



HILBERT COLLEGE
A CATHOLIC FRANCISCAN COLLEGE FOR ALL

2022-2023

**COURSE
CATALOG**

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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, Biology, Business Management, Digital Media and Communication Studies, Criminal Justice, Cyber Security, English, Forensic Science, Crime Scene Investigation, Human Services, Liberal Studies Psychology, and Sports Industry Management, as well as associate degrees in Alcohol and Substance Abuse Counseling, Business Administration, Criminal Justice, Human Services, and Liberal Arts.

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.

HILBERT COLLEGE BLUