmatic career choice information to the student concerning required entry level law enforcement testing, physical requirements age restrictions, psychological parameters, and other qualifications that the student will be required to meet in order to enter into a law enforcement career. There is a strong emphasis on police entry testing.

Prerequisite: CJ 101, Upper division status. This course was previously listed as CJ 211

CJ 311 3

Police Management and Organization

This course would expose the student to a broad spectrum of law enforcement organizations that occur in our society today. The focus would be on the organization of law enforcement and certain management styles that have been utilized to deal with policing our society. The issues and areas to be covered would include: management theory, organizational environment, leadership, productivity, operations, information management, communications, and the relationship that exists in these and other areas which affect our law enforcement

agencies today. A required course for the baccalaureate degree in Criminal Justice.

Prerequisite: Upper division status or permission of the department.

CJ 312 3

Police: Human Dimension

This course will review the historical foundations of policing and relate those original influences to present-day practices and policies. The course will include a review of private police/security, police unions, political influences on police work, and police deviance. An in-depth look at police problems and issues such as ethics, decision making, police discretion, use of deadly force, police cynicism, stress in police employment, coping mechanisms, and the future of policing will be included.

Prerequisite: Upper division status or permission of the department.

CJ 314 3

Environmental Investigations

This course is designed to introduce and apply environmental investigative techniques to the detection and resolution of environmental criminal activity. It will include an in-depth discussion of: environmental investigative approaches, laws and regulations governing the enforcement of environmental crimes, differentiation between law enforcement and regulatory duties, and an understanding of a basic law enforcement tenet, protection of life and property, from an environmental perspective.

Prerequisite: Upper division status or permission of the department.

CJ 315 3

Laws and Rules of Evidence

This upper division criminal justice course is designed to combine the principles of competency-based learning of case law and the skills necessary to effectively understand the practices and procedures of our court and judicial system. The course will focus on the nature and development of evidence law,

admissibility of evidence, relevancy of evidence, character evidence, witness examination and credibility, impeachment, expert testimony, scientific evidence as well as hearsay and privilege testimony.

Prerequisites: Upper division status and CJ 202 Introduction to Law & Justice or other law related class

CJ/HS/PSY 316 3

Family Violence

This course is intended to provide students with a stronger understanding of the scope and seriousness of all forms of family violence and abuse, and the difficulties faced by criminal justice and human service agencies. Historical, social, political, psychological, and legal aspects of family violence will be considered, and much time will be devoted to examining underlying causes. This course will also evaluate some of the nonviolent harm done by families to their members, including the contributions made by family structure and functioning to problems such as delinquency or adult criminality, depression, and suicide.
Prerequisite: Upper division status or permission of the department.

CJ/HS/PSY 317 3

Family Violence Treatment and Prevention

This course offers an introduction to the dynamics of family violence with an emphasis on treatment and intervention strategies. Students will examine types of family violence across the life span, identification and reporting procedures, controversial issues of relevance to the field of family violence, the impact of substance abuse/misuse on family functioning and violent patterns of behavior, and current and innovative approaches to treatment and prevention.

Prerequisite: Upper division status or permission of the department.

CJ 320 3

Transnational Crime and Comparative Criminal Justice Systems

This course will provide an interdisciplinary perspective of worldwide crime and justice. The course will explore topics such as global crime, crime rates, crime trends, and crime theories. The Criminal Justice Systems of England, France, Sweden, Japan, and Russia will be compared with the United States Criminal Justice System.
Prerequisite: Upper Division status or permission of the department.

CJ 321 3
Terrorism and Homeland Security

This upper division course was designed to provide students with an understanding and appreciation for the whole new concept that was formulated primarily to combat the threat of terrorism. Initially, Homeland Security was a term utilized by President George W. Bush to describe the creation of the newly formed Department of Homeland Security. This comprehensive reorganization of the federal government was undertaken with the specific intent of improving the security and safety of our nation against terrorist attacks such as the ones that occurred on 9/11. The concept of homeland security has now evolved into a much broader context that affects the everyday lives of all Americans. It affects our basic civil liberties (the Patriot Act), how we travel (airport and airline security), how we gather and disseminate intelligence information, how first responders are trained to respond to suspected acts of terrorism and how we conduct business with countries that harbor or foster terrorists. These and other related topics concerning Homeland Security will be discussed during this course.
Prerequisite: Upper Division Status.

CJ 330 3
Ethics in the Criminal Justice System
All professionals in the Criminal Justice system must be sensitive to ethical issues. This course will expose students to a broad range of

moral argument and so give them an opportunity to construct moral frameworks of their own. Students will explore a variety of ethical issues in criminal justice such as (1) Social inequalities; unequal access to justice; (2) Corruption, bribery, and influence peddling; (3) The integrity of evidence; truthful testimony; (4) Plea bargaining; (5) Use of force, weapons, and coercion. A required course for the baccalaureate degree in Criminal Justice and Forensic Science/Crime Scene Investigation.
Prerequisite: Upper division status or permission of department.

CJ 333 3
Information Security
With the expansion of global networks, organizations have an increasing need to understand how to protect critical information assets from a myriad of threats. This course provides a broad overview of the field of information security, with a focus on security management practices. It covers terminology, history and the process of managing an information security program. The course includes a discussion of several of the ten domains which comprise the common body of knowledge for information security. This course sets the foundation for further study in computer and network security.
Prerequisite: Upper division status or permission of the department.

CJ 334 3
Analysis of Sexual Offenses & the Sex Offender
This course is designed to provide the student with information concerning sexual offenses & sex offenders. The course content will cover legal issues, as well as victim and offender treatment issues; examining issues within an ecological framework. Current controversies concerning the management of sex offenders in the community will be discussed in detail.
Prerequisite: Upper division status or permission of the department.

CJ 335 3

Diversity Issues in Criminal Justice
The criminal justice system faces serious questions about its handling of diversity, and this is likely to worsen in the future. This course will examine the racial/ethnic and diversity issues that are directly relevant to the justice system, in order to provide students with the background they need to understand crime in a racial context, accusations of differential justice, cries of racism over police shootings, hate crimes, concerns about political correctness and affirmative action, and a variety of other topics. Some attention will also be devoted other groups, including religious minorities, gays and the disabled.
Prerequisite: Upper division status or permission of department.

CJ/SO 336 3
Sociology of Management
This course is designed to present to the student the basic ideology of Max Weber's "Rationality" as typified by modern management techniques used today that is in direct conflict with "Traditionalism" still in existence in developing and underdeveloped nations. The course focuses on the development of the rational approach of western management that emerged with the economic system of capitalism and the industrial revolution to the post-industrialized nations of today. The course takes the student through this 200 year journey using George Ritzer's text that examines the management techniques developed and emulated now worldwide by the McDonald Corporation and the Walt Disney Corporation.
Prerequisites: SOC 101 and upper division status

CJ/ECI 350 3
Law of Economic Crime
Economic Crime Investigation focuses on those complex crimes designed to bring financial rewards to the offender. The course will examine substantive and procedural law affecting financial institutions, commercial businesses and their agents and employees in

relation to economic and business-related crimes. This course will identify criminal statutes and case law applicable to economic crimes, and through a study of these will give students a thorough knowledge of the elements required to successfully identify, investigate and prosecute economic crimes

Prerequisite: Upper division status or permission of department.

CJ 400 3

Advanced Seminar in Corrections

This course presents a critical and in-depth analysis of current correctional issues that face our country today. The focus of the semester will be in areas of problem analysis, problem solving, and recommendation presentations. The issues examined will include areas such as death penalty, riot, overcrowding, A.I.D.S. in the correctional setting, recruitment, alternative sentencing, recidivism, community based corrections, classification, comparative or international corrections, regional disparity and other issues that would be relevant. This is a seminar based offering.

Prerequisites: CJ 200.

CJ 402 3

Advanced Criminological Theory

This three credit (upper-division) course is intended to expose students to a full semester examining the importance of theory in the development of modern day knowledge, the history and expansion of theoretical perspectives in the field of criminal justice (as well as related fields of study), and how theories have been used to guide social policy. Students will also critically examine programs and other efforts aimed at reducing crime and delinquency that have followed the ideals of various theoretical perspectives studied. The class will build on lower-level courses aimed at examining crime & delinquency (e.g., CJ 102 Juvenile Delinquency, CJ 204 Crime and Society, CJ 302 The Juvenile Justice System). Students completing

this sequence will have a strong concentration in Juvenile delinquency. This course will also benefit students wishing to pursue graduate studies in the field of criminal justice or related fields of sociology, psychology and social work.

Prerequisite: CJ 204 and upper division status.

CJ 403 3

Security Administration

This course focuses on the security administrator's role in developing the security department's mission statement and a corporate-wide security strategic plan, for protecting a major corporation's assets and holdings. Various facility survey methods will be examined, along with the reasoning process necessary to determine appropriate remedial applications, pertinent to such areas as security and life safety. The processes for determining if any existing departmental policies and procedures need to be deleted or revised, and when developing new policies and procedures if necessary, will be explained. Staff organization is discussed concerning instances where a totally new security department has to be staffed, or when personnel structure changes within an existing department are necessary, as dictated by the new strategic plan. Budgeting for the implementation of the new security strategic plan will also be discussed. A written project pertinent to the survey process and remedial applications is required, in addition to an oral presentation of the surveys "findings" to a "mock board of directors," comprised of fellow students.

Prerequisite: CJ 103 or permission of the department.

CJ 404 3

**Criminal Investigation/
Criminalistics**

This course will develop the investigative process (both criminal and non-criminal) from the scene through trial. The course is designed for the student to understand the

investigative process as a part of the criminal justice network and also as a part of civil litigation, starting from historical perspective up to current importance of criminalistics as part of that process. The goal of this course is to have the student develop an analytical understanding of the investigative process and to understand the interrelationship of the investigative process and criminalistics. A required course for the baccalaureate degree in Criminal Justice and Forensic Science/Crime Scene Investigation.

Prerequisite: CJ 204 and upper level status.

CJ 405 3

**Advanced Seminar in
Criminal Justice**

The focus of this course is to identify the unresolved issues and influences that affect our criminal justice system in the areas of law enforcement, courts, private security and corrections. The student participant should be able to research, evaluate and propose potential solutions or recommendations in these particular issue areas. Issues such as use of deadly force, police crackdowns, community policing, private policing, educational mandates, equal opportunity, research, sting operations, media influence, constitutional influences, victims of crime, plea bargaining, life without parole vs. death penalty, court case overload, and other relevant issues will be focused on. The main goal of this course is to bring together a student's college academic experiences in areas of writing, oral communications, research, statistics, and the criminal justice major in a way that will help one develop one's investigative, communications, and problem-solving skills. A required course for the baccalaureate degree.

Prerequisites: CJ 305, senior status.

CJ 411 3

**Police, Politics and
Professionalism**

This course is designed for the criminal justice major intending

to pursue a career in public law enforcement management. In the United States criminal justice system all public law enforcement agencies are constitutionally under the control of elected civilian officials. These elected officials often have little or no professional expertise in law enforcement matters. These officials, however, have the power to control law enforcement agencies in many ways such as appointing the agency executive officer, controlling the agency budget, and in many cases setting agency policy. Students pursuing a career in public law enforcement supervision and administration should be familiar with the electoral process of their jurisdiction(s), how to effectively deal with elected officials and understand the political realities that often underlie the political actions of these officials.

Prerequisite: Upper division status and CJ 311 or BUS 210 or permission of the department.

CJ 412 3

Advanced Issues in Policing
The police constitute the most highly visible and pivotal social agency involved in the maintenance of order, with debates and controversies about their role in society never far from the center of legal, political and public attention. Analyzing important issues in policing, interpreting empirical results and discussing implications for policy and practice are the goals of the course. This course aims to provide an advanced knowledge of the structure of policing in America and explore findings from research considering police behavior and police policies. Current trends in policing philosophies and strategies will be identified and their effectiveness will be debated. The relationship between police and society will be stressed.

Prerequisite: CJ 311 or CJ 312 or CJ 411.

CJ/HS/PSY 416 3

Advanced Issues in Family Violence
While family violence is a very old

problem, as an academic discipline it is continually changing. This course is designed to give students the opportunity to examine the process of change as they relate to the theoretical, political, and practical issues associated with family violence. Students should possess basic knowledge about the history, types and patterns of abuse before taking this course, as well as an understanding of the criminal justice system. Attention will be paid to new theoretical developments in the field, and changes in the relationship between theory and practice. The relationship between family violence and other forms of violent crime will be considered, and current debates in the field will be examined

Prerequisites: CJ/HS/PSY 316 or CJ 317

CJ 417 3

Violent Phenomena
While violence holds a special fascination to many, it is rarely understood. This course will examine a wide variety of violent phenomena from a multi disciplinary perspective. The history and theoretical cause of violence will be discussed, and empirical evidence will be weighed. Among the topics to be considered are categories of murder, stalking, arson, rape and other forms of violent sexuality, school violence, workplace violence, kidnapping, and other violent crimes. Attention will also be paid to injurious behaviors such as suicide and self-mutilation. Each form of violence will be examined from four different angles: causes, societal reaction, criminal justice system response and possibility of prevention. Prerequisite: CJ 204, Upper level status.

CJ 499 3

Criminal Justice Practicum/Internship
This course would make available an experiential situation in a criminal justice setting and provide an opportunity for the intern to learn from a field placement in a police,

correctional, court-related, or private organization. A variety of experiences will be available and guided by agency and school personnel. Reserved for students in the Criminal Justice program. All prospective students are required to have a conference with the Criminal Justice Chair during the pre-registration period to make arrangements for appropriate placement in a criminal justice agency. Prerequisites: Senior status and approval of Instructor.

Computer Security and Information Assurance

ECI/ACC 313 3

Financial Investigations
This course is designed to introduce and apply financial investigative techniques to the detection and resolution of criminal activity. It includes an in-depth discussion of financial investigative approaches, law and legal concepts guiding criminal prosecutions in the United States, concepts of evidence and procedure, the movement of money through financial institutions, tracing money through a business including discussions of business organization and accounting systems, various methods of tracing funds and interviewing techniques used in these investigations. Prerequisite: 45 credit hours completed, ACC 205.

ECI 333/CJ 3

Information Security
This course is designed to introduce students to the development of information security policies and planning. Information systems, and the tools and techniques needed to establish, monitor and maintain information security will be examined.

ECI 340 3

Intelligence Research Methods
This course is designed to introduce students to the intelligence process and its role in research and criminal investigations. Using analytic and

database software, students will apply the intelligence process to basic research on topics in economic crime investigation, criminal justice and business. The course will culminate with students presenting their research on an assigned topic in both written and oral formats.

Prerequisites: upper division status or permission of department.

ECI 345 3

Computer and Network Security

This course will focus on the protection of the Confidentiality, Integrity, and Availability of information.

Physical security and other security management topics will be discussed as they pertain to computer and network security. The identification and authentication of users and types of authentication will be covered.

Lectures will include the discussion of formal security models and associated access controls. An emphasis will be placed on network security technologies including: firewalls/ packet filtering and intrusion detection systems, business continuity planning/ disaster recovery and the importance of logs and audits will also be covered. Prerequisites: CIS 170, CIS 270.

ECI/CJ 350 3

Law of Economic Crime

Economic Crime Investigation focuses on those complex crimes designed to bring financial rewards to the offender. The course will examine substantive and procedural law affecting financial institutions, commercial businesses and their agents and employees in relation to economic and business-related crimes. This course will identify criminal statutes and case law applicable to economic crimes, and through a study of these will give students a thorough knowledge of the elements required to successfully identify, investigate and prosecute economic crimes.

Prerequisite: Upper division status or permission of the department.

ECI 355 3

Computer Crime

The media reports terrorist attacks on computer centers, electronic fraud on international funds transfer networks, viruses and worms in software and e-mail, corporate espionage on business networks, and crackers breaking into systems on the Internet. Computer criminals are becoming ever more technically sophisticated, and it's an increasing challenge to keep up with their methods. This course will focus on computer crimes: what they are, how to prevent them, and how to detect, investigate and prosecute them if they do occur. Computer crime laws will also be covered. Other topics will include evidence collection during a computer crime investigation as well as the preparation and execution of a search warrant. Prerequisite: ECI 345

ECI 360 3

Computer Forensics

A police officer makes a gruesome discovery, a body is found. Located near the corpse is a cellular telephone, a digital camera and a computer. The officer is unsure on how to proceed. On the other side of town, a search warrant of a business is being conducted. A server and the computers networked to it are believed to contain the evidence of a crime.

The detectives are trying to decide on what to seize and how to take it. More and more crimes involve digital evidence that requires seizing, imaging and analysis. The evidence needs to be reviewed for possible investigative leads and for possible presentation in court. This course will focus on how to properly seize, image and examine digital evidence. It will include creating and verifying the duplicate image of digital evidence, analyzing the data to locate evidence, and recovering evidence. Prerequisite: ECI 355.

ECI 365 3

Investigative Software Tools

Intelligence led policing and intelligence based investigative strategies are coming to the forefront of law enforcement. Private industry is also becoming increasingly aware

of the strategic intelligence model as it applies to corporate planning, competitive practices and maintaining corporate integrity.

This course is designed to introduce students to several key software tools that are widely used and considered essential for intelligence research and criminal investigations. These software tools will include, but not be limited to, Analyst Notebook, iBase, and Idea. Students will be given a thorough understanding of how to apply these tools in the course of the intelligence process and /or during the course of a criminal investigation. The course will culminate with students preparing a project using all the software tools introduced during the course. Prerequisite: Upper division status

ECI 381 3

Pending description

ECI 410 3

Introduction to Cryptography

In this course, the key terms, concepts and principles of cryptography are defined and explained. Application of cryptographic techniques to ensure confidentiality, integrity, authentication, access control, and non-repudiation issues will also be covered. Other topics will include the history of classical cryptographic and cryptanalytic techniques, modern symmetric and asymmetric algorithms, Federal Information Processing Standard (FIPS) algorithms, random and pseudo-random number generators and cryptographic hash functions. Issues involving cryptographic application at various OSI layers in networking communications will also be discussed.

Prerequisites: Upper division status, MA 180 (Discrete Math) & ECI 345 (Computer & Network Security)

ECI 450 3

Senior Seminar

This is the capstone course for ECI students. The primary goal of this course is to integrate previous learning

experiences in a manner that will help students further develop their investigative, communication and problem solving skills. The course uses a problem-based methodology which allows to students experience the key aspects of investigating and prosecuting an economic crime. Students also research, evaluate and discuss noteworthy current and historical fraud cases through written and oral presentations. Prerequisite: Accounting-Economic Crime Investigation track major, senior status, or Computer Security and Information Assurance major, senior status.

ECI 499 3
Internship
 This course will place a student in an experiential situation with an agency or corporation. There are two major components: the student must work a minimum of 240 hours at the intern site and participate in weekly seminars. Prerequisite: Economic Crime Investigation major, senior status, approval of the internship coordinator, and a minimum QPA of 3.0.

English

EN 100 (No Credit)
Fundamentals of English
 Emphasizes basic language skills as a way of preparing the student for college-level writing. Grammar, reading comprehension, spelling, and college-level writing, and vocabulary building are thoroughly treated for the purpose of giving the student the appropriate level of skills in self-editing. In addition the formal writing assignments serve as a direct introduction to EN 101 College Writing. Please note: Students need to achieve a grade of C or better to pass the class. Students who fail to pass EN 100 may retake the course; however, students who have failed the course twice will not be allowed to take further English courses and thus will not be able to pursue a degree at Hilbert College.

EN 101 3
College Writing
 This is a writing-intensive course designed to develop college writing skills and provide an introduction to basic research techniques. Students will be introduced to MLA and APA systems of documentation, and the proper way to incorporate outside sources into a paper. The elements of effective argument will be explored, and emphasis will be placed on critical thinking both in classroom discussion and in the writing of clear, concise, unified, coherent papers about interesting topics for specific audiences.

EN 102 3
Writing in the Humanities
 A course designed to foster an informed appreciation of various types of literature: drama, poetry, and prose fiction. Various critical approaches to literature are introduced with the aim of developing the student's analytical and interpretive skills. Another aim is to develop further the student's writing abilities, with special emphasis on the formal critical essay. Prerequisite: EN 101.

EN 205 3
Survey of World Literature I
 This course is an introduction to the varied forms and traditions of world literature. The course will explore recurrent literary themes, motifs, and patterns, looking for those with cultural specificity as well as those that travel across cultures and undergo transformation as they move from century to century. Survey of World Literature I will study some of the fundamental texts of the world literature, including drama, poetry, fiction, and philosophy in the following periods: Ancient and Classical Age, the Medieval period, and the Renaissance. Examples of African, Islamic, Chinese, Indian, and Japanese literature-as well as oral forms-will be important parts of the class discussion as well. This course fulfills one of the 200-level survey requirements in English. This course fulfills the general education

requirement for an interdisciplinary course or a literature and arts course. Prerequisite: EN 102

EN 206 3
Survey of World Literature II
 This course is an introduction to the varied forms and traditions of world literature. The course will explore recurrent literary themes, motifs, and patterns, looking for those with cultural specificity as well as those that travel across cultures and undergo transformation as they move from century to century. Survey of World Literature II will study some of the fundamental texts of world literature, including drama, poetry, fiction, and philosophy from the 1700's to the present. Examples of African, Islamic, Chinese, Indian, and Japanese Literature will be important parts of the class discussion as well. This course fulfills one of the 200-level survey requirements in English. This course fulfills the general education requirement for an interdisciplinary course or a literature and arts course. Prerequisite: EN 102

EN 210 3
Introduction to Children's Literature
 This course will survey a wide variety of children and young adult literature. Students will explore the various genres of children's literature including the characteristics of each. Students will develop an understanding of the ways in which children's literature is used to develop literacy. Students will recognize notable authors and illustrators, and will develop the ability to critically analyze children's literature from diverse perspectives. Prerequisite: EN 102

EN 216 3
Literature and History: The American Experience
 This interdisciplinary course will examine the major social and political forces that characterized the United States and shaped its literature and ideologies from the Puritan Commonwealth of the 1640's to the sociopolitical crisis of the Civil War.

We will study literary texts both as embodiments of as well as critiques of the cultural values of their time. The readings will be counterbalanced by historiographical texts analyzing the same period. This course fulfills the general education requirement.
Prerequisite: EN 102.

EN 217 3

The Bible as Literature

An introduction to the major themes, structures, and theologies of the Hebrew and Apostolic Scriptures. This course analyzes the major stories found in the Bible — indicating the influences and contributions of modern social sciences upon our understanding and appreciation of these religious works. Respecting religious sensibilities, this study stresses the literary significance of the Bible as the revelation of the Word of God. Significant samplings of the scriptures are considered to illustrate the various literary forms, styles, and religious motifs of this great religious writing. This course fulfills the general education requirement.
Prerequisite: EN 102.

EN 218 3

Science Fiction Literature

Studying both literature and film, this interdisciplinary CORE I course will trace some of the significant formulistic and sociological currents in science fiction. Emphasis will be placed on an understanding of science fiction as a historical phenomenon which responds to another historical phenomenon, the rise of technology. The course will consider such authors as H. G. Wells, Michael Crichton, Isaac Asimov, Arthur C. Clarke, and such filmmakers as Fritz Lang and Ridley Scott. This course fulfills the general education requirement.
Prerequisite: EN 102.

EN 220 3

Survey of British Literature I

In order to understand the complexity and diversity of British Literature, it is necessary to become familiar with the context within which the literature has

been produced. This survey course is designed to give the student the necessary literary history to serve as a foundation for success in later more advanced courses in English. To this end, the course will cover the major figures of British Letters from at least two genres. Survey of British Literature I will cover the Middle Ages to the Restoration Period. This course fulfills one of the 200-level survey requirements in English. This course fulfills the general education requirement for an interdisciplinary course or a literature and arts.
Prerequisites: EN 102

EN 221 3

Survey of British Literature II

In order to understand the complexity and diversity of British Literature, it is necessary to become familiar with the context within which the literature has been produced. This survey course is designed to give the student the necessary literary history to serve as a foundation for success in later more advanced courses in English. To this end, the course will cover the major figures of British Letters from at least two genres. Survey of British Literature II will cover Romanticism to the present. This course fulfills one of the 200-level survey requirements in English. This course fulfills the general education requirement for an interdisciplinary course or a literature and arts course.
Prerequisites: EN 102

EN 222 3

Survey of American Literature I

In order to understand the complexity and diversity of American Literature, it is necessary to become familiar with the context within which the literature has been produced. This survey course is designed to give the student the necessary literary history to serve as a foundation for success in later more advanced courses in English. To this end, the course will cover the major figures of American Letters from at least two genres. Survey of American Literature I will cover the 1500's to 1865. This course fulfills one of

the 200-level survey requirements in English. This course fulfills the general education requirement for an interdisciplinary course or a literature and arts course.

Prerequisites: EN 102

EN 223 3

Survey of American Literature II

In order to understand the complexity and diversity of American Literature, it is necessary to become familiar with the context within which the literature has been produced. This survey course is designed to give the student the necessary literary history to serve as a foundation for success in later more advanced courses in English. To this end, the course will cover the major figures of American Letters from at least two genres. Survey of American Literature II will cover 1865-to the present. This course fulfills one of the 200-level survey requirements in English. This course fulfills the general education requirement for an interdisciplinary course or a literature and arts course.
Prerequisites: EN 102

EN 240 3

The Art of Persuasion: Introduction to Rhetorical Strategies

This course is an introduction to the art of persuasive communication based on the study and application of rhetorical theory and on mass media techniques. This course will examine rhetoric from an historical perspective and explore the uses of rhetoric in mass media and contemporary culture. This course is designed to enhance the student's ability to apply rhetorical principles to various forms of writing and speaking. This course fulfills the general education requirement for an interdisciplinary course.
Prerequisite: EN 102

EN/CS 250 3

Creative Writing 1

The major purpose of this course is to help you improve your creative writing skills. A secondary objective will be to provide you with greater technical control over your work and also help

you develop your critical reading skills. By the end of the semester, I hope that you will have developed a keen, critical eye. Furthermore, I hope that you will begin to gain a sense of your own personal “voice” and a greater awareness of the subjects and styles that interest you the most. Finally, I hope you have fun and develop a supportive circle of creative writers with whom you feel comfortable sharing your work. Prerequisite: EN 102.

CS/EN 257 3
 Art, Literature, and the Examined Life
 This course is designed to introduce students to a wide variety of literary and artistic genres and engaging introspective practices in order to help students develop richer inner lives and become more thoughtful lifelong learners and productive citizens. Throughout the course, students will receive a balanced exposure to works of art—literature, painting, and film, among others—as well as a variety of critical approaches to the interpretation of art which they can then utilize to develop their personal growth and self-definition. Among other requirements, this writing and reading intensive course will include a series of self-reflective journaling assignments and a major service learning project through which students will demonstrate their ability to integrate art, literature, modes of critical interpretation and inquiry, and lifelong learning. This course fulfills the general education requirement. Prerequisites: GS 101 and EN 102

EN 270 3
 Irish Literature, Culture, and Language
 This CORE I interdisciplinary course will introduce the student to the remarkably rich culture of Ireland through a fourfold examination of its history, its language, its music, and its literature. The historical examination will extend from archeological evidence of Celtic culture to such contemporary issues as the republican-unionist conflict and Ireland’s economic surge

as the “Celtic Tiger.” Students will learn the fundamentals of the Irish language, learning to speak some of its basic words and phrases. Students will learn what is meant by “traditional” Irish music and its impact on contemporary world music. The examination of Ireland’s rich literary tradition will extend from pre-English Irish poetry through the works of Yeats, Joyce, and Beckett to modern Irish writers such as Patrick McCabe. Prerequisite: EN 102

EN 275 3
 Representations of the Holocaust
 This course will examine various representations of the Holocaust and the artistic, ethical, and historical issues raised by those representations: How does one write about an event that has been described as being beyond language? What role does/should aesthetics play in looking at these representations? Who has the “right” to speak for the victims? How are issues of truth and creativity reconciled? Literature, art, and film will be used to explore the event from a variety of points of view, including that of victims, survivors, perpetrators, second generation artists, and those with no direct connection to the Holocaust. In addition, the “commercialization” of the Holocaust and the ethical implications of that commercialization will also be examined. This course fulfills the general education requirement. Prerequisite: EN 102

EN/TH 301 3
 The Theatrical Revolution: Perspectives on Modern and Contemporary Dramatic Literature
 The last 150 years has been an era of stunning theatrical developments, both in the dramatic text and in the ways in which those texts were performed. These developments were reactions to a period steeped in both wide-reaching intellectual achievements and in horrific human atrocities. How does artistic expression in general, and theatrical performance specifically, react and

evolve in the wake of that (and our own) tumultuous era? Students who successfully complete this course will be able to trace the development of modern and postmodern drama, with a strong emphasis on the American and European artistic traditions. Through the reading of primary dramatic texts and the screening of specific productions of those texts (both from live performance and the cinema), the class will be asked to critically engage with the themes, techniques and socio-historical contexts of each work. The class will also engage with the material through class discussions and their own academic writings on specific figures and topics. Prerequisites: ENG 101, Upper level status

EN 302 3
 Renaissance Literature
 This course critically examines English Renaissance literary texts (poetry, prose, drama), including Continental selections. Writers such as Shakespeare, Sidney, Spenser, Marlowe, Donne, Jonson, and Milton will be considered. Textual discussion is set against the sociohistoric background of the period: the invention of the printing press; the rise of humanistic learning; the religion and politics of the dominant culture; courtly patronage and literary self-fashioning; the movement from a Ptolemaic to a Copernican world view; and the impact of the New World’s discovery. Prerequisite: EN 102, upper division status.

EN 303 3
 Shakespeare I: The Historical Plays and Comedies
 The course is designed to introduce the student to the psychological insight, wit, and linguistic richness of Shakespeare’s history plays and comedies. The student will examine the history plays in relation to the Tudor conception of history, to the Elizabethan conception of monarchical rights and obligations, and to Shakespeare’s subordination of factuality to thematic clarity. The

student will also study the comedies, examining Shakespeare's adaptations of Greco-Roman comedies and seasonal myths, and exploring the ways that the comedies mark out a path to happiness and joyously reaffirm life.
Prerequisite: EN 102.

EN 304 **3**
Shakespeare II: Tragedies and Romances
 This course focuses on Shakespeare's tragedies (mainly from 1600 onward) and romances. The plays will be studied in the context of their classical and native inheritance; the rise of theaters; stage conditions and theatrical companies; the London life of Elizabethan and Jacobean theater-poets; and the social, political, and religious constraints encountered by 16th- and 17th century English dramatists. The dramas will be examined as literary and enacted texts, with consideration of provenance, publication, and performance; generic categories of tragedy and romance; dramatic design and thematic patterns; character role analysis; and Shakespeare's power of development in the plays of his mature years.
Prerequisite: EN 102.

EN 305 **3**
Restoration and 18th-Century Literature
 This course studies English literature (poetry, prose, drama) from the Restoration (1660-1700) to the later eighteenth century, including such writers as Dryden, Swift, Pope, Johnson, Addison, and Steele. Critical topics include the return to monarchy; the resurgence of the theater tradition; the Battle of the Books; the rise of journalism and the satiric temper; the literary patronage of London and Grub Street; the development of political parties (Tories, Whigs) in relation to class interests; the country-house and garden as rural retreat; the ascendancy of natural theology and its Deistic expression; the refinement of prose style and poetic meter/diction; the influence of classical and

foreign literary genres and traditions; and the developing interest in Gothic entertainments and the aesthetic of the primitive and picturesque as incipient Romanticism.
Prerequisite: Upper division status.

EN 309 **3**
Self and Society in Literature
 This course is designed to analyze major literary works within the context of their cultural parameters. The course will establish the cultural values operant in each work and then examine the dialogue each work carries on with its culture's social institutions, conventions, and major cultural symbols. The intent of the course is a rigorous examination of how literature often provides a meaningful bridge between the imagination and the world of factuality and is often an outgrowth of and response to the historical and social context in which the work was created.
Prerequisites: EN 102, 45 credits

EN 311 **3**
The American Novel After World War II
 The course is designed to familiarize students with the recurrent themes and stylistic strategies of American novelists from WWII to the present. The course also provides the student with an overview of the structural possibilities and epistemological parameters of the novel as a literary genre. Novels selected for the course are representative of significant developments in the American novel's evolution or novels which through their innovations have broadened the range of novelistic techniques available to American writers.
Prerequisite: EN 102.

EN 313 **3**
The Novel
 The novel is one of the most important genres in literature today. Its rise linked to the growth of the middle class and the shift from agrarian to industrial societies, and therefore, the development of the novel parallels major theoretical, atheistic and social

changes in Europe and the United States. Understanding the novel and its place in literary history is extremely important for students of literature. This course will trace the development of the novel from the 18th to the 20th century. In order to gain a synoptic view of the growth of the novel as an art form, students will read a selection of novels from the following list of authors: Defoe, Richardson, Austen, Hardy, Stendhal, Dickens, Balzac, Wharton, Bronte, Melville, Hawthorne, James, Twain, Hemingway, Joyce, Woolf, Faulkner, etc.. In addition, students will read critical work on literary history and theory. Prerequisites: at least one two-hundred level literature course.

EN 315 **3**
Mythology
 This course will survey the broad category of World Mythology, covering the basic thematic categories (creation, fertility, other world, hero, etc.) in order to examine the ways myths of the world reveal cultural similarities and differences. We will also examine how myths reveal certain ontological and epistemological problems and solutions. Finally, we will trace the ways in which these ancient stories are transcribed and retold within current literature, philosophy, and psychology. Readings will be selected from the following cultures: Roman, Greek, Sumerian, Norse, Anglo-Saxon, Celtic, Middle Eastern, Indian, Egyptian, and other African sources.
Prerequisite: EN 102.

EN 325 **3**
American Autobiography
 This course is a survey of American history through the literary form of autobiography. Autobiography has told American history through personal histories, bearing witness to the growth of the colonies, the founding of America, and the defining of political issues and events such as the Civil War, the Frontier, Immigration, Industrialization, and most recently, multicultural experience. The form

has been available to otherwise marginalized voices such as those of women, slaves, immigrants, prisoners and even the “insane,” and thus may tell the history of America more broadly than history books.

Prerequisite: Upper division status.

EN 327 **3**
Multi-Ethnic Literature of the Americas

In the past fifty years or so, there has been an explosion of literature written by members of ethnic groups in the United States. In this literature there is quite often an emphasis on storytelling. From spirituals sung by slaves to cuentos told by Hispanic-Americans to ceremonies performed by Native Americans, the tradition of storytelling has played an important role in ethnic literature and continues to do so to this day, even though the form has changed from the oral to the written. In this course, students will read a variety of multi-ethnic literatures in an attempt to define the relationship between the process of telling a story and ethnic identity. The ultimate goal of this course is for students to gain an understanding of the great diversity of American Literature and the social and political forces that have helped to create that diversity.

Prerequisite: EN 102, and successful completion of 45 credit hours.

EN 328 **3**
Defining America through Literature and Art

Since the Pilgrims landed at Plymouth Rock, America has been both an ideal to strive for as well as an actuality replete with virtues and flaws. Each generation has had to negotiate between these two extremes of idealism and pragmatism in its effort to redefine America in terms meaningful to that generation. The focus of the course will be on a spectrum of major literary and pictorial artists representing four generations of Americans. Through lectures on the philosophic and social background of each work, the student will develop a more sophisticated understanding

of the dialogue between artists and society. These collective studies will explore the convergence and divergence of various American artists' visions of America.

Prerequisite: EN 102

EN 329 **3**
Muckrakers and Moneymakers:

American Literature in the Gilded Age
 This course will focus on American Realism and Naturalism in literature and art, as well as examine the interaction between artistic production and social/ cultural influences. The late nineteenth and early twentieth century was a time of great upheaval in America: the effects of the Civil War, the Industrial Revolution, increasing immigration, and continued westward expansion forced Americans to reconsider what exactly was meant by "America." Whereas earlier Americans were influenced by the optimism and prosperity of Revolutionary War America, the Civil War and its aftermath forced Americans to reconsider their position in the world and question the amount of control an individual had over his/her destiny. This reconsideration was reflected in the art and literature of the time, which was characterized by a rejection of romanticism, an interest in scientific method, and increasing attention paid to race, class, and gender in works by authors such as Mark Twain, Edith Wharton, Upton Sinclair, and Theodore Dreiser, among others. In addition, the photography of Matthew Brady and painting of Thomas Eakins and the Ashcan School were also representative of the shift from romanticism to realism. The course will also discuss the differences between realism and naturalism, which, while related, offer differing views of the individual and society and make use of different literary techniques.

EN 330 **3**
The Lyric: From the Performance of Self to the Performance Itself

This course will trace the development of the lyric from its early emergence with epic and drama to its

transformation in the twentieth century. The course will survey the major developments of the genre, focusing on the changing relationship between self, expression, and lyric form in different literary-historical periods, including the ancient world, the world of the Provencal Troubadours, the Middle Ages, the Renaissance, the Romantic, Victorian, Modern, and Contemporary periods. In addition, we will pay attention to innovations and debates in poetic theory that accompany and elaborate the changes in poetic production. Lastly, tracing the evolution of the lyric impulse, we will also examine the changing nature of the impulse as it relates to the specific musical traditions of each historical period.
 Prerequisite: Upper division status.

EN 332 **3**
Detective Fiction

Edgar Allan Poe's story "The Murders in the Rue Morgue" marked the genesis of formal detective fiction. What influenced Poe? How did the field move from Poe's consulting detective to CSI: Miami? The course focuses on the evolution of the detective fiction genre from its precursors through the current fascination with police procedurals. Topics include: the British tradition versus the American tradition; the amateur detective, the private investigator, and the police detective/force; the hardboiled detective story versus the cozy detective story; the courtroom drama, the locked room mystery, the inverted mystery; and the vocabulary and conventions of the genre. The texts sampled in the course will be looked at in their historical, social, and cultural contexts. A small selection of films and television episodes are likely to complement the readings.
 Prerequisite: EN 102

EN 333 **3**
The Literature of Horror

This course will explore the themes of horror and the grotesque inherent in the horror genre by examining some of the seminal texts of horror fiction (Mary

Shelley's *Frankenstein*, Bram Stoker's *Dracula*, and short stories and criticism by such writers as Poe and Dinesen). The course will trace both the history of the field and the ways in which symbolic and thematic elements have been re-inscribed in later works of fiction and film. The course will explore the manner in which these texts reveal cultural themes, values and ideologies. Prerequisite: EN 102.

EN 334 3

Images and Icons of the American West

From Billy the Kid to Wyatt Earp, "cowboys" to "Indians," John Wayne to Clint Eastwood, virtually everyone is familiar with some of the almost mythological images associated with the West and the "American" story of the pioneer, the cowboy, the lawman, and the wild, wild, west. Many of these stories, as presented in literature and film, however, reduce a very complex set of circumstances and characters to a simple allegory of good versus bad. This course will attempt to restore some of that complexity by examining not only the iconic and mythic stories of the west, but also those stories that have frequently been left out: the stories of women, Native Americans, Chinese immigrants, African Americans, and environmentalists. We will begin by looking at the genre of the Western and discussing what makes this a uniquely American genre and then move on to examining other texts and films that complicate, support, or re-define the images of the West presented in the Western. Prerequisite: EN 102

EN 335 3

Modern American Poetry: Four Movements

Modern American Poetry: Four Movements will focus on a wide spectrum of major American poets of the 20th century and their corresponding philosophical and aesthete movements that are uniquely American. We shall examine four major poetic movements and devote approximately

three weeks of in-class time to each movement. These movements will include-but may not be limited to: poets of the Confessional period, the Harlem Renaissance, the Beat period, and the New York School. Prerequisites: EN 102 and successful completion of 45 credit hours

EN 340 3

Professional and Technical Writing

This course emphasizes the skillful writing of expository and persuasive job-related communications within a variety of professional contexts: from researched technical reports and written business communications to legal reports and professional journal articles. The course provides the student with advanced research skills, greater mastery of the principles needed to develop an organized, concise, lucid writing style as well as with a more sophisticated comprehension of the rhetorical principles and mechanics of professional writing. Prerequisite: Upper division status.

EN 341 3

Advanced Writing

Advanced writing will instruct students in advanced compositional elements. The course is designed to prepare the student for the expectations of the professional world with regard to writing styles, language, tone and voice. Not specifically application driven, course content will focus on the following areas: basic and more advanced rules of grammar and punctuation, advanced argumentative and persuasive structures. The course seeks to be holistic in scope, by focusing on transferable skills and material, rather than on a series of formal outlines for reports. Students will complete assignments that focus upon building competence in the production of writing within a professional standard. Some assignments will cover the following areas: writing effective personal statements, writing effective proposals, essay polishing, dictions,

tone and voice as persuasive tools. Prerequisites: EN 101 and EN 102

EN 345 3

The City in Literature

Cities have existed as sites of human culture for the thousands of years they have been in existence. They mark fundamental changes in human life (nomadic to static, agrarian to industrial, etc.). As a result, they have become symbolic of both decadence and decline and modernity and education. Seen as centers of commerce, politics and products of all types, they have been described, transcribed, and inscribed into many artistic, philosophic, and literary works. This course will examine the image of the city in the literature of the nineteenth and twentieth centuries. Though primarily concerned with literature, the course will also look at the city in film, philosophy, and criticism. Prerequisites: EN 102, 45 credit hours.

EN 360 3

Film and Literature

A study of the relationship between literature and film, the course carefully studies the progress of film adaptation and the attendant concerns of metaphor, symbol, and characterization as they apply to prose fiction and film. The student is encouraged to critically assess film adaptations of the fictional works of such authors as Joseph Conrad, John Updike, James M. Cain, Vladimir Nabokov, Judith Guest, Franz Kafka and others. The course also deals with the status of the director and screenwriter as the film medium's expositors and interpreters of the literary canon. Prerequisite: EN 102.

EN/TH 367 3

Contemporary Theater

From the glamour of Broadway and West End productions of *The Producers* and *Rent*, to gritty protest dramas and the avant-garde contemporary theatre is a vibrant and amazingly diverse art form. This class will examine an

overview of the dramatic literature of the last 30 years, with an emphasis on the 21st Century. In so doing, students will be discussing a wide range of related issues, including the varying production styles and techniques involved with each script and the broader cultural and social framework that makes these works possible. As with any class that deals with the dramatic arts, our discussions of these plays will be framed by the viewing and analysis of many performances, both live and on video. This course fulfills the Gen Ed requirement.

EN 375 3
From London to Dublin: The Importance of Place in British and Irish Literature

In many works by authors from Great Britain and Ireland, place plays an extremely important role, becoming almost another character in the texts. Whether it is Dickens' London, Hardy's "Wessex," Joyce's Dublin, or Wordsworth's Lake District, the evocation of setting plays a pivotal role in helping to define and determine the characters and circumstances in the literature. This course will focus on the significance of place in works by several British and Irish authors, examining both rural and urban settings as well as social factors that contribute to the "sense of place" created in the texts.

This class, which will be taught in the summer mini-mester, will consist of two components. The first will be a typical classroom environment, in which the students will read selected literature and engage in discussion about it. Because the emphasis of the course is place, the readings will be arranged in a geographical rather than chronological order, beginning with literature from Great Britain and then moving to literature from Ireland. The second component of the class will be a trip of approximately 14 days to Great Britain and Ireland. During the trip, students will be working on assignments that allow them to make connections between the literature read in class and the places they

are visiting. The trip is a required component of the course. Students who cannot participate in the trip should not register for the course. Students are responsible for the expense of the trip.

Please note that although the class will be taught in the summer, it will be listed as a fall course. This is to allow students to register for this class in addition to their regular fall class load. As long as they do not exceed 18 credit hours, they will not incur additional tuition costs for this class. In this way, full-time students will pay for the trip but not additional tuition for the class. Prerequisite: permission of department

EN 388 3
Women and Literature

This course is designed to introduce students to literature written by women. The course will focus on the generic forms of the novel and the short story during the periods of the nineteenth and twentieth centuries. The syllabus will include texts written within the English and American traditions but will also incorporate texts written by African-American, Latin American, and Native American women writers. The course will also serve as an introduction to some of the major thrusts within Feminist literary criticism and theory. Prerequisite: EN 102, and successful completion of 45 credit hours.

EN 400 3
Chaucer and Medieval Literature

Beginning with several examples of Old English literature, this course examines medieval English literature (e.g., lyric, allegory, drama) from the 12th to 15th centuries, with a primary emphasis on Chaucer's texts, reinforced by several Continental selections by writers like Petrarch and Dante. Critical viewpoints include the transition from the heroic age to the period of the emerging nation-state; the image of the monolithic Church vs. the carnivalesque in the holidays and trappings of everyday life;

the contested patterns in literature and life of chivalry and courtly love conventions; the rise of towns in the economic movement from feudalism to early capitalism; the development of European universities from a tradition of monastic learning; the nature of sign, symbol, and book in medieval scriptoria; and the emergence of vernacular literatures.

Prerequisite: EN 102, upper division status.

EN 418 3
Romanticism

This interdisciplinary course will focus on the Romantic period. Between 1770 and 1848, Europe and the United States of America witnessed major upheavals in politics, literature, philosophy, and the arts. Since all of these changes were interconnected, in order to understand the scope and meaning of these changes in literature, it is necessary to look at the other disciplines as well. In addition, the thrust of the Romantic period— a return to the self, to nature, and to the imagination—is most clearly framed in relation to the Enlightenment against which it rebelled. With these two perspectives in mind, then, this course though first and foremost a literature course will have an interdisciplinary flavor. It is designed in three parts: Philosophy and Politics, Literature, and Art and Music.

Prerequisites: EN 102, 45 credit hours.

EN 419 3
Victorian Literature

This course explores the literature of the Victorian and Dearly Modern Period with special emphasis of the relationship of literature to the social, political, intellectual, and cultural background of the age. The course examines the period as one of great transformation in which the inheritance of the Romantic period collides with a nascent modernity, releasing both progressive and reactionary forces. Our emphasis will be on how this collision reconfigures the Victorian imagination and finds expression in its literary and artistic

productions. We will read widely in the period touching on its major movements and trends as well as its major figures.

Prerequisites: EN 102 and upper division status.

EN 435 3

Twentieth Century Poetry

While this course will include historical analysis of representative texts, its primary concern will be to examine the interrelationship between the artistic influence that poets exert upon one another and the poetic revolutions that mark the twentieth century. We will begin by studying three key poets from the late nineteenth century and track the profound influence they had on modern poetic thought and technique.

As we do this, we will consider many of the major movements of modern poetry including: Symbolist, Imagist, Confessional, Beat, New York, and Language poetry. Along with examining these movements, we will consider a variety of critical approaches as well as the philosophical and perceptual issues that characterize modern poetry. This course will cover European and American poetry.

Prerequisites: EN 102, Upper division status.

EN 440 3

Major Literary Figure

Rather than focusing upon a synoptic view of a period, genre, or theme, this course is designed to introduce the student to the oeuvre of one major literary figure. A comprehensive study that examines a majority of the major works of one author allows for a deeper understanding of that author within complex developmental, aesthetic, and artistic perspectives. Fundamental to these perspectives will be the introduction of extensive relevant historical, biographical, and/or critical material. In order to present a diversity of genres, periods, and national literatures, the subject of this course will be rotated.

Prerequisite: EN 102, upper division status.

EN 445 3

Senior Seminar: Special Topics in Literature

The Senior Seminar is the capstone experience required of all senior-level majors in English. It serves as a transitional course for students in that it will prepare students for the rigors of a graduate program or professional employment. To this end, it is designed to mirror a graduate seminar. It is a highly interactive, advanced seminar on a special topic—which will be varied from semester to semester—in the discipline, in which the focus will be on advanced writing and research skills. The course will be structured to maximize student participation: students will be required to present their own work and to lead seminar discussions.

Prerequisite: Senior status in the English Department or permission of the Department.

EN 450 3

Introduction to Critical Theory

This course is designed for the upper level English major who intends to continue on to graduate school in English, Creative Writing or Humanities. In order to prepare students for the types of discussions pertinent within the discipline of English, this course will introduce them to some of the seminal figures within literary theory: Freud Saussure, Levi-Strauss, Marx, Foucault, Lacan, Derrida, Barthes, Irigaray, Kristeva, and others. The trajectory of this course will be to present this material with particular attention to the dialogues that have occurred over the course of the last fifty years related to the issues of meaning, value and subjectivity.

This course is intensive in nature and is designed for a student in the last stages of the undergraduate career. Prerequisite: Senior status in English Department.

EN 463 3

Literature, Art and Revolution

The 20th Century may have come to a close but the art, politics, economics, and philosophy of this period continue

to provoke questions and debates. Many profound changes occurred in the world during these years, and these changes provoked questions: Questions about the role of art in society; Questions about literature, language, and identity; Questions about the role of art and politics; even questions about the lines of distinction between the areas of politics, art, literature and philosophy came to be tested and questioned. This course will look at some of the major movements of 20th Century in art, literature, politics and philosophy in order to trace the way in which they emerged, their impacts, and their legacies.

Prerequisites: Junior Status

EN 489 3

Internship

This course provides the English major with an experiential situation in a professional setting related to the student's area of specialization. A variety of experiences are available and will be guided by the professional agency in concert with the internship director. All students interested in an internship must obtain the approval of the Department Chair during the semester prior to the internship. Prerequisites: Upper division status, approval by Chair.

EN 490 3

Honors Senior Thesis

The Honors Thesis is designed for English majors with no less than a 3.7 grade point average in their English courses only who are planning to attend graduate school. Further, this project will allow a student to show a prospective advanced degree program a capacity to plan and implement sustained independent scholarship. Given the purpose of this program and the Honors title, the deadline and guidelines will be strictly enforced. Three ranges of grades will be available: Honors, High Honors and Highest Honors; these terms will correspond to the grades of B+, A-, and A respectively. Failure to meet deadlines, or poor quality of

work (lower than a B+), will result in a default of honors status to a simple Independent Study. In this way there will be no credit loss to the student who completes the project.
Prerequisites: Senior status in English Department, permission of Thesis Director.

EN 496 3
Teaching Assistantship
This course is designed to give those students considering a career in teaching at the high school or college level an opportunity to gain practical experience in teaching, lesson planning, and classroom management, while also becoming familiar with pedagogical issues and approaches. The student will serve as a teaching assistant for an English department faculty member who is teaching a lower level English class.
Prerequisites: senior status; permission of division chair and instructor

Forensic Science/ Crime Scene Investigation

FS 101 3
Introduction to Forensic Science
This course is designed to familiarize students with the basic concepts of forensic science, the specific career fields which are available and the requirements for each specialty. It will present topics relevant to various types of evidence, which will include the proper procedures, methods and techniques for the collection and preservation of crime scene evidence as well as the subsequent value to the forensic scientist. The course will provide a realistic overview of the processes involved in an investigation, from its inception to the final adjudication in court. Critical thinking, analysis and problem solving are major considerations for the successful completion of the class. Finally, the legal considerations regarding forensic evidence will be discussed, including standards for the chain of custody and the evidentiary rules of Frey and Daubert.

FS 201 3
Introduction to Forensic Photography/Imagery
This course is designed to provide students with the current information and technical competency to successfully perform the basic requirements of crime scene photography. Topics will include the correct methods of photography dealing with focus, framing, exposure, shutter speed, film speed, and depth of field in relation to both indoor and outdoor scenes. Students will also learn the techniques of flash photography and light painting. Additionally, the class will prepare the students for more advanced skills in the FS 400 Crime Scene Photography course.
Prerequisites: FS 101 and 30 credit hours completed

FS 302 3
Computer Crime Investigations
This course will provide students with the latest techniques, procedures, and technical competency to successfully perform the basic requirements used in dealing with suspected criminal activity in the areas of: identifying types of computers, computer hardware evidence collection techniques, digital evidence recognition, handheld device seizure & data recovery, preservation of the evidentiary chain, tracing internet related crimes to the perpetrator, and the legal aspects of the search and seizure of computers and related equipment.
Prerequisites: FS 101 and 30 credit hours completed

FS 318 3
Special Topics in Forensic Science I
This upper division criminal justice course is designed to provide students with forensic science education in areas such as pathology, traumatic death, toxicology, odontology, anthropology, taphonomy, while incorporating these disciplines with investigative technique and collection

of crime scene evidence. Prerequisites: FS 101, BI 114 and upper level status.

FS 319 3
Special Topics in Forensic Science II
This upper division criminal justice course is designed as a continuation of special topics in Forensic Science (CJ 318). The course curriculum will focus in the areas of analysis of blood serology, identification of biological fluids and stains, techniques of DNA analysis, forensic footwear evidence, questioned documents, basic fire and explosion investigations, forensic psychology, forensic psychiatry, serial offenders: linking cases by modus operandi and signature, criminal personality profiling and legal issues of forensic DNA.
Prerequisites: FS 101 and upper level status

FS 320 Interview and Interrogation Techniques 3
The course will teach the basic techniques and develop the skills required for interviewing victims and witnesses in a non-accusatory, structured manner in which behavior provoking questions are asked with the purpose of eliciting factual information concerning the case or incident in question. The importance of demeanor, rapport, appearance, mirroring and supporting tactics will be discussed. Students will learn to identify, interpret and evaluate neurolinguistics which includes both the verbal and physical behavioral responses of individuals during questioning and will have the opportunity to practice their skills in teams and small groups. The course will also develop the leadership skills necessary for success in the investigative field. Leadership is a relational, collaborative, ethical, and value-based process in which people effect positive change on behalf of others and society. Finally, the course will instruct students in the proper methods and specific forms required for documenting and recording information obtained

during questioning as well as court presentation and testimony.

Prerequisite: COM 151, Upper level status

FS 400 3

Photography/Imagery

Forensic photography is an essential aspect of crime scene investigation. Photographs are used in many ways to help solve crimes. The student must know proper crime photographic techniques in order to document the circumstances surrounding the case. This is a technical course designed to provide a comprehensive program which illustrates all of the important facets of photography. Since witness statements, evidence identification and crime scene reconstruction may hinge upon proper photographic images, it is imperative to be knowledgeable of every aspect of crime scene photography. This course will guide the student through the evolution of photography from its roots to the sophisticated computer imaging techniques used in law enforcement today. A thorough and comprehensive look at the field of photography/imaging and its relevance to the criminal justice system will be presented. The student will be exposed to class work, group discussions, and "hands on" practical experience with procedures used in the field today.

Prerequisites: FS 101, FS 201 and 3 hours of Forensic Science Courses and Upper level status.

FS 401 3

Fingerprint Evidence

This course is designed to familiarize students with the visualization, detection, development and recording of fingerprint impressions. It will concentrate on the use of fingerprints for personal identification, as well as their use in criminal investigations, within our contemporary society. The course will provide students with the opportunity to gain hands-on experience with a variety of accepted methods and techniques for processing latent fingerprints,

including dusting, chemical development and the use of alternate light sources. Additionally, the course will supply students with the necessary fundamentals to pursue advanced courses in forensic sciences.

Prerequisites: FS 101 and 6 hours of Forensic Science courses and upper level status.

FS 402 3

Trace Evidence/Arson-Firearms/ Impression Evidence

This course is composed of 3 individual forensic science segments. (A) Trace Evidence will consider fibers, glass, human hair, soil and paint and their proper collection and preservation for analysis. (B) Arson-Firearms will deal with types of fire, their chemistry, causes and relationship to point of origin. The firearms section will address modern firearms, ammunition and laboratory examination of ballistic evidence. (C) Impression Evidence will focus on footprints, tire tracks and tool marks and a variety of casting methods and materials. Evidentiary rules and respective legal issues discussed in each segment.

Prerequisites: FS 101 and 6 hours of Forensic Science courses and upper level status.

FS 403 3

Bloodstain Pattern Analysis/Crash Management/ Report Writing

This course is composed of 3 individual forensic science segments. (A) Bloodstain Pattern Analysis will focus on three primary areas of physics, namely, Ballistics, trigonometry and fluid dynamics to provide an understanding of the behavior of blood at a crime scene. (B) Crash Management will consist of an in-depth examination of the accepted measurement, calculation and documentation procedures for motor vehicle accidents. (C) Report Writing will present the proper techniques for correctly recording forensic evidence at a crime scene and in a police report for use with a court brief.

Prerequisites: FS 101 and 6 hours of

Forensic Science courses and upper level status.

FS 405 3

Advanced Seminar in Forensic Science

This course is designed specifically to enhance the student's knowledge and ability to locate, identify, document, and properly preserve and collect forensic evidence. Using an individual "hands on" methodology, the course will provide students with the opportunity to search mock crime scenes and process various types of potential evidence, including latent fingerprints, hair, fibers, footprints and artificial bloodstains. Proper documentation will be stressed and will incorporate note taking, sketching and crime scene photography. The course will provide a realistic overview of the processes involved in an investigation, from its inception to the final adjudication in court. Additionally, the legal considerations regarding forensic evidence will be discussed, including standards for the chain of custody and the legal ramifications of search warrants and the 4th Amendment. Ultimately, the course goal is to merge the student's academic knowledge with their practical experiences in a manner that will develop their problem solving abilities and their analytical and critical thinking skills.

Prerequisites: CJ 305, FS 101, FS 400, FS 401, FS 402, & FS 403

FS 499 3

Forensic Science Internship

This course will help forensic students get a flavor for the inner workings of a career in forensic science investigations. The exposure afforded the student through an internship will prove invaluable in assisting them in making plans for the next step in their careers. The overall internship experience will also assist the student in their quest to network with future colleagues who can assist them in job acquisition.

Prerequisites: Senior Status, 18 hours upper level forensic science courses

and approval from instructor

General Studies

GS 101 3
Foundations Seminar
 A discussion-intensive seminar format introduces students to the depth of thinking required in a college environment. The course will incorporate academic reading and writing to encourage students to learn critical thinking skills as well as to explore issues that are important to their goals and objectives: academic success, educational and career planning, and the value of an education. Oral, written, and small group assignments boost students' self-confidence and help them become college-level communicators of their ideas. The course is designed to convey the excitement and possibilities of the learning experience at Hilbert College. Personalized interaction with faculty, staff, and peers will help students understand the responsibilities and rewards that are part of a university education.

GS 160 3
Introduction to Leadership
 The course will examine why contemporary society needs leaders and what the term "leadership" means. Historical perceptions of leadership will be reviewed as well as an analysis of different styles of leadership. The course will examine what makes people leaders with an emphasis on skill development. Contemporary issues will be discussed as part of leadership analysis. Interactive sessions will allow students to become acquainted with their peers' leadership skills while developing their own skills. In addition, this course will examine literature surrounding the study of leadership and apply the principles to current events and situations, in order to understand the origins, challenges, and pitfalls of leadership. Historical references will help to illuminate current leadership trends and practices. Some consideration will be devoted to political systems, group process, and organizational behavior. GS 160 serves

as an unrestricted elective. This course fulfills the Gen Ed requirement.

GS 170/370 3
Introduction to Student Activities Programming: Theory and Application
 3
 This course focuses on student activities programming, emphasizing the importance of extracurricular participation and how such programming enhances classroom learning. Course study will support academic interests, while modeling student life goals. Students will be introduced to the multiple functions of student activities and college union offices in higher education, and given an overview of the student affairs field. Student development theories are examined to identify and validate a range of academically supported and student-related goals; e.g., multiculturalism, community building, wellness life-styles, contemporary issues, social interaction, and spirituality. Through these theories students will be able to show how targeted student programming initiatives, through particular campus activities and events, can be generated to reach these student affairs goals. The course will enable students to implement and evaluate actual programs through membership in student clubs and organizations. The College will be used as a model for peer program development with a focus on learning. The course provides an overview of program assessment, planning, implementation, and outcomes evaluation, and a review of related programs on other campuses. Students enrolled in GS 370 will go beyond programming through organizations to actually creating their own programs individually. They will also be introduced to theories in advising undergraduate student organizations.
 Prerequisite: EN 101

GS 180 3
Health and Physical Fitness
 A specialized fitness course for students that will emphasize aspects

of a healthy lifestyle and its direct application to career success. Specific instruction will cover health-related topics, such as nutrition, stress management, various health related chronic disease, and physical fitness. The course will allow students to self-evaluate their lifestyle and develop an individualized exercise program. This course is evenly divided into in-class work and a physical activity portion with fitness activities, instruction and fitness testing. Homework assignments will also require active physical fitness. The dual lecture and active instruction is important as many students in particular lines of work are required to pass medical and physical fitness tests. This course is especially useful for students whose field of employment demands high levels of fitness and health. The course also serves students generally as its main focus is on health issues in a broad-based approach. Fitness workout gear, specified equipment and active participation are required. This course counts as an all-college elective only (not a Liberal Arts elective).
 Prerequisites: None

GS 300 3
Service Learning Abroad
 This course combines in-class instruction with an experiential service learning component. The location of the service learning component will vary according to instructor interest but could include Africa, Central America, or the Caribbean. The in-class portion of the course will focus on the following: the history, literature, geography, culture, and economics of the place to which the students will travel; an introduction to the ideas of service learning/leadership; discussion of service learning as it relates to the mission of the college and its liberal learning goals. Service work could include construction projects, teaching business skills, educational projects, or other work that will assist the community in which the students are serving. This course fulfills the general education requirement.
 Prerequisites: Permission of instructor

GS 460 3
Leadership Applications
 This course combines theory and practical application to focus on the development, implementation, and assessment of effective leadership strategies and on ways to recognize and overcome barriers to organizational change. Given GS 160's overview of leadership theory, GS460 requires students to develop an in-depth understanding of theories and to draw upon an existing understanding of history, political systems, and interpersonal communication to affect change in modern political and business environments. The course will be conducted in seminar format for in-depth discussion supported by leadership theory research, in addition to presentations, case studies, and experiential applications.
 Prerequisites: GS 160 and upper-division status

Geography

HI/PS 288 3
World History and Geography I
 This is a survey course of global geography and human history. Emphasis is placed on: a) gaining a basic knowledge of the critical events in world history, b) gaining a basic knowledge of political and physical geography and the ways in which they are both cause and effect of history, and c) understanding the events at a global level, that is, being able to identify events as taking place in the same periods even though they happened in different regions.
 This course is half of a two-semester series. Although ideally students will take both courses, each may stand alone and can be taken in any order.

HI/PS 289 3
World History and Geography II
 This is a survey course of global geography and human history. Emphasis is placed on: a) gaining a basic knowledge of the critical events in world history; b) gaining a basic knowledge of political and physical

geography and the ways in which they are both cause and effect of history; and c) understanding the events at a global level, that is, being able to identify events as taking place in the same periods even though they happened in different regions. This course is half of a two-semester series. Although ideally students will take both courses, each may stand alone and can be taken in any order.

History

HI 103 3
Nineteenth Century America
 This course traces the development of the United States from a fledgling nation striving for its own identity to a sophisticated, mature member of the community of nations. From the early years of the 19th century to the turning of the 20th, the course explores the political, economic, social and physical growth of the nation.

HI 104 3
Twentieth Century America
 This course is designed to give students a basic understanding of the political, economic, social, and diplomatic history of the United States in the century that defined America as a major world power. Emphasis is on those areas marked by changes that have and still do influence our lives today, i.e., social and cultural norms, the role of the presidency, partisan politics, America's world position, race and gender relations, and the American reform impulse.

HI/CJ 207 3
Crime and Punishment in America
 This course examines the history of crime and punishment in the United States. We operate under the premise that penal codes do not evolve in a vacuum. Rather they represent significant social and political decisions. Society determines and then lawmakers codify what behavior is unacceptable and will constitute a crime. Consequently, what was a crime at one time may be an accepted practice in another.

Prerequisite: Sophomore status

HI/PS 208 3
American Foreign Policy
 The history of foreign policy is the study of fundamental ideas and principles, decision making, implementation, and consequences of policies affecting international relations. This course is designed to provide the student with a basic understanding of how the United States arrived at its present position as the major world power. In seeking this understanding, the course examines the intellectual foundations of our foreign policy, the various diplomatic policies and practices pursued by the United States and the consequences of those policies.

HI 212 3
Photographing American History
 This course uses 19th and 20th century photography to illustrate and interpret American history, raising questions about the use of images in constructing and promoting national and individual identities. Collections used range from the studio portraits of Matthew Brady to the Civil War battlefields captured by Alexander Gardner; from the compelling social documentaries of Jacob Riis, Lewis Hine, Dorothea Lange and Walker Evans to the artistry of Alfred Stieglitz and Ansell Adams; from the natural landscapes of the Hudson Valley to the Yosemite. With a comprehensive background derived from lectures, readings, and images, students will look for the narrative that the photographs speak across time.
 Prerequisite: Sophomore status

HI 213 (formerly HI 311) 3
African American History, Part I
 This course traces the African American experience from the colonial period to the turn of the 20th century. Included are discussions of slavery, the abolitionist movement, the Civil War, Reconstruction, and post-Reconstruction adjustment. Also included are discussions of the various strategies for survival employed by

African Americans both slave and free and the often conflicting assessments of those strategies by contemporaries and historians.

Prerequisite: Sophomore status

HI 214 (formerly HI 312) 3
African American History, Part II
Part I of African American History (HI311) traces the experience of black America from slavery to the end of the 1800s. This course continues that journey through the 20th century. It begins with the economic, political, and social conditions faced by African Americans at the turn-of-the-century and then assesses the various, and often competing strategies employed by African Americans to survive and flourish in a racist America.

Prerequisite: Sophomore status

HI 215 3
World Culture and Civilization
In every age of human existence people have sought to express themselves using dance, drama, art, architecture, philosophy, music and literature. This course is aimed at giving students the opportunity to develop an understanding of how humankind has used those areas of self-expression sometimes referred to as the fine arts. The course is in no way intended to make the student an expert in any one area but rather is to serve as a sampler to the expressions, allowing the student to become more aware, more open-minded, and more sensitive in the areas mentioned. This course is also intended to allow students to begin to develop an aesthetic awareness and some skills in artistic discrimination. The end result of this course would be an individual who has a better understanding of society and of oneself.

HI/PS 288 3
World History and Geography I
This is a survey course of global geography and human history. Emphasis is placed on: a) gaining a basic knowledge of the critical events in world history; b) gaining a basic knowledge of political and physical

geography and the ways in which they are both cause and effect of history; and c) understanding the events at a global level, that is, being able to identify events as taking place in the same periods even though they happened in different regions.

This course is half of a two-semester series. Although ideally students will take both courses, each may stand alone and can be taken in any order.

HI/PS 289 3
World History and
Geography II

This is a survey course of global geography and human history. Emphasis is placed on: a) gaining a basic knowledge of the critical events in world history; b) gaining a basic knowledge of political and physical geography and the ways in which they are both cause and effect of history; and c) understanding the events at a global level, that is, being able to identify events as taking place in the same periods even though they happened in different regions. This course is half of a two-semester series. Although ideally students will take both courses, each may stand alone and can be taken in any order.

PH 305 3
The Making of the Modern
Mind I
This course comprises a history of ideas from ancient Greece to the Renaissance. Specifically, it employs philosophic analysis to show the historical impact of philosophical thought upon politics, science, art, and humankind in general as well as the impact of culture on philosophy. An additional goal of this course is that of helping students recognize that many of the ideas with which they are most comfortable did not arise in a vacuum. Moreover, the ideas that they take to be the most obviously true may, in fact, require rational justification – a requirement which cannot be fulfilled without an adequate understanding of the historical context within which these ideas were first formulated.
Prerequisite: EN 102, sophomore

status.

HI/PH 306 3
The Making of the Modern
Mind II

This interdisciplinary course comprises a history of ideas beginning with the 16th century and continuing to the present day. It employs a philosophic analysis to show the historical impact of philosophical thought upon politics, science, art and humankind in general as well as the impact of culture on philosophy. An additional goal of this course is that of helping students recognize that many of the ideas with which they are most comfortable did not arise in a vacuum and that many of the ideas which are taken to be obviously true require rational justification. Particular attention will be paid to the varying conceptions of truth, justice and the good life found in different epochs. Specifically, the impact of these philosophic notions upon early modern culture will be observed in the works of writers such as Marlowe, Mann and Camus, musicians such as Wagner, and philosophers such as Descartes, Hume, Kant and Nietzsche.

HI 308 3
Women's History

This course is about the exclusion of American women from their national history and the efforts of women's historians to compensate for that omission. Historians have not only chronicled the history of women and examined the social, political, and economic restrictions placed on them by socially-determined gender definitions, but, in a discipline previously dominated by political history, they have elevated concerns important to women—love and marriage, child birth and child rearing, domesticity, housework, and reproductive rights—to legitimate issues of historical inquiry. More recently, women's historians have challenged the traditional framework of American history, a history written by and for men, to deconstruct and re-conceptualize

a national history in which women are not merely peripheral but are crucial to the development of the country. Utilizing the accumulated information, perspectives, and theories generated by this scholarship, this course examines the history of American women chronologically and thematically through the twentieth century.

Prerequisite: Sophomore status

HI 309 **3**
Women’s History, Part II: The “Other” Experience
 This course looks at American Women’s history from the perspectives of race, ethnicity and class. While the initial work done by historians in women’s history defined and analyzed the gender expectations of women from the dominant white middle-class, more recent scholarship measures those expectations of gender against the experiences of women from disadvantaged populations. From the first encounters with Natives, through the enslavement of Africans, and the marginalization of Southern and Eastern European and Asians, to the lingering impact of stereotyping throughout the 20th century, this course examines the particular experience of women from each of these non-dominant cultures.

HI 310 **3**
Making Sense of the Sixties
 This course provides an in-depth examination of a pivotal decade in American history—the 1960s. During this short period of time, radical changes occurred in the way Americans thought about themselves, their world role, relations between the genders, races and classes, government responsibility and jurisdiction, and social and cultural norms. Confrontations, endemic in times of vast social and political change, threatened the survival of the nation. Through documentary video, readings in the contemporary literature and historical interpretation, and classroom discussions, students will explore the details of the decade,

commentary upon it and its long-term legacies.

Prerequisite: Sophomore status

HI 401 **3**
History and the Movies
 This is an advanced history seminar that examines a selection of feature films that purport to be— in plot, setting, or perspective— serious reflections on historical issues, events or personalities. This "Hollywood history" is then tested against the historical record for accuracy, intent, and impact.
 Prerequisite: EN 102, upper division status.

HI/LW 402 **3**
The United States Constitution: Legal and Historical Perspectives
 This interdisciplinary course offers the student an examination of the United States Constitution both as it was written and as it has been subsequently applied. In each instance, students will see what contemporary circumstances, ideals, and fears went into the writing of our fundamental law, as well as, how the courts have interpreted and thereby adjusted the law to fit contemporary need. Finally, the student will see the relevance of the Constitution in his or her own life and times by a discussion of current issues involving Constitutional law and guarantees.
 Upper Division status. This course cannot be used as a law elective for Legal Studies majors.

Honors

HON 105/305 **3**
Honors Colloquium
 Unlike many other college classes, where the primary focus is a specific content area (history, criminal justice, etc.), the Honors Colloquium focuses on critical reading, critical thinking and critical writing in a wide range of subject areas, with students questioning what they read, what they think, and how they can communicate effectively and logically. This course

is designed to challenge the student academically and to foster the value of “learning for learning’s sake” that is the benchmark of the Honors Program at Hilbert College as well as one of its liberal learning goals (value the need for lifelong learning). As a way of developing those skills, students will look at a variety of different interdisciplinary issues. Each component of the course is designed to begin to engage the student in the process of self-reflection so important to the development of critical thinking and critical writing skills. These are also the skills that students will be using in completing their honors projects in other courses. This course fulfills the Gen Ed requirement.

HON 330 **3**
Reading and Writing Buffalo
 Author Wendell Berry once said that if you don’t know where you are, you don’t know who you are. Using this idea as the impetus, this class will focus on exploring the city of Buffalo through various methods. Although students may live, work, or spend time in Buffalo, many may not “see” it in its various manifestations. Just as a written text or a film can be read, so, too, can environment or place. What, for example, is the significance of the fact that Buffalo is a city in which professional sports play a large role? How does buffalo, a so-called rust-belt, blue collar city, reconcile that identity with the fact that it has a world famous art gallery and numerous architectural treasures, including the Darwin Martin House? How and why is Buffalo divided into different areas, sometimes based on ethnicity, sometimes on economic standing, and sometimes based on other invisible factors? How is Buffalo different today from the way it was in the past, when it was considered a major U.S. city? This course will attempt to answer some of these questions through a physical exploration of the city.
 Following the “City as Text” model created by the National Collegiate Honors Council, this class will be an examination of the city of

Buffalo from a cultural studies perspective. Students will be asked to think critically and carefully about Buffalo as a place, about its history, demographics, future, and identity. They will be asked to “read” the city and various elements of it. Much of the class will be made up of actual explorations of the city, including visiting art galleries, taking walking tours, attending sporting events and immersing ourselves in the city in other ways.
Prerequisites: membership in the Honors Program; permission of the instructor.

Human Services

HS 101 3
Introduction to Human Services
Human services are designed to address the challenges of meeting human needs that arise from the problems of everyday living and the difficulties encountered in our modern world. This course presents both an introduction to and an overview of the Human Services field by examining conceptual underpinnings, historical antecedents and contemporary directions. The role of the helper, the belief system within the Human Service profession and common problems/issues faced by the helper are explored. This course will assist the student in assessing his or her own desire to pursue a career in Human Services and will provide a sound theoretical foundation for subsequent courses in the major.

HS/RH 203 3
Introduction to Counseling
This course concentrates on the various theoretical approaches to counseling and how they may be applied to the process of helping. It is intended to provide students with a sound base which can be used to build a personalized style of counseling that incorporates the cognitive, emotional and behavioral dimensions of human experience. Various personal and professional issues that emerge in the counseling relationship will be

explored. Students will have the opportunity to learn from one another through collaborative group work, case studies, and various clinical videos.
Prerequisites: HS 101, sophomore status.

HS/RH 204 3
Basic Interviewing Skills
The primary purpose of this course is to provide students with a concrete framework for interpersonal communication in their work in rehabilitation. The course will focus on the knowledge, skills and attitudes necessary for the application of Micro-counseling and other communication skills, including exploration, mutual understanding and taking action in addressing human problem situations. Special emphasis is placed on developing the skills of attending, listening and responding in ways that allow the student to engage in a productive helping relationship. Emphasis is also placed on applying effective communication skills in collaboration with other professionals and coworkers. As part of their development of micro-counseling skills, students will gain increased understanding of themselves and their reasons for pursuing a career in rehabilitation services, human services or other professional fields. Students will identify personal strengths and limitations they have in relation to working with other people.
Prerequisite: RH 101 or permission of department

HS/PSY 205 3
Interpersonal Communication and Effectiveness
Through this course students will explore the nature of interpersonal relationships in various contexts and develop a critical understanding of communication processes. The course will integrate theory with experience to develop student insight as to how communication skills impact both society and their own lives. A great deal of emphasis will be placed on enhancing self-awareness, self-control, and the ability to

maximize interpersonal effectiveness in personal and professional relationships. Students will be provided opportunities to develop and practice specific interpersonal skills through the effective use of communication techniques such as listening, observing, paraphrasing and perception checking.

HS 206 3
American Sign Language
American Sign Language
Students will learn basic American Sign Language (ASL) communication through this course including sign vocabulary, finger spelling, numbers, and expressive and receptive signing activities. Students will also develop an understanding the history of ASL as well as aspects of Deaf culture which are integral to meaningful communication. ASL I is designed to provide students a preliminary basis for signed communication. The ASL I curriculum will parallel that of a traditional language development and second language learning course. It will focus on introducing language in context and will engage students in various interactive activities to reinforce learning. A conversational curriculum requires the student to be an active learner.
Prerequisite: Sophomore Status

HS/RH 210 3
Human Services Methods
This course familiarizes students with the various concepts, skills, roles, tasks, and activities comprising human services practice. Students will develop a critical understanding of the nature of the professional client/worker relationship, as well as the complexities of the various stages of helping from intake through termination. Applicable techniques within a variety of systems will be addressed, including interviewing, assessment, case management and recording.
Prerequisite: HS 101.

HS/PSY 215 3
Social Issues in Addictions

This course introduces students to the range of addictions which are said to predominate in our society. Students are encouraged to critically examine the concept of addiction, particularly as it may be defined as a social phenomenon. Specific addictions to be studied include various alcohol and chemical dependencies, eating disorders, sex and love addictions, compulsive gambling and spending, and addictions to work and exercise.

HS 300 **3**
Introduction to Chemical Dependency
 This course is an introduction to alcohol and other drug use, abuse and addiction. Students will examine models of addiction, pharmacology, use, abuse, methods of administration and effects physically and psychologically. The primary emphasis of this course is on the specific categories of drugs and how they are utilized. The course is a prerequisite for the other three courses offered in the chemical dependency specialization.

Prerequisite: Completion of 45 credit hours or permission of department

HS 302 **3**
Intervention and Treatment with Chemically Dependent Clients and their Families
 This course will address the therapeutic issues related to effective interventions and treatment modalities for the alcohol and other drug-abusing client and others affected by substance abuse. Students will explore theoretical and clinical aspects of addiction, codependency, and family dysfunction. Through both didactic and experiential learning, students will investigate various ways that persons and families recover from these problems. This course will also provide an overview of the assessment process, treatment planning, treatment techniques and counseling practice. Ethical considerations when dealing with chemically dependent clients and their families will be explored. This course will utilize the foundation work presented in HS 300, Introduction

to Chemical Dependency. Students entering the course are expected to have a basic understanding of alcohol and other drugs, models of addiction, bio-psycho-social considerations, and general treatment approaches.
 Prerequisite: HS 300, equivalent, or permission of department

HS/CJ/PSY 305 **3**
Research Methods in Social Sciences
 This course is designed to familiarize criminal justice, human service and psychology majors, as well as potential graduate students, with the conceptual and operational skills to design and conduct research, including: the development of research questions and hypotheses; selection of research design and data collection strategies, sampling procedures, and data analysis and interpretation. Students will acquire the skills necessary to conduct social science research and to prepare formal research reports. This course is offered every semester.
 Prerequisite: MA 200

HS 306 **3**
Advanced Topics in Chemical Dependency
 Building on the concepts developed in HS 300: Introduction to Chemical Dependency, this course will explore in an in-depth manner, some current topics in the field of chemical dependency. Students will investigate issues related to the provision of human services to special populations: namely, the dually diagnosed client, and the criminal justice system client. The implications of Kendra's Law and Assisted Out-patient Treatment (AOT) related to chemical dependency clients will also be explored. The importance of providing medically necessary and time limited treatment in order for services to be reimbursable will be discussed throughout the semester. Students entering the course are expected to have a basic understanding of chemical dependency, models of addiction, bio-psycho-social considerations and general treatment approaches.

Prerequisite: HS 300, equivalent, or permission of department

HS 308 **3**
Group Work in Human Services
 Focusing on both practice and process, students will acquire knowledge and skills necessary for effective leadership in working with groups. The complexities of group practice as it relates to a variety of populations will be considered. Also explored will be some practical considerations in working with groups, the nature of the interactive process, and many of the various issues which are unique to human services group interventions including advocacy. Students will have an opportunity to integrate theoretical concepts while participating in class activities designed to make learning fun and meaningful.
 Prerequisites: HS 101, sophomore status.

HS/RH 310 **3**
Human Service Ethics
 This course will focus on the professional principles and conduct of helping professionals. A variety of legal and ethical dilemmas, ranging from informed consent and client self-determination to working with people of diverse backgrounds and abilities will be addressed. Complex topics will require an in-depth examination of personal values, decision-making models, and the role of supervision in professional practice.
 Prerequisite: HS 210 or permission of department.

HS 311 **3**
Organization, Policy and Practice in the Human Services
 The purpose of this course is to introduce students to significant social welfare policies in the United States and the effect of those policies on the practice of Human Services. Students will examine the concepts, history and development of various social welfare policies so as to be able to "tune-in" on a macro-level to the struggles that the poor and underserved endure. Philosophical and programmatic trends

will be traced from early colonial times through the modern social welfare system with an emphasis on the structure and functioning of the social welfare system in the United States.
Prerequisites: HS 101, sophomore status.

HS 315 3
Child Welfare Services

This course offers an intensive overview of the various welfare services offered on behalf of children and youth. Included among the basic child welfare services are family-based services for children in their homes, residential care, foster care, adoption, and day care. Various social issues relevant to poverty, single parenting, and neglect and abuse as well as laws of guardianship, advocacy, and the juvenile justice system may be addressed.
Prerequisite: HS 101.

HS/CJ/PSY 316 3
Family Violence

This course is intended to provide students with a stronger understanding of the scope and seriousness of all forms of family violence and abuse, and the difficulties faced by criminal justice and human service agencies. Historical, social, political, psychological, and legal aspects of family violence will be considered, and much time will be devoted to examining underlying causes. This course will also evaluate some of the nonviolent harm done by families to their members, including the contributions made by family structure and functioning to problems such as delinquency or adult criminality, depression, and suicide.
Prerequisite: Upper division status or permission of department.

HS/CJ/PSY 317 3
Family Violence Treatment and Prevention

From a human services perspective, this course offers an introduction to the dynamics of family violence with an emphasis on treatment and intervention strategies. Students

will examine types of family violence across the life span, identification and reporting procedures, controversial issues of relevance to the field of family violence, child abuse & neglect, the impact of substance abuse/misuse on family functioning and violent patterns of behavior, sexual offenses and offenders, and current and innovative approaches to treatment and prevention.
Prerequisite: Upper division status or permission of department.

HS/PSY/SO 320 3
Loss, Grief and Dying

This multi-disciplinary course is developed to sensitize students to the issues of loss, grief, and dying that are part of every individual's life experience. Students will explore their own relationship with death and various loss-related experiences and explore the ways in which societal attitudes influence how and when we die and how we live as we deal with the knowledge of death and loss. Subject matter will encompass a blend of psychological, socio-cultural and historical perspectives on death. Topics will include issues of loss related to relationships, social role change, and life-span development, as well as detailed discussions of topics surrounding death, dying, and loss experiences. Both the roles of the interpersonal self and the professional self in working with those encountering death and grief/loss will be explored.
Prerequisite: Sophomore status or permission of department.

HS/PSY 330 3
Violent Children: Prevention/Treatment

This course offers an in depth analysis of the dynamics of violence perpetrated by young children & adolescents with an emphasis on treatment and intervention strategies. Students will examine various forms of violence within the context of the family, school, and community including intra-familial violence, sexual violence by children, aggressive behavior, violence in school settings,

and violence perpetrated within the community. This course will offer students the opportunity to explore individual, family and community dynamics that contribute to the manifestation of violent behaviors with an emphasis on current and innovative approaches to treatment and prevention. Students will further explore the relationship between diagnosis and the selection of appropriate treatment interventions.
Prerequisite: upper level status, permission of department

HS/PSY/SO 332 3
Marriage and the Family

This course examines current and historical trends and dynamics related to marriage, family, relationships, and alternative lifestyles. A major theme of the course is the interaction between individuals and the societal environment in which they make their decisions. Increasing flexibility forces individuals to make many difficult choices with regard to family values and personal autonomy; students will explore how these decisions are often being made in the context of contradictory cultural values. Another focus of the course is the shift from viewing marriage as an institution to viewing it as a relationship in which the partners expect to find companionship and intimacy.
Prerequisite: Sophomore status or permission of department

HS/RH 360 3
Internship I

A supervised short-term internship experience in a human service/rehabilitation agency allows students to apply classroom learning to practical situations. This one semester internship consists of a 120 hour placement in an agency or school setting. In addition, a weekly seminar provides students with the opportunity to discuss and share questions and problems related to the field work. Students will begin to create a professional portfolio, research graduate school programs and professions within the field of human

services. The practicum is reserved for students in their third year of the Human Services or Rehabilitation Services programs. All prospective students are required to have a meeting with the HS/RH Internship Coordinator to arrange an appropriate placement.

Prerequisite: 45 credit hours and Human Services or Rehabilitation Services major.

HS/LW 410 3
Child and Family Law

This interdisciplinary course will provide an overview of the various laws and legal concerns which currently affect family life. Among issues to be examined will be laws and social concerns that are relevant to marital relationships, parent-child relationships, child custody and support, family violence, and the rights of minors. The course is intended to assist students, particularly those in the helping professions, to become more knowledgeable of the various legal issues surrounding families today. The course is very useful for students in paralegal studies, criminal justice, and human service programs.

Prerequisite: Upper Division status HS/CJ/PSY 416 3

Advanced Issues in Family Violence

While family violence is a very old problem, as an academic discipline it is continually changing. This course is designed to give students the opportunity to examine the process of change as they relate to the theoretical, political, and practical issues associated with family violence. Students should possess basic knowledge about the history, types and patterns of abuse before taking this course, as well as an understanding of the criminal justice system. Attention will be paid to new theoretical developments in the field, and changes in the relationship between theory and practice. The relationship between family violence and other forms of violent crime will be considered, and current debates in the field will be examined.

Prerequisites: CJ/HS/PSY 316 or CJ 317

HS/RH 430 3
Senior Seminar

Senior Seminar, the departmental capstone course, has three primary purposes that are related to the preparation of students to pursue either a human services career or further education upon graduation. First, the seminar will offer students the opportunity to achieve maximum integration of the range of knowledge, skills and values experienced in previous human service coursework and internships. This will be done with a flexible seminar structure where the broad issues of diversity and social justice will be used as a foundation for the exploration of issues impacting professional practice. Secondly, students will have the opportunity to analyze their own counseling and interactional style in order to increase their self-awareness and enhance their professional skills. The third purpose of the seminar is to facilitate the transition from the Hilbert environment to either the world of work or graduate education. Students will have the opportunity to clarify career goals and learning goals for the future and develop objectives to meet those goals. Students will also participate in exploring their understanding global citizenship and how this impacts them professionally and personally.

Prerequisites: Senior status – Human Services or Rehabilitation Services major.

HS/RH 460 3
Senior Internship I

This course offers students field instruction in social agencies under faculty direction and agency supervision. Students are to complete HS/RH 460 and 461 in two successive semesters (F-S, S-Sum, Sum-F) in order to experience the benefit of a long-term internship. (Students are encouraged to plan their schedules carefully as tuition assistance may not be available for summer courses.) A variety of settings are available to

the student. There is an attempt to match the choice of agency within the students' area of interest. A supervised experience in a community service agency allows students to apply classroom learning to practical situations. In addition, a weekly seminar provides students with the opportunity to discuss and share questions and problems related to the field work. All prospective students are required to schedule a conference with the Internship Coordinator during the preregistration period to make arrangements for appropriate placement in a Human Service agency. The internship is reserved for senior students in the Human Service and Rehabilitation Services programs. Prerequisite: HS/RH 360, 60 credit hours (or permission of department) and Human Services or Rehabilitation Services major

HS/RH 461 3
Senior Internship II

This is the second half of a two-semester supervised experience in a community service agency which allows students to apply classroom learning to practical situations. In addition, a weekly seminar provides students with the opportunity to discuss and share questions and problems related to the field work. Prerequisites: H/RHS 360, HS/RH 460, 60 credit hours (or permission of department,) and Human Services or Rehabilitation Services major.

Languages

ARABIC
AR 101 3

Introduction to Arabic I
This course is designed for a beginner who is interested to learn the basics of the language as it is spoken and written. Arabic I, moreover, introduces the different sets of grammar and pronunciation that are prevalent in the contemporary Arabic world. This course fulfills the general education requirement.

AR 102 3

Introduction to Arabic II

This course is designed for students to continue learning basics of Arabic as it is spoken and written. Arabic II, moreover, will continue to introduce the different sets of grammar and pronunciation that are currently in use in the contemporary Arabic world.

Prerequisite: AR 101

FRENCH

FR 101 3

Introduction to French I

This course will introduce students to the French language, thereby benefiting them in their personal and professional lives. It is intended for those with very little or no previous exposure to the study of this language. The fundamentals of grammar, vocabulary, and pronunciation are stressed in order to facilitate the speaking, listening, reading, and writing of "la belle langue." Students are also introduced to French culture and the Francophone world. There are no prerequisites. This course fulfills the Gen Ed requirement.

FR 102 3

Introduction to French II

This course is a continuation of FR 101 and offers more extensive practice in the basic language skills of speaking, listening, reading, and writing. Grammar, vocabulary, and pronunciation previously learned are built upon to increase communicative ability. The study of French culture is also continued. This course fulfills the Gen Ed requirement.

Prerequisite: FR 101 or 2 years of high school French.

FR 103

Intermediate French 3

This is an advanced language course and as such will emphasize advanced communication and listening skills. Reading at an advanced level will include some literature and thematic topics and will stress comprehension. Writing skills will be developed through personal reactions to pieces of writing, the writing of summaries, topical composition, creative pieces,

etc. Structure will be reviewed and new structures will be presented to increase communication skills. Students will continue to build their vocabulary through usage and memorizing of new words and phrases. Students will increase speaking skills through informal conversation, oral presentations, short speeches and partner skill practice. Listening skills will be enhanced by using French as the language of the classroom, listening to tapes, videos and guest speakers. Cultural knowledge will be increased through music videos, culture videos, class discussions, presentations of personal slides by the instructor, readings on cultural topics. FR 102, 4 units of high school French or recommendation of instructor

GERMAN

GER 103 3

Intermediate German

This is an advanced language course for students who have completed 4 high school units of study. As such, this course will emphasize advanced communication and listening skills. Reading at an advanced level will introduce some literature and stress comprehension. Writing skills will be enhanced to include personal narrative through journals using persuasive and expository style. Grammar will be an integral part of each of these courses. Previously learned structures will be reviewed and reinforced, while advanced grammatical structures will be introduced for mastery. Students will add to their already extensive vocabulary bank with concentration on those words necessary to enhance their communicative abilities. With today's emphasis on global interdependence and cultural awareness, students will further their knowledge of the German speaking world and its people. This course fulfills the Gen Ed requirement.

ITALIAN

ITA 101 3

Introduction to Italian I

This course will introduce students to the Italian language. It is intended

for those with little or no previous exposure to the study of this language. The fundamentals of pronunciations, grammar, and vocabulary will be stressed in order to facilitate the speaking, reading, listening and writing of the Italian language. Students will also be introduced to the culture and customs of Italy and the Italian world. This course fulfills the Gen Ed requirement.

ITA 102 3

Introduction to Italian II

This course is a continuation of ITA 101 which stresses basic principles of grammar, aural comprehension and development of oral communication skills. Writing of simple Italian sentences is continued as part of the course. Students will continue to be introduced to the culture and customs of Italy and the Italian world. This course fulfills the Gen Ed requirement. Prerequisite: ITA 101 or high school equivalent.

SPANISH

SP 101 3

Introduction to Spanish I

This course is intended for students with little or no exposure to the study of the Spanish language. Comprehension of basic principles of grammar is stressed, along with aural comprehension and development of oral communication skills. Writing of simple Spanish sentences is done from the beginning of the course so that a certain facility with the written language might be obtained within the course of the semester. There are no prerequisites. This course is not for students who have taken the Spanish Regents' examination in high school. This course fulfills the Gen Ed requirement.

SP 102 3

Introduction to Spanish II

This course is a continuation of SP 101 which stresses basic principles of grammar, aural comprehension and development of oral communication skills. Writing of simple Spanish sentences is continued as part of the

course. This course is not intended for students who have completed three or more years of high school Spanish. This course fulfills the Gen Ed requirement.

Prerequisite: SP 101 or two years of high school Spanish.

SP 103 3
Intermediate Spanish I

This course is a continuation of the material begun in SP 102. Emphasis is placed upon principles of grammar, aural comprehension and the further development of oral and written communication skills. This course fulfills the Gen Ed requirement.

Prerequisite: SP 102 or comparable high school background.

SP 205 3

Spanish Literature in Translation: The Medieval Period to Cervantes
Providing an overview of the cultural background and history of Spain through its literature, this CORE I course surveys Spanish literature from the medieval period to Cervantes' Don Quijote in the early seventeenth century, with consideration of the historical and philosophical background that gave impetus to the creative spirit of some of the greatest writers of the Spanish language.

English translations, complete or excerpted, Spanish literature masterpieces will give students insight into the soul of the people who discovered a New World and gave their language to Latin Americans and to millions within the United States itself. The CORE I component will be met by guest lectures in subject areas like philosophy, religious studies, history, and political science.

Prerequisites: EN 102

SP 300 3
Spanish for Law Enforcement Officials

This course is intended for the upper-division student in the criminal justice or economic crime investigation programs, and may be of benefit to human services majors as well. It is a communication-focused course

enabling students to function within a bi-lingual setting in the particular situation of law enforcement. Part of the course will entail an intensive review of grammar needed for this level of conversation. The rest of the course will focus on the oral and written communication skills allowing the professional to respond to those whose primary language is Spanish. This portion of the course will focus on conversational skills, documents, and forms used in the field and the development of the necessary vocabulary to respond in a variety of scenarios. This course is intended for students who have a working knowledge of the basic rules of Spanish grammar. This course fulfills the Gen Ed requirement.

Prerequisites: Spanish 102 or three years of high school Spanish completed within the last five years. (For students unsure of abilities, appropriate score on placement test may be required.)

SP/HI 391 3

Iberian Melting Pot: A Cultural History of Spain from Pre-Historic Times to the Defeat of the Spanish Armada

This course is designed to give students an overview of the various ethnic, religious, and cultural influences that have contributed to the formation of modern Spain. We will explore the various tides of invasion: Phoenician, Greek, Roman, and finally Muslim that contributed to making medieval Spain "a melting pot" of religious tolerance. We will also discuss how these tides of invasion have molded the Spanish psyche and the far reaching effects on Western civilization itself. In addition, we will view the rise and fall of the 'Spanish Empire' from 1492 to 1588 and the birth of Hispanic culture as reflected in the many countries which embrace Spanish as their official language.

Prerequisite: EN 102

Legal Studies

LW 101 3

Introduction to Law & Legal Ethics

Legal Specialty Course

Provides the student with an orientation and a working knowledge of the court system and legal structure of the United States and New York State. Specific written, verbal, analytical and conceptual skills associated with legal reasoning are developed. The role of the paralegal will be developed and defined from case readings, administrative regulations, statutes and bar association guidelines. The relationship of the paralegal with attorneys, clients, and the community is explored and defined as well as the legal and ethical constraints which apply to the profession.

LW 103 3

Legal Research

Legal Specialty Course

Includes the development of basic skills in U.S. and New York State legal research for a working knowledge of the law library as a primary objective. The student will study legal analysis, research and writing skills and strategies, and be introduced to computerized legal research through completion of course projects.

Prerequisite/Co-requisite: LW 101.

LW 206 3

Domestic Relations Law

Legal Specialty Course

Students will become familiar with the basic concepts of New York State family law, including divorce, custody and support. The course focuses on domestic relations proceedings in the New York State judicial system with special emphasis on the role of the family law paralegal.

Prerequisites: LW 101, LW 103 or permission of department.

LW 207 3

Civil Litigation: Practical Drafting, discovery and Research Skills for Paralegals

Legal Specialty Course

Students will learn the basics of New York civil litigation, torts and jurisdiction. Students will develop the practical and professional paralegal skills to assist attorneys in New York

civil suits. New York State statutes and court rules apply to the case used throughout the semester as students are introduced to the court system and trial process. . Students will practice drafting , discovery and research skills in hands-on assignments including interviewing skills and fact gathering based on a case fact pattern developed as a teaching tool for this course. The practical skills developed in this course prepare students for internships or paralegal/legal assistant /case assistant positions .
Prerequisite : LW 101 , LW 103 or permission of department

LW 210 3
Real Property Law Office Practice
Legal Specialty Course
This course will familiarize the student with real estate terms and concepts. The goal is to enable the student to prepare and interpret standard real estate documents such as title searches, surveys, deeds, mortgages, closing statements and related residential mortgage lending forms. The students will receive a working knowledge of each of the components involved in the closing of real estate transactions, representing a seller, buyer or lending institution.
Prerequisites: ACC 205, LW 101, LW 103.

LW/BUS 217 3
Business Law I
This course is an introduction of the principles of law that directly and regularly impact the conduct of business activities. The content of the class includes many subjects tested on the Regulation portion of the CPA examination. Topics include an examination of the substantive law of contracts, from formation requirements to remedies for breach of contract. Antitrust law, securities regulations, and employment and labor law illustrate the regulatory role on business and society. Legal aspects of international business are examined in this increasingly important area.
Prerequisite: sophomore status

LW 302 3
Introduction to Criminal Law and Procedure
Legal Specialty Course
The course provides students with an overview of the New York State Penal Law and how cases are handled in the criminal courts. The distinctions between criminal and civil law are studied. Special emphasis is given to the roles of law enforcement agencies, the courts, lawyers and paralegals. Course topics include crimes against persons and property, criminal responsibility, defenses, rights of the accused, pre-trial hearings, trials, sentencing and appeals. Students will engage in a hands-on collaborative project involving the rights of the criminally accused culminating in a mock hearing in class.
Prerequisite: LW 101, LW 103 or CJ 202.

LW 303 3
Advanced Legal Writing
Legal Specialty Course
Students will develop advanced legal analysis and writing skills to complement the basic legal writing and research skills introduced in Legal Research. Special emphasis is given to analyzing authorities, briefing cases, synthesizing sources, interpreting primary sources, applying legal reasoning, organizing and drafting legal memoranda and correspondence. A review of basic legal research skills is offered to assist students as warranted.
Prerequisite: LW 103 or permission of department.

LW 308 3
Estate Administration
Legal Specialty Course
This course surveys the procedures utilized and the law of estate administration with special emphasis given to the role of paralegals. The course examines what comprises the decedent's estate, probate and non-probate assets, wills and intestacy, the Surrogate's Courts Procedure Act, including probate proceedings, the legal concept of acting in a

fiduciary capacity, estate taxation and administration, and estate planning.
Prerequisites: ACC 205, 12 credit hours in legal specialty courses or upper division status.

LW 309 3
Business Organizations Law
Legal Specialty Course
This course is comprised of a study of various business organizations including the sole proprietorship, general and limited partnership, limited liability companies, not for profit, and the business corporation. The course will highlight the distinctions between these types of business organizations and emphasize the substantive and procedural operations of the business corporation. Practical applications include statutory analysis, preparation of corporate documents and relevant legal research.
Prerequisites, 12 credit hours in legal specialty courses or permission of department.

LW 310 3
Administrative Law
Legal Specialty Course
Students will learn the basic concepts of administrative law including the expanding role and authority of the paralegal in the administrative agency adjudication process. Students will study both formal and informal advocacy techniques, including representation of clients before administrative bodies. The regulatory review process will be explored. Students will engage in a hands-on collaborative project involving the adjudication of a Social Security disability case culminating in a mock hearing in class.
Prerequisite: 12 credit hours in legal specialty courses or upper division status or permission of department.

LW 312 3
Environmental Law
Legal Specialty Course
The course gives an overview of the history and development of U.S. and N.Y. State environmental law.

The course will focus on the desired knowledge base and administrative tasks performed by paralegals in agency proceedings and litigation. Prerequisite: Successful completion of 12 credit hours of legal specialty courses or upper division status or permission of department.

LW/BUS 315 3

Labor Law

Legal Specialty Course

Students will learn the fundamentals of the US Federal and New York State labor laws with special emphasis on the principles of employment and labor law applicable to private and public employers in New York State.

Prerequisites: LW/BUS 217 or 12 credits in legal specialty courses or upper division status or permission of department.

LW/BUS 317 3

Business Law II

(Formerly Advanced Business Law)

A continuation of the study of law begun in BUS 217, the content of this class includes many subjects tested on the Regulation portion of the CPA examination. Topics include in depth analysis of the various forms of business organizations including general and limited partnerships, corporations and LLCs; Uniform Commercial Code subjects such as commercial paper, secured transactions and sales; and other areas of law including bankruptcy, debtor/creditor relations, product liability, estate and trust law and real property.

Prerequisite: BUS 217, junior status.

LW 320 3

Intellectual Property Law

Legal Specialty Course

Students will be provided with an overview of the various intellectual property disciplines, including copyright, trade secret, trademark and patent laws. Students will learn basic searching techniques for trademarks, patents and copyrights. Practical exercises will include searching internet sites for patent and trademark

information to introduce students to the role of the intellectual property paralegal.

Prerequisites: 12 credit hours in legal specialty courses or upper division status or permission of department.

LW 330 3

Immigration Law

Legal Specialty Course

The continued expansion of international enterprises and increased mobility of people, goods, and services between international lines has made immigration law essential to citizens and businesses in the global community. This course will examine the laws, agencies, and procedures used in processing temporary and permanent residency visas for families and employment. Special emphasis will be on the paralegal's role. Students will learn how to prepare various applications, petitions, and related documents, as well as learn substantive immigration law. Prerequisite: 12 credit hours in legal specialty courses or upper division status or permission of department.

Prerequisite: 12 credit hours in legal specialty courses or upper division status or permission of department.

LW 355 3

Elder Law

Legal Specialty Course

Students will learn to understand the complex issues facing the elderly and possible solutions. Course topics include ethical considerations, elder law planning options and related documents, guardianships, Medicare, Medicaid, and Medigap programs, hospital discharge and nursing home issues, long term care insurance, asset protection strategies, housing alternatives for the elderly, elder abuse, neglect and financial exploitation. The roles of the paralegal, human services and law enforcement personnel are emphasized in an interdisciplinary approach to understanding and meeting the legal needs and care objectives of elderly clients. The course serves Legal Studies, Human Services and Criminal Justice majors. Prerequisite: Upper division status or

permission of department.

LW 360 3

Legal Ethics: Perspectives from Law, Literature and Film

Students will explore legal ethics as illustrated by laws, ethical rules and opinions, literature and films in an interdisciplinary approach to the ethical dilemmas encountered by legal professionals. Course topics include the ethical issues involved in advocating for other, confidentiality, conflicts of interest, competence and diligence, candor, fees and financial matters, integrity, unlawful practice of law and the roles of non-attorneys. Course readings include cases, ethics rules and opinions, short stories and novels, with ethical dilemmas illustrated by contemporary films. Liberal arts or all-college elective. Prerequisite: Upper division status in any major.

LW 370 3

Rights, Liberties and Justice: US Constitution

Students will focus on civil rights and Constitutional law, with an emphasis on the 14th Amendment protections of due process and equal protection. Students will examine the role of the judicial branch in the American Constitutional framework using case law and historical events and will study how the legal system has functioned in its role as the final arbiter and protector of individual freedoms. The course topics will emphasize the rights of the criminally accused in the criminal justice system, voting rights and representation, privacy and equality under the Constitution and understanding the Supreme Court decision making process. Liberal arts or all-college elective. Prerequisite: Upper division status

LW 401 3

Paralegal Studies Internship

Legal Specialty Course

The internship will offer students real life experiences performing paralegal duties in a variety of settings, including law offices, law libraries, corporations,

public and private agencies, and courts. Students will apply learned principles of law under the supervision of attorneys, paralegals, law librarians, court clerks or other legal professionals. The “hands-on” experience allows students to identify, develop, and design solutions to work-related problems, and obtain valuable experience and confidence under the mentorship of on-site mentors and the internship coordinator.

Prerequisite: Successful completion of 24 or more credits in the Legal Studies Paralegal Baccalaureate Program and/or upper level status and a 2.2 GPS overall with a 2.5 GPA in legal specialty courses and permission of the internship instructor.

LW/HI 402 3
The United States Constitution: Legal and Historical Perspectives

Students will examine the United States Constitution both as it was written and as it has been subsequently applied. In each instance, students will see what contemporary circumstances, ideals, and fears went into the writing of our fundamental law, as well as how the courts have interpreted and thereby adjusted the law to fit contemporary need. Finally, students will see the relevance of the Constitution in his or her own life and times by a discussion of current issues involving Constitutional law and guarantees. May be used as a Liberal arts, all-college elective or CORE II.

Prerequisite: Upper division status

LW 403 3
Legal Studies Capstone Seminar
Legal Specialty Course

The senior seminar is a capstone course for Legal Studies majors. Students will actively participate in a seminar to apply substantive, procedural and ethical knowledge acquired in the program to issues and problems found in the legal and law-related professions and graduate programs. Students will acquire skills in designing and executing a

professional job or graduate studies program search strategy, investigating certification and civil service exams and continuing education options, researching and applying relevant ethics rules, and investigating ways to contribute to one’s profession and community. Students will prepare professional portfolios which include resumes, references, cover letters and writing samples.

Prerequisite: Successful completion of 24 credits in legal specialty courses in the Legal Studies major and/or senior status in the Legal Studies major and/or permission of the department.

LW 404 3
Law Office Management
Legal Specialty Course

Students will learn the principles of management practices applicable in a law office setting. They will gain a working knowledge of management theories and practices relating to personnel administration, law office systems and financial controls and management. The roles of paralegals working as managers or supervisors will be emphasized.

Prerequisite: ACC 205, Computer/technology skills course or permission of the department.

LW 406 3
Bankruptcy Law
Legal Specialty Course

The student will be able to distinguish between the various types of bankruptcy cases provided for under the U.S. Bankruptcy Code, and also to understand the related roles of judge, U.S. Trustee, lawyer, paralegal, and others involved in the U.S. Bankruptcy Court system. Exercises will include analysis and application of legal research in various areas, including analysis of the U.S. Bankruptcy Code, writing assignments, and preparing standard documents such as petitions, schedules, and proofs of claim. The student will understand how our bankruptcy system functions and how a paralegal performs within that system.

Prerequisites: Successful completion

of 12 credit hours of legal specialty courses or upper level status.

LW 407
Trial Preparation and Practice for Paralegals 3
Legal Specialty Course

Students will build on the practical skills developed in Civil Litigation (LW 207) to develop advanced skills as litigation team members preparing and mock-trying a personal injury case based on a case file from the National Institute for Trial Advocacy. Students will develop skills in summarizing, organizing, analyzing and preparing evidence for trial. Students will draft subpoenas, witness and exhibit lists, medical and deposition summaries and expert disclosures. Student will practice direct and cross examination of fact and expert witnesses. The course culminates in a mock trial at a local court with students performing the witness and attorney roles.

Students will be introduced to federal and New York State e-filing and case tracking using PACER, and NYSCEF. The skills in this course prepare students for internships or paralegal/legal assistant/case assistant positions or advanced law studies. Prerequisite: LW 207 or permission of department

LW/BUS 408 3
Employment Benefits & Critical Issues in Today’s Workplace
Legal Specialty Course

Students will gain an overview of the law of employment benefits, with special emphasis given on the administration of qualified retirement plans. Reporting and disclosure requirements, payments, record keeping requirements, claims and payments and fiduciary duties will be covered.

Prerequisite: Upper division status.

LW/HS 410 3
Child and Family Law
Legal Specialty Course

Students will become familiar with the various laws and legal concepts which currently affect family life in

the interdisciplinary course. Law and social concerns relevant to marital relationships, parent-child relationships, child custody, family violence and the rights of minors will be examined. Students, particularly those in the helping professions, will become more knowledgeable about the many legal issues surrounding families today. The course is well suited for paralegal, criminal justice and human services students. May be used as a Liberal arts, all-college elective of CORE II.

Prerequisite: Upper division status.

Mathematics

MA 099 No Credit

Preparation for College

Mathematics I

This is the first course of a two semester sequence intended for students with little or no algebra experience. This sequence is designed to prepare students for credit-bearing mathematics courses. It emphasizes a solid understanding of basic operations on rational numbers and the ability to manipulate variable expressions using basic operations. Topics include operations of integers and rational numbers, operations on variable expressions, solving linear equations, operations on polynomials, and factoring. Grades for this course will be pass/fail. Students need to achieve a grade of 80 or better to pass the class.

MA 100 No Credit

Preparation for College

Mathematics II

This is the second course in the introductory algebra sequence which helps to prepare students for credit-bearing mathematics courses. This course covers topics generally associated with high school algebra courses for college bound students. It includes topics such as graphing and analyzing linear equations and inequalities, solving systems of equations, solving quadratic equations by factoring or by use of the quadratic formula performing operations on algebraic fractions, performing

operations and simplifications of radicals, and simplifying negative and fractional exponents. Students need to achieve a grade of 80 or better to pass the class.

Prerequisites: Appropriate score on Accuplacer or successful completion of MA 099.

MA 135 3

Mathematical Applications

This course will expose students to mathematical applications that are happening in everyday life. They will get to see how math applies in modern real world situations, and be able to use these skills in related fields. The four main topics to be covered will include Graph Theory (with a focus on networks, circuits, and scheduling), Voting Theory, Cryptography and the Digital Age, and Financial and Economic Problems. Optional topics could include Fairness and Game Theory, and Symmetry and Patterns.

This course fulfills the Gen Ed requirement.

Prerequisite: Appropriate score on accuplacer, successful completion of MA 100, or successful completion of a college mathematics course at another institution.

MA 145 3

College Mathematics

This is an entry-level college mathematics course. The problem-solving techniques, along with the algebraic concepts encountered, are consistent with those in many business, economics, or science courses. While investigating functions (linear, quadratic, absolute value, and rational), students identify domains, analyze for shifts and reflections, solve for roots and asymptotes, and then graph their results. Besides functions, topics also include conic sections, solving inequalities on linear, quadratic, rational, absolute value expressions and solving systems of equations and inequalities both linear and non-linear. This course fulfills the Gen Ed requirement.

Prerequisite: Appropriate score on accuplacer, successful completion of

MA 100, or successful completion of a college mathematics course at another institution.

MA 146 3

Pre-Calculus

The course will utilize and amplify concepts encountered in MA 145. It involves ideas traditionally encountered in a pre-calculus. Topics include the development of the six trigonometric functions and their inverses, analyzing and graphing these functions, using the law of sines and cosines, proving trigonometric identities, solving trigonometric/inverse trigonometric equations, solving logarithmic/exponential equations, graphically/algebraically finding limits, and finding derivatives using the definition. This course fulfills the Gen Ed requirement.

Prerequisite: MA 145 or equivalent

MA 200 3

Topics in Statistics

This course is designed to provide students with a working knowledge of descriptive and inferential statistics, along with practical computer applications. It is intended to make students aware of the power of statistics and its uses. It seeks to improve the ability to deal with statistical concepts in many fields, such as business, biology, engineering, industry, and the social sciences. Topics include descriptive statistics, probability and probability distributions, binomial and normal distributions, sampling distributions, the Central Limit Theorem, estimation and hypothesis-testing, linear correlation and regression analysis, chi squares for independence and analysis of the variance (single factor ANOVA). The statistical package EXCEL is used. This course fulfills the Gen Ed requirement.

Prerequisite: Appropriate score on Accuplacer or successful completion of a college mathematics course.

MA 203 3

Survey of Calculus (taught off campus)
This one-year course addresses

the core topics and techniques of differential and integral calculus. Topics will be presented and applied in the areas of business, economics, management, and the social and life sciences. Discussion will focus on the following topics: functions, limits, derivatives, techniques of differentiation, maximum/minimum problems, exponential/logarithmic functions, intergration, and integration by parts.

Prerequisite: successful completion of three years of regents mathematics

MA 205 4
Survey of Calculus

This one-semester course addresses the core topics and techniques of differential and integral calculus. Topics will be presented and applied in the areas of business, economics, management, and the social and life sciences. Discussion will focus on the following topics: functions, limits, derivatives, techniques of differentiation, maximum/minimum problems, exponential/logarithmic functions, integration, and integration by parts.

Prerequisite: MA 146 or equivalent

MA 235 3
Discrete Mathematics

This course will provide students with a working knowledge of algebraic algorithms and their use for problem-solving in areas such as computer analysis, communication systems, information theory, and control systems in order to facilitate the analysis and synthesis of information. Topics include propositional logic, modular arithmetic, pseudo codes of sorts and searches, Boolean algebra, set theory, binary systems, Euclid's Algorithm, graph theory, mathematical trees, and modeling computations.

Prerequisite: MA 145 or equivalent

MA 300 3
Applied Statistics with Project

In this course, students will use specific statistical tests as an introduction to research methods. Given a set of data, students will

identify what valid research questions apply. They will then determine whether to use t-tests, chi-squares, regressions, or ANOVAs to do the desired analysis. Guest lecturers will consider research inquiries, problems and techniques from their own interdisciplinary perspectives, and students according to major will also have the opportunity to work on a project within their field of study. A faculty mentor from each student's department major will be available to provide assistance in the research process. Students will have the opportunity to present their research to their peers in an in-class colloquium setting. Students will be introduced to SPSS, the research tool most used in graduate programs of the social sciences.

Prerequisite: MA 200 or equivalent.

Music
MU 101 3

History of Western Music from its Origins to Romanticism
This course is an introduction to music in Western civilization. The course will discuss the materials of music, such as melody, harmony, rhythm, tempo, dynamics, musical structure, design and style. Major composers of each musical epoch will be discussed with musical examples listened to in class to reinforce the discussion. This course covers the time period from early music through 19th Century Romanticism. This course fulfills the Gen Ed requirement.

MU 102 3
History of Western Music

from Romanticism to the Present
A continuation of the ideas examined in MU 101, this course is an introduction to music in Western civilization. The course will discuss the materials of music, such as melody, harmony, rhythm, tempo, dynamics, musical structure, design and style. Major composers of each musical epoch will be discussed with musical examples listened to in class to reinforce the discussion. This course covers the time period from

19th Century Romanticism to the present. This course fulfills the Gen Ed requirement.

MU 103 3
The Enjoyment of Music

This course is an overview of the sources, media, and functions of music during the historical periods traditionally associated with music history. The roles of the composer, arranger, artist performer, critic, and listener are explored and defined. Emphasis is on the development of listening awareness within the broad outline of music history. This course fulfills the Gen Ed requirement.

MU 250 3
Afro-Centric Music

Since colonial times, the music and musical practices of Western Africa have spread their influence throughout the world. This course will provide an overview of the effect of African music on the music, historically, of the four major European slave-holding colonial powers (England, Spain, Portugal and France) and of further influences throughout current pop culture as well. The music – including salsa, samba, bossa nova, calypso, reggae, blues, jazz – will always be seen in its social context and history. This course fulfills the Gen Ed requirement.

Prerequisite: EN 102

MU 305 3
20th Century Music: Classical Music in the 19th Century

This upper-level course provides a detailed survey of the Romantic period of music history, and its influence on early 20th century music. The course will explore a century of music (1820-1920), from Beethoven through the First World War, and will seek to understand the music of the major composers of the period, in the context of the Romantic ideal as defined in literature and art. The course will also seek to understand Nationalism in Romantic Music, as it relates to the new trends that occurred in music in the early 20th century.

Prerequisite: EN 102

MU 380 3
Twentieth-Century Classical Music
 The history of classical music in the 20th century, including the early twenty-first century, has been a story of both musical and social expansion. The dawn of the 20th century saw classical music as a predominantly European tradition with no other major influences. As communication technology expanded in the century, more and more world/ethnic influences became important. Now in the 21st century instant communication of music and ideas is commonplace via the internet. Classical music is now a worldwide phenomenon with influences and ideas from all cultures and peoples. This course will trace the development of this “new” music in the 20th century. Particular emphasis will be placed on Western New York’s important role in this process from 1965 to 1985.
 Prerequisite: EN 102

Philosophy

PH 141 3
Western Religious Thought
 The religious movements of Western civilization (Judaism, Islam and Christianity) have through the centuries experienced a variety of creative and conflictive moments. Although maintaining unchanging core beliefs, Western religion has been subjected to a number of political, economic, cultural and social influences which have altered outlooks, caused further growth and development, and sometimes radically redirected the original religion. This interdisciplinary course will consider significant moments, events, and trends in the story of Judaism, Islam and Christianity which seriously affected the impact and influence of religion in the West as we know it today.

PH 200 3
Environmental Ethics
 At no time in history has humankind had such an impact on the Earth’s environment. The growing population

coupled with the globalization of the marketplace has placed enormous strains on the Earth’s natural resources and threatened the wellbeing and existence of numerous plants and, most notably, human and non-human animals. The purpose of this course is to expose the students to the most urgent environmental concerns and then to evaluate these issues from an ethical perspective. Students will come away from the course not only with a knowledge of the key environmental issues but with a better understanding of the moral relevance of the debate to their lives, the lives of people world-wide, the lives of people in the future, and even the lives of non-human animals and plants.

PH 202 3
Why Be Moral?
 Philosophic Ethics addresses not just the study of right actions but also theories of the human good life, what motives us, and how we can construct a meaning filled life. Such theories include the following. What is human nature? What is happiness? Is there any such thing as morality, and if so is it the same for all persons? Should we care about the plight of persons in other countries? What about people in the future? Do we have an obligation to leave the planet in at least a minimally acceptable state? Finally, even if we know everything there is to know about morality, why should we act morally?

PH 205 3
Business Ethics
 This interdisciplinary course is oriented towards the clarification of exactly when business value conflicts with moral value, the possible resolutions of these conflicts, and a determination of just when business persons bear obligations that supersede any consideration of profit. Therefore, the course is designed to help the student see the potential for dialogue between the business and philosophic communities. The course will begin by introducing the student to several of the most influential

ethical systems and theories of justice: egoism, utilitarianism, deontology, egalitarianism, and libertarianism. The intent is to give the student a working knowledge of the relative merits and weaknesses of each of these theories and then to evaluate apparent cases of moral misconduct by business persons and corporations with respect to each 98 of these systems. Prerequisites: EN 102, sophomore status.

PH 207 3
Bioethics
 Are we morally justified in “cloning” humans? When, if ever, are we justified in terminating a human life? Should the composition of your DNA be publicly available, and if so, to whom? What is common to these questions is the fact that technology often moves faster than moral insight. Yet, such questions need to be answered as soon as possible, for failure to understand the moral implications of new technologies can lead to human suffering. This course utilizes the disciplines of philosophy, history, and science to discuss ethical theory and its application to a number of controversial topics in the field of Bioethics. Students will be exposed to a wide variety of views on important issues in sciences, in historical and contemporary contexts, and be encouraged to develop their own philosophic positions on these issues, based on a rational and critical analysis of all of the relevant details of these issues.
 Prerequisite: EN 102

PH 218 3
Moral Issues in Contemporary Society
 This interdisciplinary course will focus on several fields of moral investigation which are particularly relevant to men and women in contemporary society. Beginning with an examination of various approaches to the resolution of moral issues, students will be encouraged to develop a critical method of issue analysis. Having established a theoretical base for analysis, attention will then be directed to the examination of specific moral

issues which confront contemporary society. Issues will include topics in the fields of sexuality, bio-medical technology, death and dying, health care, global justice, business and economics. Both traditional views of these moral issues as well as contemporary developments will be examined.

Prerequisite: EN 102, sophomore status

PH 240 3

Early and Asian Religious Thought
This interdisciplinary course seeks to introduce the student to an understanding of some of the major religions of the world which lie outside of the Western religious tradition. This course is designed to inquire into the nature of religion and belief in general and then specifically examine Buddhism, Hinduism, and other religions of China, Japan and India. Offered every other academic year.

PH 301 3

The Making of the Modern Mind I (formerly PH 305)
This course comprises a history of ideas from ancient Greece to the Renaissance. Specifically, it employs philosophic analysis to show the historical impact of philosophical thought upon politics, science, art, and humankind in general as well as the impact of culture on philosophy. An additional goal of this course is that of helping students recognize that many of the ideas with which they are most comfortable did not arise in a vacuum. Moreover, the ideas that they take to be the most obviously true may, in fact, require rational justification — a requirement which cannot be fulfilled without an adequate understanding of the historical context within which these ideas were first formulated.

PH 302 3

The Making of the Modern Mind II (formerly PH 306)
This interdisciplinary course comprises a history of ideas beginning with the 16th century and continuing to the present day. It employs a philosophic

analysis to show the historical impact of philosophical thought upon politics, science, art and humankind in general as well as the impact of culture on philosophy. An additional goal of this course is that of helping students recognize that many of the ideas with which they are most comfortable did not arise in a vacuum and that many of the ideas which are taken to be obviously true require rational justification. Particular attention will be paid to the varying conceptions of truth, justice and the good life found in different epochs. Specifically, the impact of these philosophic notions upon early modern culture will be observed in the works of writers such as Marlowe, Mann and Camus, musicians such as Wagner, and philosophers such as Descartes, Hume, Kant and Nietzsche.

PH 303 3

Introduction to Critical Thinking
This course is now raised to PH 303 and can serve as an upper division elective in the liberal arts. An important feature of this course is its concern not only for developing the student's ability to assess the operative logic of language that purports to instruct or attempts to persuade, but also with cultivating in the student the subtler skill of discerning the underlying assumptions and motives of a given text. These skills could have direct application to performance on standardized tests such as the GMAT or LSAT and other similar examinations which are required of students applying to graduate schools.

Prerequisite: Upper division status.

PH/PS 330 3

Conflict and Cooperation
This interdisciplinary course seeks to respond to the question "Can't we all get along?" Sources of investigation for this course will be drawn from the disciplines of ethics, sociology and political science and will cover a wide range of times, ages and cultures. This course will focus specifically upon the concept of obligation and try to

identify the types of obligations which exist between individuals, between groups and individuals, and between a government and its citizens. The course will examine the unique interest of individuals, groups and governments which lead them to ignore their obligations and engage in conflict. Finally, a clearer understanding of the conditions of conflict will help students garner insight into both the resolution of conflict and fostering of cooperation.

PH 340 3

Philosophy of Law
Law has enormous influence on the well-being of citizens, on whether a society is just, and on the potential for prosperity within society. Yet, it is not always clear what exactly the nature of law is. How, for instance, is law different from morality? Moreover, laws are useless unless they influence behavior. To do this, laws must be backed by some sort of coercive force, e.g., the authority of those in power. What constitutes a legitimate use of coercive force? The questions above comprise just some of the issues that will be addressed in a course on the Philosophy of Law. Students will be introduced to the relevant thinkers from the past, with an eye towards a better understanding of current discussions of the subject matter. Moreover, students will learn, analyze, and assess the justification for the answers to these questions. Hence, students will be able to move from a descriptive understanding of law to an historically-grounded understanding of the normative issues intrinsic to any system of law.
Prerequisite: Upper division status or permission of instructor.

PH 405 3

Philosophy and the Arts
This course will introduce students to the age-old dialogue that has occurred between philosophy and the arts. Some of the classic questions that have emerged from this dialogue include the following. What exactly is a work of art? While most people would consider the Mona Lisa to be a work of

art, what about a piece of driftwood? What if the wood were mounted on a wall? Is the evaluation of a work of art purely subjective? What exactly is the meaning of a work of art? What is unique about artistic experience? Students will read, analyze, discuss, and write about the most influential attempts of philosophers, artists, and critics to answer these questions.

Physical Education

PE 102 1
Introduction to Self Defense
This course is an introductory five-week course in self defense techniques and safety precautions that can be taken in daily life. Through development of physical strength and conditioning, the heightening of awareness regarding the assessment of potentially dangerous situations, as well as the knowledge of self-defense maneuvers, this course is designed to help promote health and safety for the student. Although self-defense techniques will be taught, this course principally promotes safety and health, and stresses that the confidence that comes from successful completion of this course should reinforce rather than diminish prudent behavior.

PE 202 3
Introduction to Isshin Ryu Karate
This course is designed to introduce the student to the world of martial arts, specifically focusing on the Okinawan tradition of Isshin Ryu Karate. The student will be introduced to the philosophical foundation of karate in particular and the martial arts in general. The student will begin classes with limbering and stretching exercises, followed by instruction and practice in self-defense techniques and katas.
A student who successfully completes this course will not receive a belt in recognition of the achievement, but may use the knowledge and skills gained in the course to begin instruction at a martial arts school with a solid base of skills and information.

PE 203 3
Intermediate Isshin Ryu Karate
This course is designed to further the student's knowledge to the world of martial arts, specifically focusing on the Okinawa tradition of Isshin Ryu Karate. The student will continue to employ the philosophical foundations of karate in particular and the martial arts in general. The student will begin classes with limbering and stretching exercises, followed by instruction and practice in self-defense techniques and katas.
Prerequisite: PE 202 or permission of instructor

PE 205 3
Hung Gar Kung Fu
This course will serve as a comprehensive introduction to Hung Gar Kung Fu, an ancient traditional method that derives its theory from the five major animals of Chinese martial arts i.e. the dragon, snake, leopard, crane, and tiger. Kung Fu is considered a path of self discovery in which the student will find hopefully a rich philosophical understanding as well as a way to improve one's health and self image through discipline and practice. The students will be introduced to the basic training practices that make up the initial part of each class known as the "drills" which not only develops strength but imparts the theory that makes the system work. Through diligent practice and reflection the student will discover a sense of balance and harmony while developing a healthy mind, body, and spirit.
Successful completion of the course will result in a solid basis of understanding of what it is like to practice Hung Gar Kung Fu with the ability to carry this experience into an active Kung Fu school.
Prerequisite: Doctor's note stating that student is in good health.

PE 250 3
Introduction to Boxing
This course will focus primarily on the physical mechanics of boxing, but will also integrate compatible

concepts from martial arts into the class setting. Students will use boxing equipment (supplied by KC's Fitness) but there will be no physical contact between participants. They will learn jump roping, shadow boxing, various forms of calisthenics and the proper method of delivering blows against leather hand held pads. Students will come away from this experience with more than just exercise and knowledge of boxing movements. Participants will receive a fair degree of exercise, self-defense, and an enhanced understanding of how their bodies move through time and space. In addition, the spiritual and philosophical dimensions inherent in this activity will be explored.
Prerequisite: No formal training in the martial arts is necessary. Students must be in generally good health. Students can participate to the level of strenuousness safe for their current health status. Doctor's note

PE 260 3
Philosophy of Yoga
Philosophy of Yoga is intended to introduce students to the ancient science of yoga from philosophy to its application in daily life. The basic components of practice will be explored in detail, showing student show to improve their health and sense of inner well-being step by step. Yoga encourages students to develop self-discipline to face the challenge of self-discover. Through diligent practice and careful study, students will encounter the experience of discovering the inner self. In the course, students will learn techniques for developing a healthy body, a clear mind and a joyful spirit. The techniques of hatha yoga develop strength, flexibility and balance in body and mind creating inner peace and harmony. Students will be introduced systematically to the practice of hatha yoga. Instruction will be given on classical postures (asanas) and breathing practices (pranayama)
Prerequisite: Doctor's note stating that student is in good health.

Political Science

PS 101 3
Introduction to Political Science This course introduces students to the central concepts of Political Science, such as power, domination, liberty, and legitimate and illegitimate authority. In addition, students will be introduced to the basic methods employed by political scientists. The relevance of the course material to American politics, both past and present, will be highlighted.

PS 102 3
American Government
 The purpose of this course is to introduce students to the structure and function of the American political system. Typical issues to be addressed include the presidency, the Congress, the Constitution, federalism, interest groups, the judicial system, and domestic and foreign policy.

PS 126 3
Comparative Politics
 Comparative Politics is one of the major sub-fields of Political Science. A course on comparative politics surveys political systems outside the United States. The process of social decision-making, which is politics, takes place in many different ways within different contexts. The causes and effects of these differences, as well as the many similarities will be discussed. A range of nations will be studied, including both industrialized and developing countries; democracies and non-democratic states. The course, therefore will serve as a tool for broadening perspectives and introducing students to important issues beyond the borders of the U.S.

PS 128 3
International Relations
 This course will introduce students to international relations and politics. This involves three inter-related tasks: learning how to think about and understand international relations systematically, rather than simply as a series of events; gaining a basic knowledge of the historical

background of the international system; and investigating the current issues facing nations and other actors in the international environment. We will deal with the traditional issues of the international politics such as war, peace, and economic relations, as well as more recent problems such as the environment, population, and multi-national corporations.

PS/RS 205 3
Confronting the Holocaust
 This interdisciplinary course will endeavor to achieve an integrated conception of the Holocaust by studying various aspects of it. The general purpose of this course will be to sensitize students to the events and influences of the Holocaust by: examining historical aspects through the use of primary and secondary sources; considering the role of bystanders, Jewish and non-Jewish, organizations and individuals, political and religious leaders; and studying the reactions of victims, survivors, and oppressors as reflected in literature.

PS/HI 208 3
American Foreign Policy
 The history of foreign policy is the study of fundamental ideas and principles, decision making, implementation, and consequences of policies affecting international relations. This course is designed to provide the student with a basic understanding of how the United States arrived at its present position as the major world power. In seeking this understanding, we will look at the intellectual foundations of our foreign policy, we will explore the various diplomatic policies and practices pursued by the United States and examine and evaluate the consequences of those policies. The course also examines the often conflicting assessments of American policy offered both by contemporaries and historians.

PS 212 3
Civil Liberties
 We take our rights for granted, e.g.,

free speech, assembly, and religion. It is important to know how these rights are defined, how they are acquired, and how they can be lost. In this course, students will be introduced to civil liberties as they exist in the United States and around the globe. In order to understand civil liberties in the United States, attention will be paid to Supreme Court rulings on civil liberties, which includes a discussion of the facts, legal issues, and constitutional questions. Using a comparative approach, rights in other countries will also be explored, including abuses of civil liberties.

PS 216 3
Corporate and Government Policy Making
 Policies are decisions that affect everyone. For example, public policies determine where to locate sports teams, hospitals, and schools; what our welfare programs should be; what rules of safety should be enforced in the workplace; and to what extent companies are liable for injuries to their customers. Policy making, therefore, is fundamental to the kind of society in which we live. This course examines how corporations and governments make policy, and how these policies affect the future of the society in which we live. Specifically, the course looks at who makes policy, what problems policy is supposed to address, and where and when policy is carried out.

PS 220 3
Police States
 The study of how governments function over time includes how the structure of government has been transformed. A study of the formation of police states means an examination of how governments are changed from democratic to authoritarian in response to events. Police states exist in many parts of the globe in which governments use political repression to dominate society. They are police states because of either the suspension of the rule of law or the

use of law to monitor and eliminate diverse viewpoints and organizations. This course will use case studies to explore how and why governments are made into police states, how police states limit freedom as well as the ultimate goals of police states.

PS 224 3
State and Local Government
 This course will examine state and local governments. These governments are very important and are the main building blocks and chief organizing governments for the whole-government system. To this end, students will be introduced to the relationships between federal, state, and local units of government. The course also will focus on state and local politics in New York State. Students will learn about the relevance of government of their own state. In particular, topics that pertain specifically to Western New York will be discussed, such as the urban-suburban problem, Love Canal, mass transit and poverty.

PS 225 3
Regionalism and Community
 Urbanization has been one of the most important and fastest- changing forces shaping modern society. This course will examine the process of urbanization and attempts by citizens to control its consequences. We will focus particularly on one of the greatest challenges of today- how cities and their surrounding suburbs can work together to produce flourishing, livable communities. Students will not be expected to have any background in this area, so there will also be an introduction to the broad field of planning.

PS 234 3
Mass Media and American Society
 The media has often been referred to as the "fourth branch of government." It has been and continues to make policy, by how events are covered. This course addresses the issue of how the media shapes how we view politics and society. To discuss the medias

perception of events, students will study the structure of the media which includes in-depth examination of the corporate structure of the media.

PS 252 3
Human Rights and Global Politics
 What are human rights around the globe? A survey of nations indicates that there are vast differences in the rights accorded to citizens. This course explores how countries treat their citizens. We will examine rights and the abuse of rights, including the following subjects: due process rights, political prisoners, torture and ill treatment, prison conditions, the death penalty, political killings and war crimes.

PS 270 3
American Political Thought
 What is American political thought? It is about those political theorists who formulate their own unique ways to define the world of American politics. These thinkers write to inform a larger audience about what is "the big picture" of American politics. American political theorists present not only a vision of American politics; they provide us with their perspective regarding the uniqueness of what is political in the United States. In so doing, they define American politics from various perspectives: liberal, conservative, radical. At best, all these perspectives provide different truths, meaning none of them are neutral or objective.

Overall, what these American political thinkers provide us with is some evaluation of the problems and possible solutions to our problems, such as whether to change or preserve the status quo. They are offering us some kind of guidance as to what they regard as an identification of public issues and the means to a possible set of solutions.

PS 280 3
Political Movements
 Political movements have, throughout the course of U.S. history, shaped and often defined the policies of the

government. By studying political movements we in essence understand who gets what when and how. Also by studying political movements we know the degree of support and or opposition to government policies. Political movements are important in that they inform us as to how ideas and organizations that support certain ideas are what we know as the LEFT and the RIGHT of the political spectrum.

PS/HI 288 3
World History and Geography I
 This is a survey course of global geography and human history. Emphasis is placed on: a) gaining a basic knowledge of the critical events in world history; b) gaining a basic knowledge of political and physical geography and the ways in which they are both cause and effect of history; and c) understanding the events at a global level, that is, being able to identify events as taking place in the same periods even though they happened in different regions. This course is half of a two-semester series. Although ideally students will take both courses, each may stand alone and can be taken in any order.

PS/HI 289 3
World History and Geography II
 This is a survey course of global geography and human history. Emphasis is placed on: a) gaining a basic knowledge of the critical events in world history, b) gaining a basic knowledge of political and physical geography and the ways in which they are both cause and effect of history, and c) understanding the events at a global level, that is, being able to identify events as taking place in the same periods even though they happened in different regions. This class is half of a two-semester series. Although ideally students will take both halves, each course stands alone and can be taken in any order.

PS/PH 330 3
Conflict and Cooperation

This interdisciplinary course seeks to respond to the question "Can't we all get along?" Sources of investigation for this course will be drawn from the disciplines of ethics, sociology and political science and will cover a wide range of times, ages and cultures. This course will focus specifically upon the concept of obligation and try to identify the types of obligations which exist between individuals, between groups and individuals, and between a government and its citizens. The course will examine the unique interest of individuals, groups and governments which lead them to ignore their obligations and engage in conflict. Finally, a clearer understanding of the conditions of conflict will help students garner insight into both the resolution of conflict and fostering of cooperation.

PS 333 3
Terrorism

The Oklahoma City bombing and the World Trade Center bombing are two recent examples of terrorism. The word evokes fear for good reason, because it involves extremely violent, visible actions by individuals, groups, or governmental authorities. The purpose of this course is to introduce students to a systematic study of terrorism and its domestic and global impacts. Class discussions will define terrorism in relation to its historical roots. Distinctions will be made between left-wing and right-wing terrorism, and a sociology of terrorism organizations of both types will be presented. In addition, the broad range of efforts that have been used to combat terrorism will also be addressed. The overall intention is for students to acquire an understanding of the role of violence for political and non-political ends.

Prerequisite: Upper division status or permission of instructor.

PS 335 3
Genocide

Murder, Mass murder. One recent citation includes this horrible statistic, that almost 170 million unarmed,

helpless men, women and children have been shot, beaten, tortured, knifed, burned, starved, crushed, worked to death, buried alive or drowned by governments. Mass murder is global, taking over in many countries in different years: in Turkey, from 1909-1918, over one million Armenians were killed; in Cambodia from 1975 to 1979 two million Cambodians were killed; from 1933 to 1945, the German government exterminated a total of more than 20 million people. Genocide is an old practice with a new name. The purpose of this course is to introduce students to a systematic study of genocide, from ancient to contemporary case studies. Emphasis will be placed on how and why genocides occur. Class discussion will also focus on the roles of perpetrators, bystanders and victims. The overall intention is for students to acquire an understanding of the role genocide has played in the pursuit of political ends.

Prerequisite: EN 102, sophomore status.

PS 337 3
Gender Politics

The personal is political. Gender politics are about the structure of sex roles. It is also about the struggle between the sexes in which the central issues are freedom and domination. This course will begin by introducing students to the women's movement, past, present, and future, with an eye towards identifying how the debate still profoundly influences the lives of individuals, often in unseen ways. Then, the movement will be highlighted in terms of its unity of thought and action. To understand the thought that continues to shape this movement, students will analyze and evaluate the arguments of the major thinkers, such as Mary Wollstonecraft and Simone de Beauvoir.

Prerequisite: EN 102.

PH 340 3
Philosophy of Law

Law has enormous influence on the well-being of citizens, on whether a society is just, and on the potential

for prosperity within society. Yet, it is not always clear what exactly the nature of law is. How, for instance, is law different from morality? Moreover, laws are useless unless they influence behavior. To do this, laws must be backed by some sort of coercive force, e.g., the authority of those in power. What constitutes a legitimate use of coercive force? The questions above comprise just some of the issues that will be addressed in a course on the Philosophy of Law. Students will be introduced to the relevant thinkers from the past, with an eye towards a better understanding of current discussions of the subject matter. Moreover, students will learn, analyze, and assess the justification for the answers to these questions. Hence, students will be able to move from a descriptive understanding of law to an historically-grounded understanding of the normative issues intrinsic to any system of law.

Prerequisite: Upper division status or permission of instructor.

PS 345 3
Weapons and War

This course will survey the history of war, focusing particularly on the link between technology and the conduct of war. We will also place the topic in the broader context of war as one of the transformational forces of civilization. We will conclude by asking whether, with the development of weapons of mass destruction, war remains a "normal" phenomenon—"the continuation of diplomacy by other means" In Clauswitz's famous phrase—or, as has been suggested more recently, war, especially between great powers, is becoming obsolete.

Prerequisite: EN 102.

PS 352 3
American Democracy: Its defenders and critics

This course will examine the philosophical underpinnings of our unique American democracy. We will examine the thoughts of the Founders and where they may have originated, whether from European sources or

Native American ones. We will also examine how uniquely American thoughts about government and politics have evolved over time. The last part of the course will attempt to apply some of this philosophy to contemporary American political problems, including: term limits, direct democracy, the Electoral College, gridlock, and others. Prerequisite: EN 102

PS 360 3
Global Communities in the 21st Century

The way we as humans gather into communities goes a long way to determining the shape and functioning of our societies. Human settlements have always changed and reacted to both man-made and natural forces surrounding them. In this class we will examine the ways cities and societies are responding to the challenges of the modern world, focusing on areas other than the United States. Some cities are leading the way into a high-tech, prosperous future, while others seem to be relegated to the role of dumping grounds for the world's problems. What can planners and policymakers do to try and assure a safe, healthy, and economically successful place for their people to live?
Prerequisite: EN 102.

PS 365 3
Politics and Movies

Movies both reflect society and also shape how we think about the world around us. This course will look at how movies can be used for specifically political purposes, such as propaganda films, as well as how politics and political issues, including war and the role of the media, have been portrayed in "mainstream" Hollywood films. We will be examining not just the surface depiction of events, but also how movies can subtly shape our political beliefs. The course will be structured around the in-class viewing of the films and discussion and analysis by the whole class.
Prerequisite: EN 102.

PS 367 3
Political Trials
O.J. Simpson, the Chicago 7, and the case of Oliver North all share in common that they are political trials. Courtrooms are battlegrounds for the merger of law and politics. High-profile court cases serve as arenas to express and settle issues of racism, cold war politics, labor unrest and civil liberties contests. Political trials are the means by which governments confront political crimes. They have a long history, which serves to illustrate as the cases are discussed, why they exist and what are the lessons to be learned from a discussion of these trials.
Prerequisite: EN 102.

PS 370 3
Globalization and International Economic Relations
This course will survey the origins, development, and current functioning of the global world economy. Economic conflict and cooperation have joined war as the central ways that nations interact. The debates about globalization have extended even into riots in the streets of Seattle and Washington, DC. Furthermore, the globalization of the international economy means that individual citizens are affected by the world economic system in unprecedented ways. Thus, this course responds to numerous current issues.

PS 389 3
Introduction to Middle Eastern Culture
This course is an introduction to the Middle East, not as a political region. Instead, it investigates Middle Eastern Civilization from a social and historical perspective. Recently, and especially after 9/11, the Middle East has become synonymous in many Westerner's minds with Islam and fanaticism. The Middle East actually has a rich heritage and is one of the oldest civilizations in the world. Students will examine how some Pre-Islamic customs reshaped both the modern Eastern and Western cultures and

see how the influence resulted in the struggles between secular governments and fundamentalists.
Prerequisite: EN 102

PS 400 3
Special Topics:
Election Year Politics
This course will examine the upcoming elections, focusing particularly on the Presidential, Senatorial, and House races. Specifically, the course will address relevant current events, the mechanics of campaigning, nominations, elections, as well as study the various issues and the candidate's positions. Students will also spend substantial time watching and critiquing media coverage of the election process. In sum, students will be well apprised of the issues driving the fall elections and will be well prepared to cast an informed vote.
Prerequisite: Upper division status or permission of instructor.

PS 402 3
Junior Symposium
Has your education changed who you are? Has it changed, perhaps even radically, your perceptions and values? The purpose of this course is to witness this transformation in action. Specifically, three professors from three different disciplines will guide and facilitate discussion on current events of importance and of concern to students. As representatives of three different disciplines, the professors will discuss and debate issues utilizing their own disciplinary training as well as their own life experiences. Students will frequently hear the professors disagree, and moreover recognize that each professor's understanding and evaluation of a current event has been shaped by the professor's own education. Moreover, when students enter the discussion they will also be utilizing their own educational training, which has fostered their own unique set of perceptions.
Put simply, the Current Event Symposium is a forum for students to apply what they have learned to aspects of their life that do not

necessarily have anything to do with their career. Consequently, students who complete the Symposium will be more reflective and better informed citizens ready to impact the world around them. This course should be taken in the junior year.

Prerequisite: upper level status

PS 401 3

Internship

The purpose of the Law & Government internship is to provide a workplace experience that will further develop skills that have been learned in the classroom. Students will also learn new skills relevant to their career paths, begin to establish a network, and develop a sense of the professional norms of behavior that govern the workplace. Internship work, however, cannot coincide with a student's current employment. Students will be required to attend regular seminars and independent study meetings (in person or by phone) wherein they will discuss and analyze what they have learned and challenges they have encountered.

Prerequisite: 90 credit hours, Political Science major, approval of Division of Social Sciences Chair.

Psychology

PSY 101 3

Introduction to Psychology

Psychology is the systematic study of behavior and mental processes. This introductory course provides a survey of topics and approaches within psychology that reflects the breadth and diversity of the discipline. It is intended to increase the student's appreciation of the relevance of psychological concepts in everyday living and will provide a basic foundation for subsequent coursework in psychology. This course is offered every semester.

PSY 102 3

Topics in Psychology

This course reinforces current and develops new technical and critical thinking skills that help students better understand the subject matter and

methods of psychology. It focuses upon the nature and appropriateness of various print and web-based resources for investigating psychological topics; science vs. pseudoscience; professional ethics; data collection and analysis; and current issues and controversies in psychology.

Information about graduate study and careers in psychology are also explored. Psychology 102 is required for and open only to psychology majors and minors. It is typically offered in the spring semester. Prerequisite: PSY 101

PSY 201 3

Psychology of Child Development

The social, emotional, intellectual and physical growth factors that influence the development of the individual during infancy, childhood, and early adolescence are considered in this course.

Prerequisite: PSY 101.

PSY 202 3

Psychology of Adult Development and Aging

Adult development and aging deals with the description and explanation of changes that occur during the adult life course. This course examines age-related changes in physiological functions, cognition and memory, personality and social development.

Prerequisite: PSY 101.

PSY 203 3

Adolescence

This course addresses the issues of human development during the adolescent stage of life. Major topics included are influences on development, issues of concern for the adolescent and family, and peer relationships.

Prerequisite: PSY 101.

PSY/HS 205 3

Interpersonal Communication and Effectiveness

This course integrates theory with experience in order to enhance self-awareness, self-control and the ability to maximize interpersonal

effectiveness. A primary emphasis of the course is on developing specific interpersonal skills through the effective use of communication techniques such as listening, observing, paraphrasing and perception checking.

PSY 206 3

Psychology of Gender

This course will provide a review of the empirical research and conceptual discussions surrounding gender and examine the implications of gender for relationships, work, parenting, and health. The focus of this course goes beyond sex alone to explore the roles that society has assigned to women and men and the other variables that co-occur with sex, such as status and gender-related traits. The implications of social roles, status, and gender-related traits for relationship, work, parenting, and health are examined.

PSY/HS 215 3

Social Issues in Addictions

This course introduces students to the range of addictions which are said to predominate in our society. Students are encouraged to critically examine the concept of addiction, particularly as it may be defined as a social phenomenon. Specific addictions to be studied include various alcohol and chemical dependencies, eating disorders, sex and love addictions, compulsive gambling and spending, and addictions to work and exercise.

PSY 240 3

Biopsychology: The Biological Basis of Human Behavior

This course investigates human behavior from a perspective emphasizing biological mechanisms, which underlie the conscious choices we make. Various daily biological and physiological needs necessitate a balanced interaction between our bodies and minds. In this course, we will study human nature as a singular mind/body unit, with the hypothesis that consciousness can be molded by physiological function. Conversely, it also holds true that the body is

influenced by our consciousness. Hence, there is the continual dynamic dance between the tangible and intangible components of our self-awareness. Emotional health and physical health are integrally related as one depends upon the other. Various components of behavior will be reviewed, such as the nervous system and brain, the biochemistry of behavior, motivated behavior, learning and communication, and physiological/neurological disorders. Prerequisite: PSY 101 is strongly recommended, as is one Science course such as BI 114 or 141. Sophomore status required.

PSY 304 3
Abnormal Psychology
 A study of the specific psychological disorders and their characteristics, etiology, prognosis and treatment from the perspectives of major theoretical formulations and recent research. Topics typically covered include: classification of abnormal behavior, stress-related disorders, anxiety disorders, dissociative and somatoform disorders, mood disorders and suicide, personality disorders, sexual disorders, schizophrenia, organic brain disorders, and disorders of childhood. This course is offered in rotation with PSY 314 & PSY 424
 Prerequisites: PSY 101.

PSY/CJ/HS 305 3
Research Methods in Social Sciences
 This course is designed to familiarize criminal justice, human service and psychology majors, as well as potential graduate students, with the conceptual and operational skills to design and conduct research, including: the development of research questions and hypotheses; selection of research design and data collection strategies, sampling procedures, and data analysis and interpretation. Students will acquire the skills necessary to conduct social science research and to prepare formal research reports. This course is offered every semester.
 Prerequisite: MA 200

PSY 307 3
Psychology of Group Dynamics
 This course is an introduction to group processes utilizing current theory, research, and applications. It will focus on the effects of this specific type of social interaction on the affective, behavioral, and cognitive responses of the individual. Processes within the group (e.g., norms, roles) and pressures from external sources (e.g., politics, economic climates) will be considered with the goal of applying this knowledge in social, work, family and organizational group activities.
 Prerequisites: PSY 101, junior status, or permission of instructor.

PSY 310 3
Social Psychology
 The goal of the course is to introduce students to the major theories and current areas of research in Social Psychology. The course includes topics which examine human behavior in social relationships such as helping, attraction and love, aggression, prejudice and discrimination. Students will gain insight into their own and others' behavior in day-to-day interactions. Topics are particularly applicable to business, human service, and criminal justice majors.

PSY 312 3
Cognitive Psychology
 This course provides an introduction to the cognitive processes involved in attention, recognition, memory, knowledge, language, reasoning and problem solving. These concepts are approached in terms of an information processing model, considering the input (stimulus), processing (mental activity), and output (behavior). The neural basis of cognitive functions will also be considered in regard to the anatomy and physiology of the nervous system. This course is offered in rotation with PSY 322 and PSY 342
 Prerequisite: PSY 101

PSY 313 3
Sports Psychology
 Sports Psychology is the study of

psychological and mental processes that influence and are influenced by participation in sports and exercise and varying performance levels in sports and exercise. This subfield also studies the psychological aspects of health, sports, lifestyles and exercise. This course is designated as upper level as students will be expected to have the skills to conduct research using primary sources, analyze the research and discuss applications of the research findings.
 Prerequisite: PSY101 and junior status

PSY 314 3
Personality Psychology
 Personality psychology is concerned with the differences among and between people. It asks what are the sources of the consistent behavior patterns that distinguish each of us as individuals, unique from everyone else, and of the common human nature we all share. This course examines six domains or perspectives in personality psychology: dispositional, biological, intrapsychic, cognitive/experiential, social and cultural, and adjustment. Each perspective is examined for the particular focus it provides in explaining individual differences in behavior by examining key theories and representative research. This course is offered in rotation with PSY 304 and PSY 424
 Prerequisite: PSY 101.

PSY/CJ/HS 316 3
Family Violence
 This course is intended to provide students with a stronger understanding of the scope and seriousness of all forms of family violence and abuse, and the difficulties faced by criminal justice and human service agencies. Historical, social, political, psychological, and legal aspects of family violence will be considered, and much time will be devoted to examining underlying causes. This course will also evaluate some of the nonviolent harm done by families to their members, including the contributions made by

family structure and functioning to problems such as delinquency or adult criminality, depression, and suicide. Prerequisite: Upper division status or permission of instructor.

PSY/HS/CJ 317 3
Family Violence Treatment & Prevention

From a human services perspective, this course offers an introduction to the dynamics of family violence with an emphasis on treatment and intervention strategies. Students will examine types of family violence across the life span, identification and reporting procedures, controversial issues of relevance to the field of family violence, child abuse & neglect, the impact of substance abuse/misuse on family functioning and violent patterns of behavior, sexual offenses and offenders, and current and innovative approaches to treatment and prevention.

Prerequisite: Upper division status or permission of department

PSY/SO/HS 320 3
Loss, Grief and Dying

This multi-disciplinary course is developed to sensitize students to the issues of loss, grief, and dying that are part of every individual's life experience. Students will explore their own relationship with death and various loss-related experiences and explore the ways in which societal attitudes influence how and when we die and how we live as we deal with the knowledge of death and loss. Subject matter will encompass a blend of psychological, socio-cultural and historical perspectives on death. Topics will include issues of loss related to relationships, social role change, and life-span development, as well as detailed discussions of topics surrounding death, dying, and loss experiences. Both the roles of the interpersonal self and the professional self in working with those encountering death and grief/loss will be explored.

Prerequisite: Sophomore status or permission of department.

PSY 322 3
Learning Psychology

Learning has been identified as a key issue in the endeavor to understand human behavior. This course will explore Behaviorist models, such as operant and classical conditioning, along with Cognitive models, focusing on memory. The themes of this course will be the adaptive nature, and neural basis of learning and memory. Applications are made to animal learning, artificial intelligence, development, behavior modification and training. This course is offered in rotation with PSY 312 and PSY 342.

Prerequisite: PSY 101 and junior status.

PSY/HS 330 3
Violent Children: Prevention/ Treatment

This course offers an in depth analysis of the dynamics of violence perpetrated by young children & adolescents with an emphasis on treatment and intervention strategies. Students will examine various forms of violence within the context of the family, school, and community including intra-familial violence, sexual violence by children, aggressive behavior, violence in school settings, and violence perpetrated within the community. This course will offer students the opportunity to explore individual, family and community dynamics that contribute to the manifestation of violent behaviors with an emphasis on current and innovative approaches to treatment and prevention. Students will further explore the relationship between diagnosis and the selection of appropriate treatment interventions.

Prerequisite: upper level status, permission of department

PSY/HS/SO 332 3
Marriage and the Family

This course examines current and historical trends and dynamics related to marriage, family, relationships, and alternative lifestyles. A major theme of the course is the interaction between individuals and the societal

environment in which they make their decisions. Increasing flexibility forces individuals to make many difficult choices with regard to family values and personal autonomy; students will explore how these decisions are often being made in the context of contradictory cultural values. Another focus of the course is the shift from viewing marriage as an institution to viewing it as a relationship in which the partners expect to find companionship and intimacy.

Prerequisite: Sophomore status or permission of department.

PSY 333 3
Psychology of Religion

This course will provide an introduction to the major issues, theories and empirical approaches to the psychology of religion. It will examine the role religion plays as a powerful meaning system that can affect the lives of individuals in terms of their beliefs, motivations, emotions and behaviors, and can influence their interactions on both interpersonal and intergroup levels. Psychological theory will be utilized to understand the role that religion, faith and spirituality play in different areas of human activity such as health and the recovery from physical illness, psychotherapy, sexuality, interpersonal relationships, violence, racial prejudice, personality development, adolescent behavior, aging and mental health. The course content will expose the student to the empirical study of religion and religious experiences. It should also be understood what this course is not. It is not a course about specific religious traditions or doctrines.

Prerequisite: PSY 101

PSY 342 3
Sensation and Perception

The study of Sensation and Perception revolves around three main themes: 1) The nature of the physical stimulation, 2) The anatomy of the organs which register and react to this external energy, and 3) The interpretation of the neural coding which arises from these stimulations. Each of the five senses

(sight, hearing, taste, smell, and touch) will be considered in terms of these three themes. Current theories and philosophical views of sensation and perception will be considered in regard to their explanatory power in accounting for the empirical and phenomenological data. Special emphasis will be placed on the demonstration of and interaction with phenomena covered in this course. This course is offered in rotation with PSY 312 and PSY 322.
Prerequisite: PSY 101, junior status.

PSY 351 3
Positive Psychology
Positive Psychology is a study of the basic human drive towards happiness. As a psychological construct, happiness includes numerous perspectives and attitudes – contentment, peacefulness, attainment of goals, health, wealth, spirituality, as well as cultural variations of its definition. This course will focus on the research associated with elements of positivism such as subjective well-being, personality traits associated with positivism, measurements of happiness, hardiness and mindfulness, cognitive styles of attribution and locus of control and, the physiology of emotion. Ultimately, students will learn about this field of Psychology, its complexities and its applications in both professional and personal contexts.

PSY 381 3
Evolutionary Psychology
Evolutionary psychology is the scientific study of human nature, based on understanding the psychological adaptations we have evolved to cope with survival and reproductive challenges in prehistory. Topics covered include: human sexuality, aggression and warfare, status and prestige, social dominance, conflict between the sexes, parenting, family life, group cooperation, emotions, and psychopathology. As an emerging perspective in psychology, the evolutionary approach is already becoming a controversial and thought

provoking source of new hypotheses, explanations, and research throughout many areas of psychology.
Prerequisite: PSY101

PSY 397 3
Junior Seminar
The Junior Seminar provides students with a forum for exploring individual interests in psychology culminating with an in-depth, comprehensive literature review. In the process students will learn to engage in a thorough analysis and critique of theory, methodology, and results of psychological research. The seminar also provides structured exercises designed to help students explore options for graduate study and to be prepared to make applications to graduate programs. This course is intended for departmental majors and is a prerequisite for PSY497-498. This course is typically offered in the fall semester.
Prerequisite: PSY 101 and permission of advisor.

PSY 398 3
Independent Study
Permission of Department Chair/faculty

PSY 406 3
Cross-cultural Study of Psychology
Given the increasing rate of intercultural contact through the media, technological advances in communication, and of face-to-face contact, an appreciation of human behavior as it develops and is understood within diverse cultures is essential. This course will include such topics as development, interpersonal relationships, perception, communication, education, emotion and gender within a multicultural context.
Prerequisite: PSY 101.

PSY 407 3
Childhood Psychopathology: Assessment and Treatment
This course is intended to be an advanced level course focusing on the

etiology, classification, assessment, and treatment of a select group of child and adolescent psychological disorders that are most frequently encountered by professionals in mental health and educational settings. Prerequisites: PSY 101 AND PSY 201 or PSY 203

PSY 408 3
Organizational Psychology
This course focuses on some of the major issues faced by members of organizations. These issues include the meaning of work and quality of work life; group dynamics and interpersonal relationships within organizations; common communication patterns and the effects upon organizational members; the impact of conflict, competition, and cooperation; and the interface between leaders and followers. This course combines theory with in-class experiential exercises
Prerequisites: PSY 101, junior status.

PSY 410 3
Forensic Psychology
This course will introduce students to the fascinating world of psychology as it is applied to the American legal system. Students will learn about the wide range of topics investigated by forensic psychologists and how said researchers' work is currently being applied in real world settings by law enforcement agencies, those in the judicial system and those in the prison system. Topics will include psychological assessment, competency to stand trial, rights of criminal defendants, individual rights, jury decision making, jury consulting, eyewitness testimony, mental health law, juvenile justice, the family court system, and risk assessment.
Prerequisite: PSY 101 and junior status. This course serves as a Criminal Justice elective.

PSY 412 3
Psychological Tests and Measurement
This course will introduce students to the theory, methods, and applications of psychological testing. A major

objective of the course is to improve the knowledge, understanding and practices of those who construct tests, those who take tests, and those who must interpret the meaning and value of tests. This course is typically offered in the fall semester.
Prerequisite: PSY 101 is required. MA 200 (Statistics) is required as preparation for discussion of validity and reliability concepts.

PSY 415 3
Psychology of Extraordinary Events
 This course will explore the aspects of life and world events that move beyond the important and significant to what will be called “extra-ordinary”. The field of Psychology has defined many of the components of biological, behavioral and cognitive functioning in the realm of the normal and the abnormal. However, much less attention has been paid to the few but notable instances where events do not have a handy frame of reference, that is, when an event is “extra-ordinary”. In fact these events seem to defy definition, with most observers simply “knowing” or “having a gut feeling” when one has occurred. One of the first tasks in this course will be to define what is meant by an “extra-ordinary” event. Once defined, this course will explore the roles of biological and psychological functioning as they relate to such events. Functions such as arousal, stress, emotion, motivation, memory, social processes, adjustment and psychopathology will be explored by the use of book chapters, journal articles, movies, and movie clips. Through these explorations, this definition will be modified and a class produced concept map will be created as a record of the group’s thoughts on the subject.
 This course is intended to operate similarly to a graduate level symposium on a current topic in the field of Psychology, albeit appropriately focused for an undergraduate audience.

PSY/CJ/HS 416 3

Advanced Issues in Family Violence
 While family violence is a very old problem, as an academic discipline it is continually changing. This course is designed to give students the opportunity to examine the process of change as they relate to the theoretical, political, and practical issues associated with family violence. Students should possess basic knowledge about the history, types and patterns of abuse before taking this course, as well as an understanding of the criminal justice system. Attention will be paid to new theoretical developments in the field, and changes in the relationship between theory and practice. The relationship between family violence and other forms of violent crime will be considered, and current debates in the field will be examined
 Prerequisites: CJ/HS/PSY 316 or CJ 317

PSY 424 3
Clinical Psychology: Theory and Practice
 The field of clinical psychology integrates science, theory, and practice to understand, predict, and alleviate maladjustment, disability, and discomfort as well as to promote human adaptation, adjustment, and personal development. This course develops an understanding of the theoretical and professional issues relate to the delivery of psychological services to diverse clinical populations. The course introduces students to the field of clinical psychology and broad range of associated skills including practice, research and assessment. It emphasizes that clinical applications should be supported by empirical evidence. This course is offered in rotation with PSY 304 and PSY 314
 Prerequisite: 6 credit hours in psychology, including PSY 101, upper division status.

PSY 430 3
History of Psychology
 This course provides students with an overview of psychology as it has

developed and transformed over time. With such a perspective, a goal is to appreciate the evolution of psychological ideas and practices by studying the major theoretical approaches and the impact on today’s thinking. This course is typically offered in the spring semester.
 Prerequisite: PSY 101 is required, junior status.

PSY 497-8 3
Senior Honors Project
 This two-semester course is for department majors only with a specific area of interest and/or for those planning to pursue a graduate degree in Psychology or related area. The goal in the first semester is the development and proposal of an independent research project under the approval and direction of department faculty. The second semester is devoted to the completion of the project and submission of a publishable (APA style) product. This course is offered every semester.
 Prerequisite: PSY 101, PSY 397 and permission of advisor.

Rehabilitation Services

RH 101 3
Introduction to Rehabilitation Services
 Rehabilitation services personnel assist persons with disabilities in achieving their greatest physical, mental, social, educational and vocational potential. The purpose of this class is to provide students with an introduction to the field of rehabilitation services. This course will introduce students to the areas of rehabilitation service provision that are accessible to the baccalaureate trained professionals. Students will consider the history, philosophy, organization and services of vocational rehabilitation; the legal aspects of rehabilitation and the needs and rights of people with disabilities. Students will be presented with an orientation to state, federal, and private agencies which are involved in providing services to individuals

with disabilities. The information presented in this course is intended for students in all majors so that they may become socially and humanely aware of the issues confronting people with disabilities and other life circumstances.

RH 201 3

Medical and Psychological Aspects of Disability

This course provides an overview of major conditions and diseases that might impact a person and the treatment/intervention procedures used. This information provides a background for looking at the impact/implications of these conditions on an individual's life activities. The class will examine attitudes toward and perceptions of disability and how they impact on the helping process. Students will also explore the psychological and social adjustment to disability as well as related issues such as legal rights, independent living, sexuality, family and social dynamics. The course also examines the adaptations and accommodations that will help individuals function effectively at work, school, and within the family and community.

Prerequisite: RH 101 or permission of Department.

RH/HS 203 3

Introduction to Counseling

This course concentrates on the various theoretical approaches to counseling and how they may be applied to the process of helping. It is intended to provide students with a sound base which can be used to build a personalized style of counseling that incorporates the cognitive, emotional and behavioral dimensions of human experience. Various personal and professional issues that emerge in the counseling relationship will be explored. Students will have the opportunity to learn from one another through collaborative group work, case studies, and various clinical videos.

Prerequisites: HS 101 or RH 101, sophomore status.

RH/HS 204 3

Basic Interviewing Skills

The primary purpose of this course is to provide students with a concrete framework for interpersonal communication in their work in rehabilitation and other helping professions. The course will focus on the knowledge, skills and attitudes necessary for the application of micro-counseling skills, including exploration, mutual understanding and taking action in addressing human problem situations. Special emphasis is placed on developing the skills of attending, listening and responding in ways that allow the student to engage in a productive helping relationship. Emphasis is also placed on applying effective communication skills in collaboration with other professionals and coworkers. As part of their development of micro-counseling skills, students will gain increased understanding of themselves and their reasons for pursuing a career in rehabilitation services, human services or other professional fields. Students will identify personal strengths and limitations they have in relation to working with other people.

RH/HS 210 3

Human Services Methods

This course familiarizes students with the various concepts, skills, roles, tasks, and activities comprising human services practice. Students will develop a critical understanding of the nature of the professional client/worker relationship, as well as the complexities of the various stages of helping from intake through termination. Applicable techniques within a variety of systems will be addressed, including interviewing, assessment, case management and recording.

Prerequisite: HS 101 or RH 101.

RH 303 3

Vocational Services

This course examines current theories and practices relating to work and employment for persons with disabilities. People with disabilities

are an often untapped source of skilled, innovative, and dedicated employees. This course will provide information and activities that will address the skills, knowledge and attitudes necessary to assist persons with disabilities in securing and retaining employment. Topics to be addressed will include: understanding what employers want and expect from employment service providers; matching job seeker characteristics with employer needs; marketing proactively to businesses; communicating with respect for diverse cultures, beliefs and values; improving job retention and promoting career advancement; making employment service programs more customer oriented, convenient, and understandable to employers.

Prerequisite: RH 101 or permission of department

RH 305 3

Independent Living

This course will focus on social, political and environmental factors that contribute to the quality of life and ability to live independently for people with disabilities. It will examine the conditions influencing the emergence of the independent living movement and philosophy including values, beliefs, rights and freedoms and the commonality with other political and social movements in the US. The student will become familiar with key legislation impacting employment, education, housing, transportation, access to state and local government and public services. Students will have an opportunity to visit agencies supporting independent living and see how these concepts are put into practice. Guest presenters will focus on the impact of disability on a person's ability to live independently in the community. The information presented in this course is appropriate for students in all majors that may be interested in disability issues.

Prerequisite: RH 101 or permission of department

RH 307 3

Disability and Society

This course examines current theories and practices relating to disability. The focus is not persons with disabilities as “objects” of study, but rather an analysis of disability as it has been historically and culturally constructed.

We will investigate language and discourse, the Disability Movement, “disability” professions, public policy, knowledge and the politics of disability. Students will be exploring the evolution of disability issues from a medical focus to civil rights, and the contemporary role of persons with disabilities in American Culture. Special emphasis will be placed on understanding U.S. disability in all facets of society, including education, media, the workplace and social integration.

Prerequisite: sophomore status

RH/HS 310 3

Human Service Ethics

This course will focus on the professional principles and conduct of helping professionals. A variety of legal and ethical dilemmas, ranging from informed consent and client self-determination to working with people of diverse backgrounds and abilities will be addressed. Complex topics will require an in-depth examination of personal values, decision-making models, and the role of supervision in professional practice.

Prerequisite: HS 210 or permission of department.

RH/HS 360 3

Internship I (Formerly, RH 320)

A supervised short-term internship experience in a human service/ rehabilitation agency allows students to apply classroom learning to practical situations. In addition, a weekly seminar provides students with the opportunity to discuss and share questions and problems related to the field work. The internship is reserved for students in their third year of the Human Services and Rehabilitation programs. All prospective students are required to schedule a conference

with the Internship Coordinator to make arrangements for appropriate placements.

Prerequisite: 45 credit hours and Human Services or Rehabilitation Services major.

RH/HS 430 3

Senior Seminar

Senior Seminar, the departmental capstone course, has three primary purposes that are related to the preparation of students to pursue either a human services career or further education upon graduation. First, the seminar will offer students the opportunity to achieve maximum integration of the range of knowledge, skills and values experienced in previous human service coursework and internships. This will be done with a flexible seminar structure where the broad issues of diversity and social justice will be used as a foundation for the exploration of issues impacting professional practice. Secondly, students will have the opportunity to analyze their own counseling and interactional style in order to increase their self-awareness and enhance their professional skills. The third purpose of the seminar is to facilitate the transition from the Hilbert environment to either the world of work or graduate education. Students will have the opportunity to clarify career goals and learning goals for the future and develop objectives to meet those goals. Students will also participate in exploring their understanding global citizenship and how this impacts them professionally and personally.

Prerequisites: Senior status – Human Services or Rehabilitation Services major.

RH/HS 460 3

Senior Internship I

This course offers students field instruction in social agencies under faculty direction and agency supervision. Students are to complete HS/RH 460 and 461 in two successive semesters (F-S, S-Sum, Sum-F) in order to experience the benefit of a long-term internship. (Students are

encouraged to plan their schedules carefully as tuition assistance may not be available for summer courses.)

A variety of settings are available to the student. There is an attempt to match the choice of agency within the students’ area of interest. A supervised experience in a community service agency allows students to apply classroom learning to practical situations. In addition, a weekly seminar provides students with the opportunity to discuss and share questions and problems related to the field work. All prospective students are required to schedule a conference with the Internship Coordinator during the pre-registration period to make arrangements for appropriate placement in a Human Service agency. The internship is reserved for senior students in the Human Service and Rehabilitation Services programs.

Prerequisite: HS/RH 360, 60 credit hours (or permission of department) and Human Services or Rehabilitation Services major

RH/HS 461 3

Senior Internship II

Sequentially follows completion of HS/RH 460. (See HS/RH 460 description)

Prerequisites: H/RHS 360, HS/RH 460, 60 credit hours (or permission of department) and Human Services or Rehabilitation Services major.

Religious Studies

RS 101 3

Introduction to Religion

Why am I here? What is my purpose in life? Why do bad things happen to good people? Is there life after death? Questions regarding human origins and the meaning of human experiences have captivated minds for centuries. Often, the answers to these questions have taken religious shape and spurred the creation of a variety of religions around the world. This course will explore both historic and contemporary expressions of religious concern. Students will be introduced to major concepts in the study of world religion. Additionally, notions of

God, faith, religious experience, and theological reflection across religions will be among the topics examined.

RS 200 3

Jesus in the New Testament

This course is designed to introduce the student to the study of the New Testament, its formation, content and concepts with a special emphasis on inquiry into the person of Jesus Christ and His role in God's plan of salvation. The course seeks to examine the formation of the Jesus tradition within the New Testament with a special emphasis through an examination of the distinct pictures left by Mark, Matthew, Luke, John and Paul.

RS 202 3

Religion and Social Justice

This course explores a variety of religious responses to social justice issues. Within Introduction to Religion students were introduced to the major religious traditions and ways of believing. This course seeks to build on that knowledge by exploring the 'praxis' of religion. In particular the usage of faith in responding to an array of existential concerns is here taken up. Inequity, poverty, racism and several other social ills have presented major challenges to religious adherents. Discussions regarding major faiths principles on justice and peace are central. Close readings of the works of social justice leaders such as Bishop Romero, Martin King, Ann Suu Kyi, and Gandhi are meant to engage students on more functional approaches to social justice issues among the religious. As well, students are involved in developing their own praxis for social justice. Through a Service Learning Project several religious agencies students will shadow workers for justice participating in their daily work schedules. This experience, coupled with in class discussions of others' social justice responses, is meant to challenge possible perceptions of religion as irresponsive and to encourage students' engagement in social justice through service to their community and the world around

them.

Prerequisite: Sophomore status.

RS/PS 205 3

Confronting the Holocaust

This interdisciplinary course will endeavor to achieve an integrated conception of the Holocaust by studying various aspects of it. The general purpose of this course will be to sensitize students to the events and influences of the Holocaust by: examining historical aspects through the use of primary and secondary sources; considering the role of bystanders, Jewish and non-Jewish, organizations and individuals, political and religious leaders; and studying the reactions of victims, survivors, and oppressors as reflected in literature. Prerequisite: EN 102, sophomore status.

RS/HI 300 3

American Religious History

American Religious History traces the religious development of America from the mid-eighteenth century to the present. The course links political, economic, and social changes with simultaneous events in the nation's religious life. Pivotal historic moments such as the Civil War, the Great Migrations, and the Post War Economic Boom are culled for their religious significance. Through an investigation of these events this course seeks to wrestle with the ever shifting notion of religion itself. Students are introduced to the work of religious thinkers as diverse as Friedrich Nietzsche, Emilie Durkheim, George Whitfield, Paul Tillach, and Catherine Albanese. By the course's end students should have a firm grasp on the major developments in American religion and the plurality of religious experiences within the nation.

Prerequisites: EN 102, RS 101 (recommended), Sophomore status.

Sociology

SO 101 3

Introduction to Sociology

The purpose of this introductory

course is to explore society and how it operates. Its goal is to illuminate for students the powerful social forces and patterns that influence their lives and careers. This course will encourage students to actively think about, question, and challenge the issues shaping contemporary society so that they may pursue informed choices and actions throughout their lives. The student will master an understanding of facts, concepts, and theories; communicate ideas clearly and persuasively; understand the connections between materials under consideration and other bodies of knowledge; be creative and produce individual insights; and identify the values inherent in the materials studied. The classroom structure will encourage student participation. This course is offered every semester.

SO 102 3

Social Inquiry & Activism

Society is a contact sport. Through our beliefs about the world and the actions (or lack of actions) those beliefs inspire, we literally create social reality as we go along. This course helps prepares students to be responsible citizens in a participatory democracy by (1) challenging them to think critically about the reality claims in contemporary public discourse and (2) providing an in-depth introduction to social activism.

SO 201 3

Social Problems

The purpose of this course is to introduce students to some of the contemporary social problems and issues facing American society. Throughout the course, we will analyze the nature, causes, and consequences of these problems with an eye toward developing a critical understanding and exploring potential solutions. Prerequisite: SO 101, EN 101.

SO 301 3

Cultural Anthropology

Cultural anthropology is a unique field of study which examines humanity by exploring the social arrangements and

customs of humans around the world and through history. We are able to better understand ourselves and our own social systems after looking at others, and this course will foster an understanding of cultural relativity which permits students to reexamine their own beliefs and assumptions about what is natural and unnatural. Prerequisite: SO 101

SO 306 3
Cultural Diversity: Ethnic and Racial Relations

This course familiarizes the student with the backgrounds and lifestyles of ethnic and racial minority groups within the United States. The emphasis is on the diversity within and the contributions made to our society by these groups. A variety of socio-cultural concepts (such as culture, race, ethnicity, cultural pluralism) and theories are covered to increase the student's knowledge, awareness of, and understanding of the American cultural mosaic. Prerequisite: SO 101, and sophomore status.

SO/ECO 309 3
Human Economics

This course will focus on broad, interdisciplinary applications of economics rather than the more business-oriented functions associated with traditional business offerings. It is designed as an elective for students in all programs of study. Topics will include interpersonal relationships (marriage, divorce and family); crime (crime and victims, victimless crimes, economics of crime, cheating and lying); government; college and university education; health and health care. Prerequisite: Completion of 45 credit hours.

SO/HS/PSY 320 3
Loss, Grief and Dying

This multi-disciplinary course is developed to sensitize students to the issues of loss, grief, and dying that are part of every individual's life experience. Students will explore

their own relationship with death and various loss-related experiences and explore the ways in which societal attitudes influence how and when we die and how we live as we deal with the knowledge of death and loss. Subject matter will encompass a blend of psychological, socio-cultural and historical perspectives on death. Topics will include issues of loss related to relationships, social role change, and life-span development, as well as detailed discussions of topics surrounding death, dying, and loss experiences. Both the roles of the interpersonal self and the professional self in working with those encountering death and grief/loss will be explored. Prerequisite: Sophomore status or permission of department.

SO/HS/PSY 332 3
Marriage and the Family

This course examines current and historical trends and dynamics related to marriage, family, relationships, and alternative lifestyles. A major theme of the course is the interaction between individuals and the societal environment in which they make their decisions. Increasing flexibility forces individuals to make many difficult choices with regard to family values and personal autonomy; students will explore how these decisions are often being made in the context of contradictory cultural values. Another focus of the course is the shift from viewing marriage as an institution to viewing it as a relationship in which the partners expect to find companionship and intimacy. Prerequisite: Sophomore status or permission of department.

SO/CJ 336 3
Sociology of Management

This course is designed to present to the student the basic ideology of Max Weber's "Rationality" as typified by modern management techniques used today that is in direct conflict with "Traditionalism" still in existence in developing and underdeveloped nations. The course focuses on the development of the rational

approach of western management that emerged with the economic system of capitalism and the industrial revolution to the post-industrialized nations of today. The course takes the student through this 200 year journey using George Ritzer's text that examines the management techniques developed and emulated now worldwide by the McDonald Corporation and the Walt Disney Corporation.

Prerequisites: SOC 101 and upper division status
Theatre

TH 101 3
Introduction to Theater

As with any introductory course in any discipline, Introduction to Theatre seeks to present students with the overview of the principles and practices of the Western theatrical tradition. By the end of the semester, you will have a greater understanding of the history, structure and practice of theatre and see how the performing arts create and are created by our society. On a practical level, you will develop your own knowledge and skills in the various ways that theatre is created in our culture. You will expand your exposure to plays and performances, contribute creatively to the production process (your own and/or the Colleges), and learn the many facets of the collaborative theatrical craft through hands-on experience. Perhaps most importantly, by the end of the term you will hopefully begin to view theatre as a launching point for looking at your world and its representations in a different and more critical way.

TH 201 3
Acting I

This class will focus on allowing the beginning performer to gain vital knowledge and experience in the art of acting. The physical and psychological construction of a realistic character and its application in performance will be the cornerstone of the semester. Lectures on acting theory will be accompanied by plenty of hands-on acting exercises and performances.

Emphasis will be placed on Stanislavski, his "Method" and the way that his work has influenced American and European acting. From that foundation, students will explore the way that powerful, "realistic" performances can be created on the stage or screen through monologue, scene-work and full performance.

TH/EN 301 3
The Theatrical Revolution: Perspectives on Modern and Contemporary Dramatic Literature

The last 150 years has been an era of stunning theatrical developments, both in the dramatic text and in the ways in which those texts were performed. These developments were reactions to a period steeped in both wide-reaching intellectual achievements and in horrific human atrocities. How does artistic expression in general and theatrical performance specifically, react and evolve in the wake of that (and our own) tumultuous era? Students who successfully complete this course will be able to trace the development of modern and postmodern drama, with a strong emphasis on the American and European artistic traditions. Through the reading of primary dramatic texts and the screening of specific productions of those texts (both from live performance and the cinema), the class will be asked to critically engage with the themes, techniques and socio-historical contexts of each work. The class will also engage with the material through class discussions and their own academic writings on specific figures and topics.

Prerequisites: ENG 101, Upper level status

TH 318 3
The History of Theater
The purpose of this course is to provide students with an in-depth understanding of the art, the evolution, and the craft of the theater. The course will cover such aesthetic issues as theater as art as well as theories of acting and directing. The course will trace the evolution of theater from

that of ancient Greece and Rome to contemporary play productions. Throughout the course detailed attention will be given to stagecraft such as set design, lighting, costuming, and make-up. This course fulfills the Gen Ed requirement.
Prerequisite: EN 102.

TH 320 3
Theory and Method of Play Production

Too often plays are viewed by students as written literature that is recited aloud. Such a reductive approach to theater does a terrible injustice to the symbolic richness and interdisciplinary complexity of drama. EN 320, therefore, is designed to enable the student to attain a more sophisticated appreciation of the theater, its possibilities, limitations, and its evolution. The course is divided into three parts: first, an historical overview of theater's evolution; second, a study of the craft of production, with workshops in acting, pantomime, make-up, and set design; third, the actual production and performance of a one-act play.

Prerequisite: EN 102.

Theater 321 3
Theory and Method of Play Production II

This class expands on the content and skills taught in TH 320 (Theory and Methods I). The class assumes a general knowledge of theater along with competence in basic theater skills in the areas of acting, set design, costume, and productions. By the end of the semester, the student will have a greater understanding of the history, structure and practice of theater and see how the performing arts create and are created by our society. On a practical level, the student will develop advanced skills in the many ways that theatre is created within our culture, having the opportunity to expand his/her experience in specific theatrical fields of interest through readings, in-class work and participation in a full theatrical production. Most important,

by the end of this term the student will gain the skill by which he/she can use the discipline of theater as a lens through one can interpret the world and its representations critically.
Prerequisites: TH 320

TH/EN 367 3
Contemporary Theater
From the glamour of Broadway and West End productions of The Producers and Rent, to gritty protest Dramas and the avant-garde contemporary theatre is a vibrant and amazingly diverse art form. This class will examine an overview of the dramatic literature of the last 30 years, with an emphasis on the 21st Century. In so doing, students will be discussing a wide range of related issues, including the varying production styles and techniques involved with each script and the broader cultural and social framework that makes these works possible. As with any class that deals with the dramatic arts, our discussions of these plays will be framed by the viewing and analysis of many performances, both live and on video.

TH 499 3
Independent Study

Accelerated Degree Programs

CR 301 3
Dynamics of Conflict
As a core condition of humanity, conflict may be seen as reflecting the intersection of needs and opposing goals. To better understand the nature of conflict is to better understand human nature and the integral role of tension in creating opportunities for change. In this course, we begin by exploring the nature of conflict within the context of personal needs and values. The role of communication, competing interests, and the expression of power as currency in conflicts will be explored with emphasis on the development of 'power in balance'. Students will be encouraged to assess their own interactional styles and learn those skills necessary to effectively use

negotiation and collaboration in the moderation of conflicts. Finally, this course will explore the nature and importance of forgiveness and reconciliation in relationships.

CR 304 3

Communication and Conflict

This course combines topics in leadership, persuasive speech, communication, and strategies of conflict resolution. Students will learn skills that will enable them to assume leadership roles in the resolution of conflict, whether in the workplace, in political forums or at the international level. Moreover, students will be taught to analyze conflict and put into practice their new skills in both writing, speech and in negotiation.

CR 306 3

Facilitating Change through Creative Problem Solving

Have you ever found yourself in awe of people whose expression of thought is creative, imaginative, and visionary? Is it nature? Is it nurture? Can anyone learn to think creatively or is that reserved for the most exceptional among us? In this course, students will explore the creative process as a foundation of effective problem solving. Students will be encouraged to challenge preconceived notions and unleash the power of their own unique creativity as they seek to define problems and apply solutions to those problems within the framework of creative problem solving. Having emerged from the pioneering work of Alex Osborn and Sidney Parnes, the field of creative problem solving has continued to be driven by the belief that change is possible when we are able to think outside the box and apply clear and directed steps toward achievement of the goal. Students will have the opportunity to learn about the history of the Creative Problem Solving movement, explore the development of post Osborn-Parnes models, and apply the skills learned through selection of a preferred model.

CR 308 3

Courtroom Alternatives: Theories and Practice of Alternative Dispute Resolution and Meditation

Courtroom Alternatives will introduce undergraduate students to alternatives to the courtroom in today's litigious society. Traditionally, litigation is based on an adversarial model, which results in "winners" and "losers" in the courtroom. The American legal system now actively seeks non-court alternatives that produce mutually acceptable resolutions reflecting respect, cooperation and continuing relationships, rather than the "winner takes all" resolution in litigation. The professor will introduce conflict diagnosis and alternative disputes theories and processes to resolve conflicts. Students will apply conflict diagnosis and ADR methods to propose solutions to conflicts outlined in the textbook, news media, the workplace and personal experiences.

CR 310 3

Labor Relations

This course examines the employment relationship and the interrelated interests of management, workers, unions, and the public. The social and political bases of employment relationships, collective bargaining theory and practice, as well as the basic legal principles of labor relations are explored.

CR 312 3

Restorative Justice: Philosophy and Processes

This course provides an introduction to the fundamental principles and practices of restorative justice. Students will explore the roles and relationships of victims, offenders, community members and justice systems. Victim-impact panels, offender accountability, as well as prevention and control programming for youth violence will be examined.

PS/PH 330 3

Conflict and Cooperation

It is an unfortunate fact that in our increasingly populated world conflict between people appears all but

inevitable. While the world has recently witnessed the end of apartheid and the dismantling of the Berlin wall, the ethnic cleansing in Bosnia and Rwanda, the crackdown in Tiananmen Square, and the ongoing racial tension in the United States remind us that strife is still prevalent throughout the globe. In this course, therefore, we seek to answer Rodney King when he asks, "Can't we all get along?" The complexity of this inquiry requires an interdisciplinary perspective. Therefore, we will draw from work in ethics, sociology, and political science. Since the concerns with conflict are both timeless and universal, the course material will be taken from many ages and many cultures. Just some of the works we will address include the following: Hobbes's *Leviathan*; Plato's, *Crito*; Garver's, "On Violence"; Locke's, *Second Treatise of Civil Government*; the Declaration of Independence, and the documentary, "Commanding Heights". Specifically, we will focus on the concept of obligation and try to identify what kinds of obligations exist between individuals, between groups and individuals, and between a government and its citizens. Moreover, we will examine the unique interest of individuals, groups, and governments that lead them to ignore their obligations and thus engage in conflict. Finally, a clearer, understanding of the conditions of conflict will help us garner insight into globalization, terrorism as well as the world in which we can expect to live in the future.

LW/HS 410 3

Child and Family Law

This upper level interdisciplinary course will blend the disciplines of law, social science and human services. The course will familiarize the student with some of the basic concepts of child and family law and how these impact upon contemporary family life. Topics to be examined include marital relationships and cohabitation, the parent-child relationship, domestic violence, children as victims or perpetrators of crime, the rights and

responsibilities of minors, and the role and responsibilities of paralegals, law enforcement officers or helping professionals within the family law system. Several themes run throughout the course. These are:

- The ethical obligations and limitations of those working in the legal as well as helping professions
 - The legal constraints imposed upon those who work with children and families
 - The difference between the adversarial (legal) model, accusatorial model (law enforcement) and the helping (therapeutic) model
 - The inherent tension and conflicts that exists between the legal system, law enforcement and therapeutic interventions.
 - The role and application of alternative dispute resolution in the resolution of family conflicts
 - The role of mediation, conciliation and “collaborative divorce” will be covered, as alternative dispute models to traditional divorce proceedings.
- Prerequisite: Upper Division Status

CR 401 3
Negotiation Theory and Practice
 This course will familiarize students with negotiating principles and conflict resolution strategies. Course content includes: negotiation theory, tactics, and styles used during conflict resolution between individuals and/or groups from diverse backgrounds. Communication styles and the practice of non-violent responses will be explored, as well as the ethics in negotiation practices.
 Prerequisite: CR 301

CR 402 3
Mediation Theory and Practice
 This course offers an examination of contemporary approaches to the theory and practice of mediation. The legal and cultural context of mediation, strengths and limitations of mediation, and various problem-solving approaches to mediation and communication styles will be explored. The “stage process” of mediation as well as the ethical issues related to the

practice of mediation will be analyzed.
 Prerequisite: CR 301
CR 403 3
Facilitation and Consensus Building
 This course addresses the theory and practice of facilitation and consensus building. Group process theories, consensus-building models, and the role and function of group facilitators will be explored. Innovative consensus solutions to social problems and collaborative conflict management through the utilization of participative democracy are also examined.
 Prerequisite: CR301

CR 404 3
Senior Seminar
 As the departmental capstone course in Conflict Studies, the Senior Seminar has three main areas of emphasis. First, the seminar will challenge students to more fully integrate the knowledge, skills, and values learned in previous conflict studies coursework. Students will engage in a problem-based learning project in which they will assume the role of mediator, negotiator, and/or facilitator in a case study as their capstone project. Second, students will analyze their own conflict management and interactional styles in order to increase self-awareness and enhance their professional skills. The seminar format of this course will provide the opportunity for in-depth discussion and analysis of current issues of relevance in the field of conflict studies. The third purpose of the seminar is to facilitate the transition from the Hilbert environment to either employment or graduate education. Students will explore career and learning goals for the future and develop objectives to meet those goals. As part of that experience, students will conduct a professional job or graduate studies program search, investigate certification, professional memberships, and continuing education options. Students will prepare a professional portfolio to include a resume, references, cover letter, and/or writing samples.
 Prerequisite: Senior status, CR 301,

and one of the following: CR 306, CR308, CR 312

CR 405 3
Conflict Studies Internship
 CR 405 Internship may be taken as an elective in order to provide students the opportunity for relevant field experience. The Internship will require 120 field hours at a location to be determined by the student, faculty advisor, and agency providing the practicum experience. Students will register for CR 405 in a given semester and complete 120 field hours in no more than two consecutive sessions, i.e., 14 weeks. Oversight of the Internship shall be determined by the program chairperson.
 Prerequisite: Senior status, CR 301, and one of the following: CR 306, CR 308, CR 312

OD 350 3
Introduction to Organizational Development
 Organizations must change to survive in today’s rapidly changing global economy. From small family-owned businesses to billion-dollar corporations to non-profits, change is inevitable. This course introduces organizational development: the ability of organizations, large or small, to effectively, economically and strategically make changes to improve their “products.” The course explores the history, major trends, and ethical and professional issues in the organizational development field, while illustrating the OD practitioner’s analysis, data gathering, intervention processes and techniques, diagnosis and final recommended changes through readings, discussion postings, applied exercises, case studies and student research.

OD 360 3
Cultural Diversity: Ethnic and Racial Relations
 This course familiarizes the student with the backgrounds and lifestyles of ethnic and racial minority groups within the United States. The emphasis is on the diversity within and the

applied throughout the course. In addition to examining ethics at the personal and interpersonal levels, students will explore ways to develop and promote an ethical culture at the departmental and organizational levels (Transformational Leadership). Students will conduct an “ethical audit” of an organization with which they are familiar. Students will present a case study in an impartial manner and facilitate a discussion of the case.

OD 390 **3**
Budgeting and Finance

This course introduces financial and managerial accounting for non-accounting majors. Areas of study include financial statement compilation and analysis, financial accounting concepts and principles, and managerial cost concepts and application. The focus of the course will be on gaining understanding of why accounting information is vital for survival of any organization. Emphasis is on the use and interpretation of accounting data for decision-making purposes. It is designed to place the student in the shoes of the decision-maker, the manager.

OD 400 **3**
Social Responsibility and Sustainability Corporate Social Responsibility (CSR)

means that businesses and other organizations should be responsive to social problems in an increasingly interdependent global economy. The best “corporate citizens” use technical and social changes to treat employees like resources in a world where the gap between rich and poor widens daily. Sustainability focuses on organizational practices and policies, which protect the environment, build social equity, and improve employee work/life conditions while strategically and responsibly increasing profits and production. Case studies will illustrate pragmatic steps to achieve sustainability. Group projects will reinforce CSR and sustainability concepts and responsibilities of citizens –whether corporations, other organizations or individuals.

OD 410 **3**
Management Skills

Management Skills is a course that combines theories, self-assessment, and application of behavioral skills that are essential to successful leadership in the contemporary workplace. Specifically, the course will focus on developing a principled managerial philosophy, honing the skills that organizations have indicated are most critical for (and often lacking in) managers. The course will also explore the development of effective personal and professional habits. Finally, perspectives of significant authors and organizational leaders will be examined

OD 420 **3**
Human Resources

Case materials and contemporary theory are used to help define the role of the Human Resources Manager and develop the skills and perspectives necessary to function in this capacity. Topics will include employee training and development, selection, job evaluation, disciplinary cases, compensation programs, wage and salary administration, labor relations, federal regulation in the workplace, motivation, and safety and security.

OD 430 **3**
Management and Marketing

This course examines the essentials of Management and Marketing and explores their role in strategic planning. The entire strategic planning process will be explored in the context of contemporary management issues and cases. The course will also apply the decision-making models of management theory to the dynamic environment of marketing. Environmental scanning methods are studied as a basis for the determination of strategic planning within the corporate structure. The course incorporates case methodology into the comparison of new opportunities with an organization’s resources.

contributions made to our society by these groups. A variety of socio-cultural concepts (such as culture, race, ethnicity, cultural pluralism) and theories are covered to increase the student’s knowledge, awareness of, and understanding of the American cultural mosaic.

OD 370 **3**

Economic Issues: Local to Global
 The course introduces the forces, processes, and actors that shape economic globalization. This course will provide an introduction to the “economic way of thinking” and an understanding of the structure and function of a number of global institutions. We will examine several different schools of economic theory and thought, and learn several key economic concepts that will greatly aid in subsequent analysis; emphasis will be on macroeconomics, rather than microeconomics. We will also look at various economic phenomena and institutions that are prominent features of the US national economy and in the global economy. The course will begin with a brief introduction to economics in general, focusing on the most fundamental concepts and introducing the major schools of economic thought. This will be followed by a general description of national economies including unemployment, inflations, and the role of money as well as topics crucial to the understanding of subjects such as NAFTA, the EU, and the IMF. Central globalization topics, such as currency and trade issues, will form the final module.

OD 380 **3**
Ethical Decision Making

This course will approach ethics first from a general perspective and then examine the application of ethical principles through a broad range of contemporary case studies. Ethical concepts relevant to decision-making in the workplace will be examined. These concepts, including Egoism, Utilitarianism, and Categorical Imperative will be analyzed and then

OD 440 **3**
Nature of Work

Work, for many of us, is something we do, not something we think about. We may wonder whether our work is sufficiently stimulating, whether it brings in enough money, or whether it makes a difference in the grand scheme of things, but we don't often question what, in fact, work really is, and why we work in the first place.

This course will examine these critical questions and others, taking a philosophical, historical, sociological, and practical look at the nature of work and its role in our lives today. Prerequisite: Completion of 21 credits of OD specialty courses.

Graduate Programs

MCJA
Master of Criminal Justice
Administration

CC 500: **3**
Organization Theory and Management:

This course examines the nature and major trends of public administration, specifically in the nonprofit, criminal justice, and governmental sectors, as these sectors are understood within the context of a broad shift in governance, both in the US and internationally. The course aims to deepen student understanding of the nature of public administration and its organizations, using both theoretical and practical lenses to do so. Understanding the legitimacy and authority of these sectors to address collective problems requires inviting both management and policy practitioners to see the intersection between managerial practices and policy decisions and to connect the macro and micro dynamics of governance.

The course focuses heavily on the broad trends shaping the sector, predominantly in the United States, but making connections to international trends. The goal is for students-whether they are interested in policy, finance or management- to develop

their own "cognitive map" of their respective sector, so that they can identify and interpret key issues and challenges of sustainability experienced by stakeholders in their field, and consider their implication for practice. Classes will involve a mix of brief lectures; discussion based on readings and written assignments; and guest speakers.

CC 505: **3**
Introduction to Graduate Statistics: Correlation and regression analysis, probability and sampling theory, estimating population parameters, testing hypotheses. Familiarity with descriptive statistics assumed.

CC 510: **3**
Program Planning and Evaluation: Program and policy evaluation is an important means for policy makers, managers, and other stakeholders to learn about program and policy effectiveness and make judgments and decisions regarding those programs and policies. While evaluation evolved from the social sciences and uses many of the same research methodologies to inform users, the different purposes of evaluation mean that the planning and implementation of evaluations require perspectives and techniques different from those used in traditional research.

CC 515: Finance and Budgeting: At a broad level, the budget is the tool governments, not-for-profits, and public sectors use to transform policies and goals into outcomes, and it determines the extent to which these goals are achieved. At a more basic level, the budget specifies the allocation of resources among competing services and operations. Politically and financially the budget also manifests governance more than any other activity organizations engage in.

The purpose of this course is to introduce students to the intricacies of budgeting and related areas of fiscal administration, including

performance budgeting, budget development, budget implementation, internal controls, and cost analysis. The course will give students a basic understanding of the concepts and skills needed to perform these tasks and to evaluate both budget processes and documents. Budgeting is, in large part, a technical task that requires determining factors such as the cost of items, proper charges for services, and programmatic net effects.

CC 520: Policy and Political Analysis: The goal of this course is to provide a greater understanding of (1) the process by which public policies are formulated, decided on, implemented, and evaluated, (2) techniques of analysis appropriate for various policy issues, and (3) substantive policy issues facing us today.

Public policies will be examined, developed, and analyzed from three perspectives: the critic, the client, the consultant. Students will learn how to act as critics who identify strengths, weaknesses and logical inconsistencies in policy ideas and analyses. As clients, students will learn to manage policy studies that yield high quality and politically relevant information related to policy issues. As consultants, students will learn concrete tools to efficiently conduct and explain policy studies.

CC 599 **3**
Internship Experience:

The course will make available to students in the MCJA program an experiential learning opportunity combined with a research project in an appropriate agency setting. It is intended only for the students who have not yet achieved full time employment in their field. Unlike internships available at the undergraduate level, this course will require students to engage in critical evaluation of the workplace setting and to refine and enhance their own professional development skills. In the Criminal Justice Administration program, students may choose to

complete this course in lieu of one of the specialized area courses- CJ 650, CJ 660, or CJ 670.

CJA 601 3

Proseminar:

The purpose of this course is to introduce students entering the Masters program in Criminal Justice Administration to what is happening in both the professional field and in the academic discipline associated with this area of study, and to provide background which is essential for advanced study in this area. Topics will include the history, structure and functioning of the criminal justice system in the United States and selected other countries, and the ways in which mass media and political fluctuations influence the system. Attention will also be paid to the evolving managerial approach most often used by administrators in this field, and to the ethical dilemmas posed by social control efforts and research methodologies.

CJA 640 3

Research Methods in Criminal Justice:

This seminar will provide an intermediate level of study to the scientific method and to research designs as applied to problems of crime and criminal justice, and will provide an overview of tools available to those working and studying the field. It will survey such topics as problem conceptualization and formulation, sampling, measurement, experimental and quasi-experimental designs, survey research, interviewing, participant observation, unobtrusive measures, methods of data management and analysis, ethical concerns of research in criminal justice, and research planning. Consideration will also be paid to the research techniques emerging from the field of forensic psychology. Particular attention will be paid to the problems of interpreting research findings in a practical manner.

CJA 645 3

Nature and Causes of Crime:

This course will examine patterns and trends in crime and victimization within the United States, as well as diverse theoretical perspectives and individual theories that attempt to explain crime and delinquency. A multidisciplinary approach will be used that examines the underlying causes and consequences of crime. Biological, psychological, sociological, cultural, and political/radical theories will be critically examined, and recent developments in criminological approaches will be considered. Victimology will also be explored, as a field in its own right and as a significant and contributing source of deviant behavior. The extent to which both science and ideology help to shape the fields of criminology and victimology will be evaluated.

A basic knowledge of criminological theories is expected, along with a rudimentary understanding of statistics and the scientific nature of research methodology. Students lacking this background should prepare themselves by reading one of the many excellent undergraduate textbooks available.

CJA 650: Criminal Law and Courts:

Many are of the opinion that the criminal courts fail to properly punish and deter offenders. This view has been a popular topic among politicians, the electorate and critics of the American Justice System. This course will provide students with an understanding of what goes wrong and what is accomplished well. The course begins with an examination of the nature of criminal law, tracing its development within the U.S. legal system and exploring strengths and weaknesses. Legal procedures are then considered, along with the structure and functioning of the criminal court system and the roles of particular elements such as prosecution and defense. Particular attention will be paid to the decision making processes of those involved in the system, and to the jury system.

CJA 660 3

Policing in Contemporary Society:

This course will provide a close examination of the status and role of police and police institutions in contemporary American society, with the intent of critiquing the strengths and weaknesses of our present system and preparing students for the future. The historical evolution of these police organizations will be considered, along with the social forces and events which have been influential in shaping interaction between police and diverse communities. The legal status of police officers will be considered, along with the problems most frequently suffered by this group. Strategies of policing and police management will also be examined.

CJA 670 3

Penology:

The purpose of this course is to examine the history and practice of social control, and the theories which are associated with various approaches. The changes and development of correctional philosophy will be examined, including incarceration, diversion, and community based corrections. Public attitudes toward the treatment of offenders will be considered, along with the problems associated with reentry of this group into the community. Some attention will be paid to the problems associated with special populations, and the larger social, economic and political environment which shape policy decisions. While this is essentially a course in corrections, it must be highlighted that theory and research methodology will be emphasized.

CJA 680 3

Capstone Seminar:

The primary objective of this seminar is to integrate the concepts and knowledge presented throughout the curriculum of the CJA program. Students will have the opportunity to sharpen and test their analytic and critical thinking skills, and strengthen their research abilities by completing

a major project. The course will also serve as a forum for debate on some of the most critical issues facing criminal justice administrators today, and as a means of preparing students to become better leaders within their professions and in their communities.

Graduate Research Project:

In addition to fulfilling all core and major course requirements for the Master of Criminal Justice Administration, students are required to complete a graduate research project as a condition for graduation. The graduate research project is designed to help students apply classroom concepts and theories to practical issues and problems by framing the issue within the context of scientific research, and by developing information literacy lifetime learning skills.

The graduate research project steps and requirements are incorporated within graduate courses throughout the 18-month curriculum. The research project is embedded seamlessly within the curriculum (and not in one specific course). Each student is assigned a Faculty research mentor.

**Master's of Public Administration
MPA**

CC 500 3
Organization Theory and Management:
 This course examines the nature and major trends of public administration, specifically in the nonprofit, criminal justice, and governmental sectors, as these sectors are understood within the context of a broad shift in governance, both in the US and internationally. The course aims to deepen student understanding of the nature of public administration and its organizations, using both theoretical and practical lenses to do so. Understanding the legitimacy and authority of these sectors to address collective problems requires inviting both management and policy practitioners to see the intersection between managerial practices and

policy decisions and to connect the macro and micro dynamics of governance.
 The course focuses heavily on the broad trends shaping the sector, predominantly in the United States, but making connections to international trends. The goal is for students- whether they are interested in policy, finance or management- to develop their own "cognitive map" of their respective sector, so that they can identify and interpret key issues and challenges of sustainability experienced by stakeholders in their field, and consider their implication for practice. Classes will involve a mix of brief lectures; discussion based on readings and written assignments; and guest speakers.

CC 505 3
Introduction to Graduate Statistics:
 Correlation and regression analysis, probability and sampling theory, estimating population parameters, testing hypotheses. Familiarity with descriptive statistics assumed.

CC 510 3
Program Planning and Evaluation:
 Program and policy evaluation is an important means for policy makers, managers, and other stakeholders to learn about program and policy effectiveness and make judgments and decisions regarding those programs and policies. While evaluation evolved from the social sciences and uses many of the same research methodologies to inform users, the different purposes of evaluation mean that the planning and implementation of evaluations require perspectives and techniques different from those used in traditional research.

CC 515 3
Finance and Budgeting:
 At a broad level, the budget is the tool governments, not-for-profits, and public sectors use to transform policies and goals into outcomes, and it determines the extent to which these goals are achieved. At a more basic level, the

budget specifies the allocation of resources among competing services and operations. Politically and financially the budget also manifests governance more than any other activity organizations engage in.

The purpose of this course is to introduce students to the intricacies of budgeting and related areas of fiscal administration, including performance budgeting, budget development, budget implementation, internal controls, and cost analysis. The course will give students a basic understanding of the concepts and skills needed to perform these tasks and to evaluate both budget processes and documents. Budgeting is, in large part, a technical task that requires determining factors such as the cost of items, proper charges for services, and programmatic net effects.

CC 520 3
Policy and Political Analysis:
 The goal of this course is to provide a greater understanding of (1) the process by which public policies are formulated, decided on, implemented, and evaluated, (2) techniques of analysis appropriate for various policy issues, and (3) substantive policy issues facing us today. Public policies will be examined, developed, and analyzed from three perspectives: the critic, the client, the consultant. Students will learn how to act as critics who identify strengths, weaknesses and logical inconsistencies in policy ideas and analyses. As clients, students will learn to manage policy studies that yield high quality and politically relevant information related to policy issues. As consultants, students will learn concrete tools to efficiently conduct and explain policy studies.

CC 599 3
Internship Experience:
 The course will make available to students in the MPA program an experiential learning opportunity combined with a research project in an appropriate agency setting. It

is intended only for the students who have not yet achieved full time employment in their field. Unlike internships available at the undergraduate level, this course will require students to engage in critical evaluation of the workplace setting and to refine and enhance their own professional development skills. Students seeking a master's degree in Public Administration must receive permission from their faculty advisor.

MPA 625 **3**
Introduction to Public Administration: The purpose of this course is to introduce students, entering the Masters of Public Administration Program (MPA), to the discipline and profession of public service and administration. Graduate study in public service seeks to combine the insights from classics in the field with the best of contemporary experience, literature and research. It challenges each of us to examine and make a lasting commitment to the public service, to the solution of complex, exciting, and at times very perplexing problems that face our society today. It also challenges us to continue to learn, to participate on a continuing basis with colleagues in professional societies, and in doing so, to share our knowledge and experience with others.

This course begins, or for some students, builds on, these ideas; it provides an overview of the development, structure and sub-areas of specialization in public affairs. Major theories will be considered in areas such as budgeting, human resources management, public and non-profit management, policy analysis and ethics. We will discuss current issues and the political environment in which public servants function.

MPA 627 **3**
Human Resources Management: Designed for public and non-profit managers rather than human resource professionals, this course gives a broad overview of HR dynamics

and responsibilities. We'll begin by considering different approaches to HR and placing them within the overall context of the public sector and non-profit organizations. Then we'll cover basic personnel functions including recruitment, career development, performance appraisal, providing feedback and job design. Finally, we will explore current issues within personnel management, including diversity and identity at work and the role of unions. The course focuses on-developing human resources rather than the traditional notion of managing personnel. Its central theme is how HR policies and practices can enhance the learning and growth of individual employees, work teams and the whole organization, thereby ensuring high-level performance. We will emphasize practical application through case discussions and reflection on students' experiences at work and in school. While the course will focus on values-based organizations, it will draw on ideas and materials from the public, non-profit sectors.

MPA 631 **3**
Values and Ethics in Public Policy: The course is designed and delivered as an introduction to the concepts of values and ethics for professionals working in public service within the public sector. It introduces the basic ethical values of virtue, truth and justice and explores how these values translate into public/not-for-profit corporate values, ethical principles and ethical behaviors in the areas of public policy, politics and administration. The ethical responsibilities of leadership within the public sector are also emphasized.

MPA 632 **3**
Financial Resource Development: Students will have an opportunity to deepen their knowledge regarding the trends and outside forces which impact the not-for-profit world, especially in these difficult economic times. The course will focus on the "nuts & bolts" of grant writing, technology choices, and the ethical issues which may be

encountered. Included in this course will be a class on how to start a non-profit organization.

MPA 637 **3**
Marketing and Public Relations: This course is designed to provide a broad based understanding of the principles and practices of strategic marketing and public relations as well as their applicability to public and nonprofit organizations. It emphasizes the need for strategic planning in the marketing, not only of products, but also of programs and services. It is intended to enable public and nonprofit managers to manage their marketing efforts strategically. The course is designed to provide practical "hands on" experience as well as a base in marketing and public relations theory. Class participants will be required to develop and submit a strategic marketing/public relations plan for a particular service or program.

MPA 640 **3**
Research Methods in Public Administration: This course focuses on techniques most prevalent in the public and not-for-profit sectors and/or the public administration literature. Qualitative, quantitative and mixed methodology approaches are highlighted. Topics include how to write a research question, how to review existing literature, how to conceptualize variables and operationalize research, how to gather and analyze data, and how to report interpret and make recommendations from findings. This course requires active participation and interaction with public and/or not-for-profit organizations.

MPA 644 **3**
Capstone Seminar: Students begin preparing for this capstone course starting with their first course in the program. Beginning with that course and continuing through all their ensuing courses, students lay the foundation through reading, skills development and research for two

culminating capstone projects related to their job or professional field-one individual and the other collaborative.

The primary objective of the capstone course is to apply and integrate classroom learning achieved thus far to actual and/or otherwise relevant work situations.

Graduate Research Project:

In addition to fulfilling all core and major course requirements for the Master of Public Administration program, students are required to complete a graduate research project as a condition for graduation. The graduate research project is designed to help students apply classroom concepts and theories to practical issues and problems by framing the issue within the context of scientific research, and by developing information literacy lifetime learning skills. The graduate research projects steps and requirements are incorporated within the graduate courses throughout the curriculum. The research project is embedded seamlessly within the curriculum (and not in one specific course) and each student is assigned a Faculty research mentor.

Master's in Public Administration
Health Administration
MPA:HA

CC 500 **3**
Organization Theory and Management:
 This course examines the nature and major trends of public administration, specifically in the nonprofit, criminal justice, and governmental sectors, as these sectors are understood within the context of a broad shift in governance, both in the US and internationally. The course aims to deepen student understanding of the nature of public administration and its organizations, using both theoretical and practical lenses to do so. Understanding the legitimacy and authority of these sectors to address collective problems requires inviting both management and policy practitioners to see the intersection

between managerial practices and policy decisions and to connect the macro and micro dynamics of governance.

The course focuses heavily on the broad trends shaping the sector, predominantly in the United States, but making connections to international trends. The goal is for students-whether they are interested in policy, finance or management- to develop their own "cognitive map" of their respective sector, so that they can identify and interpret key issues and challenges of sustainability experienced by stakeholders in their field, and consider their implication for practice. Classes will involve a mix of brief lectures; discussion based on readings and written assignments; and guest speakers.

CC 510 **3**
Program Planning and Evaluation:
 Program and policy evaluation is an important means for policy makers, managers, and other stakeholders to learn about program and policy effectiveness and make judgments and decisions regarding those programs and policies. While evaluation evolved from the social sciences and uses many of the same research methodologies to inform users, the different purposes of evaluation mean that the planning and implementation of evaluations require perspectives and techniques different from those used in traditional research.

CC 515 **3**
Finance and Budgeting:
 At a broad level, the budget is the tool governments, not-for-profits, and public sectors use to transform policies and goals into outcomes, and it determines the extent to which these goals are achieved. At a more basic level, the budget specifies the allocation of resources among competing services and operations. Politically and financially, the budget also manifests governance more than any other activity organizations engage in.

The purpose of this course is to introduce students to the intricacies of budgeting and related areas of fiscal administration, including performance budgeting, budget development, budget implementation, internal controls, and cost analysis. The course will give students a basic understanding of the concepts and skills needed to perform these tasks and to evaluate both budget processes and documents. Budgeting is, in large part, a technical task that requires determining factors such as the cost of items, proper charges for services, and programmatic net effects.

CC 520 **3**
Policy and Political Analysis:
 The goal of this course is to provide a greater understanding of (1) the process by which public policies are formulated, decided on, implemented, and evaluated, (2) techniques of analysis appropriate for various policy issues, and (3) substantive policy issues facing us today.

Public policies will be examined, developed, and analyzed from three perspectives: the critic, the client, the consultant. Students will learn how to act as critics who identify strengths, weaknesses and logical inconsistencies in policy ideas and analyses. As clients, students will learn to manage policy studies that yield high quality and politically relevant information related to policy issues. As consultants, students will learn concrete tools to efficiently conduct and explain policy studies.

MPA 627 **3**
Human Resources Management:
 Designed for public and non-profit managers rather than human resource professionals, this course gives a broad overview of HR dynamics and responsibilities. We'll begin by considering different approaches to HR and placing them within the overall context of the public sector and non-profit organizations. Then we'll cover basic personnel functions including

recruitment, career development, performance appraisal, providing feedback and job design. Finally, we will explore current issues within personnel management, including diversity and identity at work and the role of unions. The course focuses on developing human resources rather than the traditional notion of managing personnel. Its central theme is how HR policies and practices can enhance the learning and growth of individual employees, work teams and the whole organization, thereby ensuring high-level performance. We will emphasize practical application through case discussions and reflection on students' experiences at work and in school. While the course will focus on values-based organizations, it will draw on ideas and materials from the public, non-profit sectors.

MPA 630 3
Health Care Administration:
 This course brings together students with a wide range of backgrounds and experiences as consumers, providers within healthcare organizations and policy makers to critically examine the organizational and management concepts that influence planning and decision-making. The emphasis is on studying the various forms of health organizations as well as administrative behaviors used in adaptation and policy development.

MPA 634 3
Capstone Seminar:
 Students begin preparing for this capstone course starting with their first course in the program. Beginning with that course and continuing through all their ensuing courses, students lay the foundation through reading, skills development and research for two culminating capstone projects related to their job or professional field-one individual and the other collaborative.

The primary objective of the capstone course is to apply and integrate classroom learning achieved thus far to actual and/or otherwise relevant work situations.

MPA 635 3
Managerial Epidemiology and Statistics:
 The course will provide students with an overview of epidemiologic principles and how these principles can be applied to healthcare administration/management functions. As public administration becomes evidence- and population-based, it becomes critical to understand the impact of disease on populations of people in a service area.

MPA 636 3
Culture of Health Care:
 This course explores the impact of culture on health, and in development of culturally appropriate interventions for communities. It will build on epidemiological concepts and apply anthropological methodologies to understanding the impact of culture on health status, service utilization, and cultural conflicts between health care providers and members of ethnic communities.

MPA 637 3
Marketing and Public Relations:
 This course is designed to provide a broad based understanding of the principles and practices of strategic marketing and public relations as well as their applicability to public and nonprofit organizations. It emphasizes the need for strategic planning in the marketing, not only of products, but also of programs and services. It is intended to enable public and nonprofit managers to manage their marketing efforts strategically.

The course is designed to provide practical "hands on" experience as well as a base in marketing and public relations theory. Class participants will be required to develop and submit a strategic marketing/public relations plan for a particular service program.

MPA 640 3
Research Methods in Public Administration:

This course focuses on techniques most prevalent in the public and not-for-profit sectors and/or the public administration literature. Qualitative, quantitative and mixed methodology approaches are highlighted. Topics include how to write a research question, how to review existing literature, how to conceptualize variables and operationalize research, how to gather and analyze data, and how to report interpret and make recommendations from findings. This course requires active participation and interaction with public and/or not-for-profit organizations.

MPA 642 3
Health Care Law and Ethics:
 This course addresses legal and ethical issues frequently encountered by health care managers. Topics include the constitutional basis for government support of health care services and constraints that the law and regulatory structures impose on the health care industry. Bioethical theory, policy formulation, and decision making in the professional setting are also included. Specific issues discussed are the right to health care, allocation of scarce resources, choices regarding death, liability of health care providers, and governing board and medical and health care staff responsibilities.

MPA 644 3
Capstone Seminar:
 Students begin preparing for this capstone course starting with their first course in the program. Beginning with that course and continuing through all their ensuing courses, students lay the foundation through reading, skills development and research for two culminating capstone projects related to their job or professional field-one individual and the other collaborative.

The primary objective of the capstone course is to apply and integrate classroom learning achieved thus far to actual and/or otherwise relevant work situations.

Administration

Dr. Cynthia Zane
President

BS, Saint Xavier College; MS, Rush University; Ed.D, Northern Illinois University

Dr. Christopher Holoman
Provost, Vice President for Academic Affairs
Tenured Professor, Political Science
BA, University of North Carolina-Chapel Hill; MA, PhD, University of Chicago

Richard J. Pinkowski, Jr.
Vice President for Business/Finance
BBA, University of Notre Dame;
MSBA, Indiana University;
CPA, State of Indiana

Peter S. Burns
Vice President for Enrollment Management
BS, Northeastern University
MA, Saint Bonaventure University

Gregg Fort
Vice President for Institutional Advancement
BA, Austin College
MPA, Mississippi State University
Denise M. Harris
Vice Provost for Student Engagement
BS, SUNY Fredonia, MA, Bowling Green State University

James P. Sturm
Vice Provost for Leadership Development
BS, State University of New York College at Fredonia; Ed M, State University of New York at Buffalo

Michael A. Murrin
Vice President for Information Services
BS, MBA, University of Sarasota

Barbara Bonanno
Director of Mission Integration and Campus Ministry
BA, D'Youville College; MLS, State University of New York at Buffalo

ACADEMIC ADMINISTRATION

Katherine A. Munroe
Executive Director for Student Success and Retention
BA, Daemen College,
MS Ed, St. Bonaventure University

Charles Ernst
Tenured Professor, Arts and Sciences Division, Director, Center for Excellence in Learning,
BA, Muhlenberg College; MA, PhD, University of Pennsylvania

Ron W. Eskew
Professor, Psychology
Director Institutional Research and Assessment
BS, Oklahoma State University; MS, PhD, Purdue University

ADULT AND GRADUATE STUDIES PROGRAM

Walter Iwanenko
Dean, Graduate Studies Program
BS, MS D'Youville College
Ph.D. State University of New York at Buffalo, School of Medicine
School Administrator/Supervisor
Kim Chiarmonte
Director of the Center for Adult and Graduate Studies
BS, MA, Medaille College

ADMISSIONS

Justin Rogers
Director of Admissions
BS, The College at Brockport, NY
MS, The College at Brockport, NY

Jeanette Delaney
Assistant Director of Admissions
BS, Hilbert College
MSED, St. Bonaventure University

Beth Dragone
Admissions Counselor
BA, Mercyhurst College

Erin Edwards

Admissions Counselor
BS, Hilbert College
MSED, St. Bonaventure University

Kathleen Wengrzycki
Admissions Secretary
AAS, Niagara County Community College

MARKETING

Ian Gattie
Art Director
BA, Daemen College

ACADEMIC SERVICES

Michele Sojda
Director, Academic Services
BS, State University College of New York at Brockport; Ed. Cert. State University of New York at Buffalo

Debbie Dimitrovski
Assistant Director, Academic Services
AA, Villa Maria College
BA, State University of New York at Buffalo, MAT, Saint Bonaventure University

Michael Lukaisk
Adjunct Instructor, English, Writing Coordinator
BA, State University of New York College at Buffalo

STUDENT FINANCE

Beverly Chudy - Szczur
Director of Student Financial Aid
BA, Canisius College

Julie Lanski
Director of Student Financial Services
AAS, Bryant & Stratton;
BS, D'Youville College

Kelly Canaski
Business System Analyst
BS, Hilbert College; MBA, St. Bonaventure University

Suna Combs
Student Finance Counselor
BS, State University College of New

York at Buffalo; MS, St. Bonaventure University

Yolanda Gatewood
Student Finance Counselor
BA, Medaille College, MS, State University of New York at Buffalo State College

Elaine Szczepanski
Student Finance Counselor
BS, D'Youville College

Julie Banach
Student Finance Technician
AOS, Bryant & Stratton

Cindy Claar
Student Finance Technician

COMPUTER SERVICES

Jenna Dulak
Web Manager, Distance Learning Coordinator
BS, Hilbert College; MA, St. Bonaventure University

Angela Grann
Database Developer
AAS & BS Hilbert College

Derise Hedges
Database Administrator/Developer
BA, Canisius College

Matthew E. Holmes
Network Administrator
AAS, BS, Hilbert College;
MBA, St. Bonaventure University

Robert Pawelski
Coordinator of Information Technology
AAS, Erie Community College;
BS, Houghton College

Eric Press
Network Specialist
AAS, Hilbert College
BT, State University of New York : Cobleskill

STUDENT RECORDS

Caprice Arabia

Registrar
MBA, and BS Walden University;
AAS, Herkimer County Community College

Patsy Wilson
Student Records Clerk
BS, Indiana University

STUDENT ENGAGEMENT TEAM

Phyllis K. Dewey
Director of Counseling
AA, Erie Community College; BA, State University of New York at Fredonia; MS Ed, St. Bonaventure University
New York State Licensed Mental Health Counselor

Tara Jabbaar - Gyambrah
Director of Multicultural Affairs
Ph.D., University at Buffalo

Director of Student Activities
TBD

Kathleen Martoche
Director of Career Counseling
BA, Canisius College
MS, Canisius College

LEADERSHIP DEVELOPMENT TEAM

Ashley Goodwin
Assistant Director of Residence Life and Judicial Affairs
AAS, Erie Community College; BA, MS, Buffalo State College

Bridget Hodges
First-Year Counseling Specialist, Title III
BA, SUNY College at Buffalo
MS, SUNY College at Buffalo
Jason Lanker
Director of Residence Life and Judicial Affairs
BA, Indiana University, MA, University of Southern Indiana

Barbara DeLaRosa
Administrative Assistant
AAS, BS, Hilbert College

ATHLETICS

John Czarnecki
Director of Intercollegiate Athletics
BS, SUNY Potsdam
MS, SUNY Cortland

Rob deGrandpre
Assistant Athletic Director
Head Men's Basketball Coach
BS, Brockport State; MS Brockport State

Kara Rehbaum
Assistant Athletic Director
BA, Canisius College

Julia Decker
Women's Lacrosse Coach
BS Brockport State College

Jeff Panik
Men's Soccer Coach
BA Walsh University

Kelly Starchok
Women's Soccer Coach
BA University of Buffalo
MS, Canisius College

CAMPUS SAFETY

Matthew Schamann
Director of Campus Safety
AA, BS Hilbert College, MS, St. Bonaventure University

INSTITUTIONAL ADVANCEMENT

Victoria Felser
Development Associate
BA, Hilbert College

Associate Vice President for Development
TBD

Matt Heidt
Public Relations and Media Coordinator
BA, SUNY Oswego
MS, Canisius College
Engagement Officer for Alumni and

Events
TBD

Deanna Messinger
Engagement Officer for Annual and
Special Giving
BA, Nazareth College

Audry Weronski
Database Administrator and Prospect
Research Coordinator
AAS, BS, Hilbert College;
MBA, St. Bonaventure University

LIBRARY

Will Prout
Director of the McGrath Library
BA, English Lit., BA, History, MLS State
University of New York at Buffalo, MA,
European History, State University of
New York College at Buffalo

Charles Chiesi
Electronic Resources and Systems
Librarian/Periodical Librarian
BA, Fordham University; MLS, State
University of New York at Buffalo

Colleen Dippold
Public Services and Library Instruction
Coordinator
AA, Erie County Community College;
BA, Hilbert College; MLS, State
University of New York at Buffalo

Kristina Kopp
Assistant Librarian for Public Services
BA, Hilbert College, MA, State
University of New York College at
Buffalo, MLS State University of New
York at Buffalo

Elizabeth Wandersee
Information Literacy Coordinator/
Reference Librarian
BA, State University of New York at
Buffalo; MLS, State University of New
York at Buffalo

BUSINESS/FINANCE

Anthony G. Wiertel
Assistant Vice President for
Business/Finance

AAS, Hilbert College; BS, D'Youville
College; MBA, Canisius College

Maia Kapuszcak
Payroll Benefits Coordinator
AAS, Hilbert College

Maura Flynn, PHR
Director of Human Resources
BS, State University of New York at
Buffalo

Mary King
Coordinator of Accounts Payable
BS, State University of New York at
Geneseo

BUILDINGS AND GROUNDS

Gary Dillsworth
Superintendent of Physical Plant
Operations
BA, Cedarville College

Faculty

ACADEMIC DEPARTMENT CHAIRPERSONS

Wendy B. Edson
Tenured Professor,
Chairperson,
Professional Studies Division
BA, University of Connecticut; MLS,
University of Rhode Island

Martin S. Floss
Chair of the Graduate Program in
Criminal Justice Administration,
Professor, Criminal Justice
AS, Erie Community College; BS, MS,
State University College of New York
at Buffalo; PhD, Rutgers University;
Federal Monitor Buffalo Police
Department

Walter Iwanenko
Dean, Graduate Studies Program
BS, MS D'Youville College
Ph.D. State University of New York at
Buffalo, School of Medicine
School Administrator/Supervisor

Edward Qualey
Associate Professor, Chairperson,
Criminal Justice Studies Division
AA, Hilbert College; BS, State University
College of New York at Buffalo; MS,
Canisius College
New York State Police – Sergeant/
Station Commander (ret.)
President's Medal recipient 2001

James Golden
Chairperson, Social Sciences Division,
Professor, Psychology/Social Sciences
PhD, State University of New York at
Albany

Amy E. Smith
Tenured Professor, English
Director of Honors, Chairperson, Arts
and Sciences Division
BA, Allegheny College; MA, PhD, State
University of New York at Buffalo

FACULTY: FULL-TIME

Sandra Augustine
CPA, CFE, Professor Accounting
Department
BS, Canisius College; MS Taxation,
Golden Gate University

John T. Babi
Associate Professor, Assistant
Chairperson, Criminal Justice,
Assistant Chairperson, Criminal
Justice/Forensic Science Division
BS, MS Ed, Niagara University
United States Probation Service –
Deputy Chief (ret.)

Linda Bernstein
Professor, Business
Administration Department, Assistant
Chairperson, Professional Studies
Division
BA, MS Ed, Niagara University; MBA,
Canisius College

Denise Brill
Professor, Mathematics, Assistant
Chairperson, Arts and Sciences
Division
BS, MS, State University College of

New York at Buffalo

Joan Crouse

Professor, History

BA, MA, PhD, State University of New York at Buffalo

John P. Culhane, Jr.

Assistant Professor, Criminal Justice

BA, Saint John Fisher College; JD, St. Mary's School of Law

Federal Bureau of Investigation-

Special Agent (ret.)

Daniel Culver

Assistant Professor, Criminal Justice

AAS, Genesee Community College; BS,

Empire State College;

MS, University of Cincinnati

John G. D'Amico

Professor, Business Administration

BS, Canisius College; MA, State

University of New York at Buffalo

Michael Degnan

Tenured Professor, English

BA, State University of New York at

Buffalo; MA, State University of New

York College at Fredonia; MA, PhD,

State University of New York at Buffalo

Taylor Doherty

Associate Professor, Theater

BA, Hilbert College; MAH, State

University of New York at Buffalo

Yvonne M. Downes

Professor, Criminal Justice, BA, MA,

PhD, State University of New York at

Buffalo

Raymond E. Ernst

Adjunct Instructor, Forensic Science/

Crime Scene Investigation MS,

SUNY Albany, BA, SUNY Institute of

Technology

New York State Police, Forensic

Identification Unit-Investigator. (ret.)

Kathryn Regan Eskew

Associate Professor, Human Services

Department

BS, MS, Syracuse University, CRC, NCC

Meredith J. Ezak

Assistant Professor, Science

BS, MS, Buffalo State College, PhD,

State University College of New York at

Buffalo,

Chris Gallant

Assistant Professor

Digital Media and Communication

Studies

BS, State University College of New

York at Buffalo;

MFA State University of New York at

Buffalo

Erika Gault

Assistant Professor, Social Sciences

BA, New York University, MA, Colgate

Rochester Crozer Divinity School

Marne A. Griffin

Associate Professor, English

AA, Hilbert College; BS, MA, Slippery

Rock University

Kushnood Haq

Professor, Global Business

BS, Canisius College; MBA, St.

Bonaventure University; PhD, State

University of New York at Buffalo

Patrick Heraty

Professor, Business Administration

BS, Marquette University; MS, MBA,

Canisius College

Mary Ann Hobar

Associate Professor, Assistant

Chairperson Forensic Science/Crime

Scene Investigation

AA, Hilbert College; BS, Hilbert College;

MS, State University College of New

York at Buffalo

Town of Orchard Park Police

Department – Patrol Lieutenant (ret.)

Anthony D. Hughes

Professor, English

BA, MA, PhD, State University of New

York at Buffalo

Herb Kauderer

Associate Professor, English

BA, MA State University College of New

York at Buffalo, MFA Goddard College

Andrew Kolin

Professor, Political Science

BA, Lehman College, City University

of New York; MA, PhD, City University

Graduate Center

Colleen Kumiega

Assistant Professor, Human Services

AAS, BS, Hilbert College; MS, Canisius

College

Julie Kusmierz

Professor, Human Services, Assistant

Chairperson, Social Sciences Division

BA, D'Youville College; MSW, PhD,

State University of New York at Buffalo

Jenelle Lukasik

Assistant Professor, Mathematics

BA, Canisius College, MA, State

University College of New York at

Buffalo

Carol Nowak

Associate Professor, Psychology

BA, Canisius College; MA, PhD, Wayne

State University

Carraugh Reilly Nowak

Assistant Professor, Forensic Science/

Crime Scene Investigation

BS, State University of New York at

Buffalo; MFS George Washington

University

Erie County Medical Examiner's Office-

Supervising Medical Investigator (ret.)

Deborah Palumbo

Assistant Professor, Mathematics

BS, State University College of New

York at Buffalo; MS, Canisius College

Mark Paoni

Assistant Professor, Criminal Justice

BS, Syracuse University; MS, Roberts

Wesleyan College; EdD, University of

Rochester

Kathleen R. Pierino

Associate Professor, Criminal Justice

BS, MS, State University College

of New York at Buffalo, PhD, State

University of New York at Buffalo

New York State Police – Investigator/

Sergeant (ret.)

Edward A. Pristach

Tenured Professor, Psychology
BA, PhD, State University of New York
at Buffalo

Daniel Roland
Professor, Accounting/Business
Administration
BS, MS, State University College
of New York at Buffalo; MBA, St.
Bonaventure University

Sharon Sisti
Associate Professor, Social Sciences
BS, State University of New York
College at Fredonia; MSW, State
University of New York at Buffalo

W. Gordon Snow
Tenured Professor, Liberal Studies
BA, Hampshire College; MA, PhD, State
University of New York at Buffalo
Roger E. Stone
Professor, Legal Studies Department
BA, State University of New York at
Plattsburg; JD, State University of New
York at Buffalo Law School

Mark D. Thrasher
CPA, Assistant Professor, Accounting
Department
BS, State University of New York
College at Fredonia; JD, Concord Law
School, L.L.M., Criminal Law, State
University of New York at Buffalo Law
School

Donald Vincent
Associate Professor, Digital Media and
Communication Studies
BA, Geneseo College; MA, State
University of New York at Buffalo, PhD
State University of New York at Buffalo

Megan Burke Witzleben
Professor, English
BA, Georgetown University, MA State
University of New York at Buffalo;
M.Phil., PhD, Fordham University

Donna Zimpfer
Assistant Professor,
Criminal Justice
AA, Jamestown Community College;
BS, Hilbert College; MS, State
University College of New York at
Buffalo;

New York State Department of
Correctional Services, Lakeview
Incarceration Facility – Correctional
Officer/Drill Instructor

FACULTY: PART-TIME

Earleen Adamson
Adjunct Instructor, Criminal Justice
AAS, Erie Community College; BS, State
University of New York at Buffalo; MS,
University of Cincinnati
NYS Dept. of Corrections–Sgt.

Ed Barszcz
Adjunct Instructor, Mathematics
BS, State University of New York at
Buffalo; MA, West Virginia University;
EdD, State University of New York at
Buffalo

Bradley J. Bartram
Adjunct Instructor, Computer Security
& Information Assurance Department
BS, Hilbert College

Fred Becker
Adjunct Instructor, Criminal Justice
AAS, Erie Community College; BS,
State University College of New York
at Buffalo; MA, John Jay College of
Criminal Justice;
Rite Aid Corp. - Manager, Loss
Prevention

Thomas Becker
Adjunct Instructor, Graduate Studies
MS, BS, State University College at
Buffalo

Robert M. Beuler
Adjunct Instructor, Criminal Justice
BS, State University of New York at
Buffalo; MS, Canisius College;
Baker Victory Services-Administrator
(ret.)

Cindy Bleasdale
Adjunct Instructor, Accounting
BS, Hilbert College; MBA, St.
Bonaventure University

Michael Bonilla
Assistant Professor, Spanish

BS, State University of New York at
Buffalo; M Ed, State University College
of New York at Buffalo

Erica J. Boyce
Adjunct Instructor, Criminal Justice
BA, Niagara University; MCJ, University
of Colorado;
Community Educator, Erie County
Counsel for the Prevention of Alcohol
and Substance Abuse.

Patrick Boyle
Adjunct Instructor, English
BA, State University of New York at
Buffalo

Charlene Brumley
Adjunct Instructor, Conflict Studies &
Dispute Resolution
BS, Buffalo State College; MA, Antioch
University

Robert Campo
Adjunct Instructor,
B.A. Johns Hopkins University EdD,
D'Youville College; Ed.M. State
University of New York at Buffalo; J.D.,
Case Western Reserve University Law
School;

Robert L. Cannata
Adjunct Instructor, Human Services
AA, Erie Community College; BS,
Empire State College; MS, State
University of New York at Buffalo

Cindy Chandler, Esq.
Adjunct Instructor, Legal Studies
AAS Rockland Community College BA,
University of Albany
JD, Albany Law School

Erin N. Chapman
Adjunct Instructor
BA, Ohio University
MS, Mercyhurst College;

Claudia C. Childs
Adjunct Instructor, Criminal Justice
BS, Hilbert College; MS, Roberts
Wesleyan,
Captain, Buffalo Police Department
(ret.)

Charles D. Clark, Jr.

Assistant Professor, Business Administration
BS, MBA, State University of New York at Buffalo

Michael Colquhoun
Adjunct Assistant Professor
BA, MFA, PhD, State University of New York at Buffalo

Patrick Crotty
Adjunct Instructor, Business
BA, MA, St. John Vianney Sem.,
MS, American University

Kevin Cunningham
Adjunct Instructor, Physical Education
BA, State University of New York at Buffalo

Michael Curry
Adjunct Instructor, Biology
BA, Canisius College, D.P.M., Ohio College of Podiatric Medicine

William C. Curtin
Adjunct Instructor, Criminal Justice
BS, Canisius College; JD, State University of New York at Buffalo
School of Law, New York State Police Investigator (ret.)

Mary Dedrick
Adjunct Instructor, Physical Education
BA, State University of New York College at Oswego; MS, University of Massachusetts

Angela M. Demerle, Esq.
Adjunct Instructor, Legal Studies
BA State University of New York at Buffalo, MLS University of Pittsburgh, JD, West Virginia University College of Law

Karen Dillon
Adjunct Instructor, Human Services
BS, State University College of New York at Buffalo; MSW,
State University of New York at Buffalo

Arnold Discipio
Adjunct Instructor, Criminal Justice
BA, Gannon University; MS, Canisius College,
Erie County Central Police Training

Academy Coordinator (ret.)

Edward J.P. Drabczyk
Adjunct Instructor, Criminal Justice
AAS, Genesee Community College; BS,
State University College of New York at Buffalo

Albright Knox Art Gallery – Director of Security (ret.)

Kenneth Duszynski
Adjunct Instructor, Psychology
BA, Canisius College; M.Ed., State University of New York at Buffalo

Darcie A. Falsoni, Esq.
Adjunct Instructor, Legal Studies
BA, Canisius College
JD, State University of New York at Buffalo, School of Law

Jennifer Flannery, Esq.
Adjunct Instructor, Legal Studies
BA, State University of New York at Binghamton; JD, State University of New York at Buffalo, School of Law

Scott Folster
Adjunct Instructor, Forensic Science/
Crime Scene Investigation New York State Police Computer Crime Unit- Investigator

Lenora Foote
Adjunct Instructor
BS, Canisius College; JD, State University of New York at Buffalo

Mark Garrison
Adjunct Instructor, Graduate Studies
BA, MA, PhD, State University of New York at Buffalo

Joseph A. Giacobbe, Adjunct Instructor, Graduate Studies
BS, State University of New York College at Buffalo; MPA, John Jay College of Criminal Justice

Gregg Haas
Adjunct Instructor, Forensic Science/
Crime Scene Investigation
AAS, Erie Community College
Town of Amherst Police Department
Detective and Sergeant, (ret.)

Martin W. Hamann
Adjunct Instructor, Psychology
BA, St. John Vianney Seminary
MA, The Catholic University of America;
M. Div.; MSW, State University of New York at Buffalo;

William Haslinger
CFE, Associate Professor, Computer Security & Information Assurance Department
BS, MBA, Canisius College

Patrick Healy
Adjunct Instructor, Management Information Systems
BS, Hilbert College

Sarah Henderson
Adjunct Instructor, Art History
BA, University of Wisconsin at Madison; MA University of Michigan at Ann Arbor

Bonnie Hogan
Adjunct Associate Professor, English
BS, MS, State University College of New York at Buffalo

Paul Jackson
Adjunct Instructor, Criminal Justice
AA, Erie Community College; BS, State University of New York Empire College; MBA Medaille College,
New York State Police Senior Investigator (ret.)

Wendy L. Januchowski
Adjunct Instructor
AS, Erie Community College;
BS, Hilbert College;
MSED, St. Bonaventure University

Julia A. Kress
Adjunct Instructor
AS, Erie Community College; BS, State University of New York at Buffalo

Craig Koval
Adjunct Instructor, Legal Studies
BS, Ithaca College

Lisa Lograsso
Adjunct Instructor, Mathematics
AAS, Hilbert College; BS,
MS, Canisius College

Sr. Conchetta LoPresti
Adjunct Instructor
BS, California University of
Pennsylvania; MS Duquesne University;
M.Ed. University of Pittsburgh,

Michael Lukaisk
Adjunct Instructor, English, Writing
Coordinator
BA, State University of New York
College at Buffalo

David Lukow
Adjunct Instructor
BA, MS, Canisius College;
JD, State University of New York at
Buffalo

Jason Luna
Adjunct Instructor, Criminal Justice BS,
Hilbert College; JD, State University
of New York at Buffalo School of Law,
Attorney

Amy Lupiani
Adjunct Instructor, Criminal Justice
AS, Munroe Community College; BA,
State University of New York at Albany;
MS, State University College at Buffalo;
JD, ML, State University at Buffalo Law
School,
Practicing Attorney

Steve MacMartin
Adjunct Instructor, Computer Security
& Information Assurance
BS, Universitatis Santrti-Laurentii

Charlene M. Mahony
Adjunct Instructor, Criminal Justice
BS, State University College at Buffalo
New York
NY State Police Sergeant, (ret.)

John Manth
Adjunct Instructor, Criminal Justice
AAS, Niagara County Community
College; BA University of Maryland; MA,
State University College of New York
at Buffalo- Erie I Board of Cooperative
Educational Services – Criminal Justice
Teacher

Douglas Marky
Adjunct Instructor, Legal Studies

BA, JD, State University of New York at
Buffalo

Erin McCarthy
Adjunct Instructor, Criminal Justice
AA, Erie Community College; BS, MS,
State University College of New York at
Buffalo
Buffalo Police Department-Officer

Tracy S. Martin
Adjunct Instructor, Criminal Justice
BS, Canisius College
MS, University of Florida

Neil McGillicuddy
Adjunct Instructor, Conflict Studies &
Dispute Resolution
BA, MA, Ph.D., State University of New
York at Buffalo

Thomas P. McNulty
Adjunct Instructor, Graduate Studies
BS, MS, Florida State University

Michael Melton
Adjunct Instructor, Forensic Science/
Crime Scene Investigation
FBI National Academy;
Town of Amherst Police Department,
Special Services Unit, Captain/
Commander (ret.)

David T. Merrell
Adjunct Instructor
BS, MBA, State University of New York
at Buffalo

Kathleen Miller
Adjunct Instructor, Sociology
BA, MA, PhD, State University of New
York at Buffalo

John Moffat
Adjunct Instructor, Rehabilitation
Services
BA, State University of New York at
Buffalo; MS, State University College of
New York at Buffalo

Deborah Mogavero
Adjunct Instructor, Forensic Science/
Crime Scene Investigation
BS, Hilbert College, MS, Daemen
College

Craig Moore
Adjunct Instructor, Forensic Science/
Crime Scene Investigation
AA, Niagara College, Welland Ontario
Canada; BS, Hilbert College;
Niagara Regional Police, Ontario
Canada, Forensic Services Unit-
Detective Constable

Joseph Mordino
Adjunct Instructor, Criminal Justice
BA, LeMoyne College; JD, State
University of New York at Buffalo,
Erie County District Attorney's Office-
Prosecutor (ret)

Catherine E. Nagel, Esq.
Adjunct Instructor, Legal Studies
BA, State University of New York at
Buffalo; JD, State University of New
York at Buffalo, School of Law

Bradford Nelson
Adjunct Instructor
BS, State University of New York
College at Fredonia; MS, George
Washington University

Paula Newcomb, Esq.
Adjunct Instructor, Legal Studies
BA, St. Bonaventure University, JD,
University at Buffalo Law School

Sandra A. Newton
Adjunct, Mathematics
BA, State University College of New
York at Buffalo; MA, State University of
New York at Buffalo

George Nicholas
Adjunct Instructor, Religious Studies
BS, Ohio State University; MS, State
University of New York at Buffalo; MD,
Colgate Rochester Divinity School

Daniel Nickolai
Adjunct Instructor, Sociology
BA, MA, State University of New York at
Buffalo

John R. Nuchereno, Esq.
Adjunct Instructor, Legal Studies
BS, State University of New York at
Buffalo; JD, Louisiana State University
School of Law

Lynn O'Connor
Adjunct Instructor, Business
Administration,
BS, MBA, Canisius College

Heather Okoro
Adjunct Instructor
BA, JD, State University of New York at
Buffalo

Sam Palmiere
Adjunct Instructor, Criminal Justice
Director, Institute of Law and Justice
BS, State University College of New
York at Buffalo
US Attorneys' Office-Liaison Officer
Town of Tonawanda-Chief of Police
(ret.)

Patrick Pascall
Adjunct Instructor, Criminal Justice
AA, Hilbert College; BS, Houghton
College; MMAS, School of Advanced
Military Studies,
Buffalo Police Department Chief/South
District

Patricia Patronik
Adjunct Instructor, English
MA, Canisius College

Scott Patronik
Adjunct Instructor, Computer
Security and Information Assurance
Department
BS, State University College of New
York at Buffalo; MS, James Madison
University

Barbara A. Piazza
Adjunct Instructor, Adult Degree
Completion
BA, JD, State University of New York at
Buffalo

Michael Pliszka
Adjunct Instructor, Criminal Justice
AAS, Erie Community College; BS,
State University College of New York at
Buffalo; MSW, State University of New
York at Buffalo, CSW
Erie County Sheriff's Department,
Chief of Patrol (ret.)

Brian R. Poliner
Adjunct Instructor, Adult Degree

Completion
BA, MS, Duquesne University
MPA, Hilbert College

Mark Popiel
Adjunct Instructor, Legal Studies
BA, Brock University, JD State
University of New York at Buffalo

Mary-Diana Pouli
Adjunct Instructor,
BS, State University of New York at
Buffalo; MPA, Canisius College;
PhD, Walden University

Christopher A. Puckett
Adjunct Instructor, Forensic Science/
Crime Scene Investigation, New York
State Police Academy Crime Scene
Investigative Unit Investigator (ret.)

Richard Qualey
Adjunct Instructor, Criminal Justice
AA, Hilbert College, BS, State University
College of New York at Buffalo; MS, St.
Bonaventure University;
New York State Police – Investigator/
Sergeant

Colleen M. Rahill-Beuler
Adjunct Instructor, Criminal Justice
BS, State University College of New
York at Buffalo; MS, Millersville State
College
U.S. Probation Service – Senior Officer
Sentencing Guidelines Specialist (ret.)

Joseph Rath
Adjunct Instructor, Criminal Justice
BA, St. Bonaventure University;
Homeland Security (ret.)

Brian Reed
Adjunct instructor, Adult Degree
Completion
BA, University of Tampa; MA, University
of South Florida;
PhD, University of Alabama

Michael K. Reilly
Adjunct Instructor, Conflict Studies &
Dispute Resolution
BA, Canisius College; Certified
Facilitator, Internal Revenue Service

John Reinholz

Adjunct Instructor, Criminal Justice
BS, Houghton College; MA, State
University of New York at Albany New
York State Police-Investigator (ret.)

Paul Rokitka
Adjunct Instructor, Mathematics
BS, MS, State University College of
New York at Buffalo

Helen Rosati
Adjunct Instructor, English
BA, State University of New York at
Buffalo

Anthony SanGiacomo
Adjunct Instructor, Business and
Criminal Justice
BSW, State University College of New
York at Buffalo; MPA, Canisius College
U.S. Probation Service – Chief
Probation officer

Marcia Scott
Adjunct Instructor, Criminal Justice
BS, State University College of New
York at Buffalo; MS, Utica College of
Syracuse University.
Captain, Buffalo Police Department-
(ret.)

A. Daniel Shea
Adjunct Instructor, Forensic Science/
Crime Scene Investigation
BS, State University of New York at
Buffalo
Town of Hamburg Police Department
Captain of Detectives (ret.)

Jason A. Shear, Esq.
Adjunct Instructor, Legal Studies
BA, Hunter College; J.D. and LL.M., State
University of New York at Buffalo

Robert P. Simpson
Adjunct Instructor, Legal Studies
BS Rochester Institute of Technology,
JD, State University of New York at
Buffalo

Karl R. Spencer
Adjunct Instructor, Graduate Studies
BA, MS, MA, State University of New
York at Buffalo

Rev. Paul Steller

Adjunct Instructor, Philosophy
BA, Niagara University; MS, Canisius College; MA, Catholic University

Michelle Tarbox
Adjunct Instructor, Conflict Studies & Dispute Resolution
BS, Hilbert College; MA, California State University

Kelly Thiel
Adjunct Instructor, Mathematics
BS, St. Bonaventure University, MS, Syracuse University

Vincent Tobia
Adjunct Instructor, Criminal Justice
AAS, Community Colleges of the Air Force; BS, State University College of New York at Buffalo;
Blasdell/Angola Police Department - Patrolman

Jennifer Upson Steiner
Adjunct Instructor, Criminal Justice
AA, Niagara County Community College; BS, MS, Social Studies Certification, State University College of New York at Buffalo
Erie I Board of Cooperative Educational Services – Criminal Justice Instructor

Gary N. Violanti
Adjunct Instructor, Adult Degree Completion
BA, State University of New York at Buffalo; JD, University of Dayton School of Law

Bernard G. Walsh
Adjunct Instructor
Assistant Professor, Criminal Justice
BS, City University of New York, John Jay College; MA, Central Michigan University;
Federal Bureau of Investigation Special Agent (ret.)

Kristin Klein Wheaton, Esq.
Adjunct Instructor, Legal Studies
BA, Michigan State University, JD, Albany Law School of Union University

Stephen J. Whitehead
Adjunct Instructor, Business

Administration
BS, MBA, State University of New York at Buffalo

Charles P. Woelfel
Adjunct Instructor, Marketing
BA, State University of New York at Albany

Peter J. Wolfe
Adjunct Instructor, Law and Government
BA, Allegheny College; JD, State University of New York at Buffalo

Susan Woods
Adjunct Instructor, Conflict Studies & Dispute Resolution
BA, Mt. Holyoke College; MA, Duke University; MS, University of Massachusetts

Jacy Woodworth
Adjunct Instructor, Social Sciences
BS, Hilbert College; MS, Argosy University, Phoenix

David Zack
Adjunct Instructor, Forensic Science/
Crime Scene Investigation
AAS, Erie Community College; BS, Hilbert College
Chief of Police, Cheektowaga Police Department

Randy Zimpfer
Adjunct Instructor
BS, MS, Hilbert College

BOARD OF TRUSTEES

Gretchen Wylegala
Board Chairperson
Attorney
Federal Government

Edward Gelia, Jr.
Board Vice Chairperson
Exec. Vice President
United Insurance Agency

Michael Sender
Board Secretary
President
Nussbaumer & Clarke, Inc.

Patrick Backman
Owner & President
Klass Ingredients, Inc.

James Balon
Corporate Finance Director
Multisorb Technologies, Inc.

Sr. Emily Therese Bloom, FSSJ
Immaculate Conception Convent
Franciscan Sisters of St. Joseph

Andrea Cherenzia
Director, SIU
Independent Health

John Ciminelli
Senior Vice President
LP Ciminelli Construction

Robert Clerici
Vice President
Inergex, Inc.

Russell Corigliano
President and CEO
Rosina Food Products, Inc.

Sr. Benedicta Dega, FSSJ
Chaplain of Surgery Dept.
St. Joseph Hospital
Beth Del Genio, Ph.D.
Chief of Staff to the President
University at Buffalo

Deborah DiMatteo
Vice President
M&T Bank

Joseph Dommer
President
Baer & Associates, LLC

James Domres
Senior Vice President/COO
DIGITS, LLC

James A. Dunlop, Jr.
Exec. VP for Finance/CFO
Catholic Health System

John Fago
Senior Director for Channel Marketing and Account Management
North America at Ingram Micro

Frederick Giese
General Manager
NOCO Distribution LLC & NOCO
Lubricants Company

Sr. Sharon Goodremote, FSSJ
1st Councilor
Franciscan Sisters of St. Joseph

Richard Hamister
First Niagara Bank
First Vice President/Private Banking

Sr. Ann Marie Hudzina, FSSJ
General Minister
Franciscan Sisters of St. Joseph

James Iglewski
City Executive – The Private Bank
Bank of America

Wayne Keller
Senior Vice President
Buffalo Commercial Banking Office
Wells Fargo Bank, N.A.

Joseph Kubarek, Jr.
Managing Partner
Jaeckle Fleischmann

Sr. Joyce Kubiniec, FSSJ
3rd Councilor
Franciscan Sisters of St. Joseph

Jason Luna
Attorney
Jason Luna, PLLC

Gerard Mazurkiewicz
Partner
Dopkins & Co., LLP

Honorable Jeremiah J. McCarthy
United States Magistrate Judge for
Western District of New York

Dr. Richard Ruh
Catholic Health System
Sr. VP Service Lines

Fr. Michael Sajda, OFM Conv.
President
St. Francis High School

Ronald J. Soluri, Sr.
Director

Freed Maxick & Battaglia, CPA

Ann Swan
The William E. and Ann L. Swan
Foundation

Cynthia Zane
President
Hilbert College

TRUSTEES EMERITI

Sister M. Andrea Ciszewski, FSSJ
Director of Curriculum
Diocese of Springfield, MA

Robert Drago, Sr.
President
Goya Foods Great Lakes

Bradley H. Hafner
Chairman of the Board
West Herr Automotive Group

George Johengen
School Administrator, Retired

Roger Palczewski
Chief Operating Officer
Rosina Foods

Maureen Saab
Director of Development, Retired

Karen Gaughan Scott
Attorney at Law

Thomas Waring, Jr.
President
Waring Financial Group, LLC

Paul Weaver
Attorney at Law, Retired

Merle Whitehead
President/CEO
Realty USA

G. Gary Berner
Banker, Retired

Carol V. Kociela
Banker, Retired

HONORARY TRUSTEE

Bishop John Nevin
Venice, Florida

MEMBERSHIPS

The College is affiliated with a number of professional organizations which represent the interests of its students, faculty, and administration. Membership in these groups assists the College in meeting its own goals and objectives as a higher education institution.

Academy of Criminal Justice Sciences
 Academy of Security Educators and Trainers
 Allegany Mountain Collegiate Conference
 American Academy of Forensic Sciences Institute
 American Association of Colleges or Universities
 American Association of Collegiate Registrars and Admissions Officers
 American Association for Higher Education
 American Association for Paralegal Education
 American Association of University Women
 American College Personnel Association
 American Correctional Association
 American Library Association
 American Probation and Parole Association
 American Society of Criminology
 American Sociological Association
 Association for Student Judicial Affairs
 Association of American Colleges and Universities
 Association of Catholic Colleges and Universities
 Association of College Administration Professionals
 Association of College Unions International
 Association of Franciscan Colleges and Universities
 Association on Higher Education and Disability
 Buffalo Chamber of Commerce
 Catholic Campus Ministry Association
 Catholic Library Association
 College Student Personnel Association
 Commission on Independent Colleges and Universities

Council for Advancement and Support of Education
 Criminal Justice Educators Association of New York State
 Council of Independent Colleges
 Eastern Association of College and University Business Officers
 Eastern College Athletic Conference
 Financial Management Association
 Hamburg Chamber of Commerce
 International Leadership Association
 Middle States Association of Colleges and Schools
 National Association for Campus Activities
 National Association of College Admissions Counselors
 National Association of College Auxiliary Services
 National Association of School Financial Aid Administrators
 National Association of College and University Business Officers
 National Association of Social Workers
 National Association of Student Personnel Administrators
 National Business Educators' Association
 National Collegiate Athletic Association
 National Collegiate Honors Council
 National Council for Resource Development
 National Criminal Justice Association
 National Federation of Paralegal Association
 National Rehabilitation Association
 New York Leadership Educators Consortium
 New York Library Association
 New York State Association of College Admissions Counselors
 New York State Economics Association
 New York State Financial Aid Administrators Association
 New York State Human Services Educators Association
 New York State Rehabilitation Association
 New York State Society of Bursars and Business Administrators
 New York State Transfer and Articulation Association
 Niagara Frontier College Placement Association
 Niagara Frontier Residence Hall Association

Northeastern Association of Criminal Justice Sciences
 Orchard Park Chamber of Commerce
 Professional and Organizational Development Network
 Rotary Club Hamburg/Sunrise

Hilbert College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104, 215-662-5606. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation.

All college degree programs are registered by the New York State Education Department.

New York State Education Department
 Office of Higher Education and the Professions
 Cultural Education Center Room 5B28
 Albany, New York 12230
 (518) 474-5851

The Paralegal Studies Degree Programs are approved by the American Bar Association.

CIVIL RIGHTS COMPLIANCE STATEMENT

Hilbert College admits students without regard to their age, race, creed, sex, ethnic background, or physical handicap to all the rights, privileges, programs, and activities generally accorded or made available to students at the college. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other college-administered programs. Campus Coordinator for Title IX and Section 504 is Mr. James Sturm, Vice Provost for Leadership Development.

DISCLAIMER

All rules, regulations, policies, procedures, programs, courses, and staff are subject to change without notice. Catalogs and Brochures do not constitute a legal contract between students and the College. For further information on any material contained in this catalog, contact the Director of Admissions or the Vice President for Academic Affairs.

CEEB College Code Number: 2334
ACT College Code Number: 2759

HILBERT COLLEGE
5200 SOUTH PARK AVENUE
HAMBURG, NEW YORK 14075-1597

www.hilbert.edu

1-800-649-8003
1-716-649-7900

Office of Admissions: ext: 211
Office of Student Finance: ext: 314

LOCATION

Hilbert College is situated on a 40 acre suburban campus in the Town of Hamburg, New York, approximately ten miles south of Buffalo.

Metropolitan bus service provides access to campus. The Buffalo Airport and Amtrak Station are a 20 minute drive to campus. In addition, Hilbert College is two miles from Lake Erie or Ralph Wilson Stadium, home to the Buffalo Bills. HSBC arena, home of the Buffalo Sabres, is a 20 minute drive.

Students attending the College benefit from the offerings of a suburban setting, the resort and country areas, and the cosmopolitan fare of a major city. Touring artists, major concerts, a philharmonic orchestra, a professional theatre, a nationally renowned art gallery are all within a short traveling distance from campus. Choice ski resorts are also located within a reasonable traveling radius.

FACILITIES

The campus complex consists of twelve buildings situated in a park-like setting. Designed to accommodate an enrollment of more than 1000 students, the complex includes Franciscan Hall, Bogel Hall, Paczesny Hall, William E. Swan Auditorium, McGrath Library, the Campus Center, the Residence Halls and Apartments, the Hafner Recreation Center, and the Maintenance Facility. The campus has wireless internet access.

Franciscan Hall, completed July of 1997, houses the career development office, a student services office including student records and student finance, admissions, administration offices, conference rooms, and a large space for receptions to be held on campus.

Bogel Hall includes faculty offices, classrooms, one large lecture hall, computer laboratories, an academic support center, the chapel, campus ministry, the multicultural affairs office and a café.

Paczesny Hall is a two-story building housing classrooms with smartboard technology, the Institute for Law and

Justice, the Communication Media Lab, the Honors Lounge, and faculty offices.

William E. Swan Auditorium, is a 430 seat facility with the ability to host theatrical performances, academic presentations and films.

McGrath Library is a vital resource unit supporting Hilbert College's academic programs. Five full-time librarians staff the spacious two-story facility. Its book collection is in excess of forty-two thousand print volumes with nearly four thousand electronic books. The Library subscribes to 350 scholarly journals, professional and popular magazines, and newspapers. Adding great strength and breadth to these print holdings are over twelve thousand full-text periodicals, which are available electronically through subscription databases. Other non-print materials include an extensive video collection as well as audio, CD-ROM, and microform items.

Through membership in the Western New York Library Resources Council, McGrath Library participates in a variety of cooperative initiatives including interlibrary loan, the area's virtual union catalog, purchasing, and continuing professional education.

The Campus Center, located directly behind Franciscan Hall, is the hub of the social activities on the Hilbert Campus. The lower level of the Center houses the Campus Bookstore, the offices of Student Government Association and Director of Student Activities. The lower level also has a student lounge/recreation area where students can go to relax, play pool or table tennis, or watch TV. On the upper level of the Campus Center, the main Dining Hall, and counseling office can be found.

St. Joseph Hall is a co-educational residential facility. It is a two-story structure with a maximum capacity of 112 residents. Each of the four wings has its own laundry facility. A private

bathroom adjoins every two-rooms. Each room is equipped with basic cable, internet access, two phone jacks (for easy phone installation), beds, desks and closets. Recreational lounges are located on each of the floors. The lounges provide various recreational equipment, a microwave, and on the first floor lounge there are six computers with Internet capability and a printer. St. Joseph is also home to the Cappuccino Family Wellness Center which provides on-campus clinic support, including physicals, first aid and wellness programming. The center is being staffed and managed by a nurse practitioner and medical assistant from Catholic Health in Buffalo.

The Hilbert College Apartments (Ruffino House, Sister Katherine House, St. Agnes House, Leo House) are state-of-the-art apartment buildings with a capacity of seventeen students per building. Each building contains four single-sex apartments which can house four or five students in single bedrooms. Each apartment also contains two bathrooms, a living room, kitchen, air conditioning, ample storage space, and is fully furnished. Rooms are equipped with basic cable, phone jacks, and internet access. Each building also contains laundry facilities.

Trinity Hall. The 51,000-square-foot Trinity Hall is Hilbert's first new residence hall in nearly 40 years. Designed to foster a strong sense of campus community life, the building houses fully furnished six-person suites with common living areas and double rooms adjoined by private bathrooms, as well as a 5,100-square-foot recreation area, lounges, a computer lab and study rooms. Living area features include wired and wireless Internet access, air-conditioning, cable television, telephone lines, and access to free laundry facilities in the building. The building will be heated and cooled using geothermal energy based on a green technology system. Trinity Hall also houses the Office of Residential

Life and Judicial Affairs.

Hafner Recreation Center, completed in 1979 and expanded in 2005, corresponds with the architecture of the other campus buildings. The 24,000 square foot structure consists principally of a recreation-convocation area which is the size of two regulation basketball courts. Locker rooms, fitness and training areas, showers, storage areas, a snack bar, and the athletic offices complete the interior. All services are on one floor. In addition to basketball, the gymnasium area accommodates volleyball, physical fitness oriented activities. Located behind the recreation center are two soccer fields.

HILBERT COLLEGE



- 10 minutes from downtown Buffalo, NY
- 5 minutes from Lake Erie
- 17 miles from Fort Erie, Canada
- 30 miles from Niagara Falls, NY
- 80 miles from Rochester, NY
- 295 miles from Albany, NY
- 280 miles from Saratoga, NY
- 370 miles from New York City
- 85 miles from Erie, PA
- 110 miles from Toronto, Canada
- 205 miles from Pittsburgh, PA
- 180 miles from Cleveland, OH
- 360 miles from Rutland, VT
- 460 miles from Boston, MA
- 405 miles from Hartford, CT
- 440 miles from Concord, NH

HILBERTCOLLEGE

5200 South Park Avenue
Hamburg, New York 14075
716-649-7900
www.hilbert.edu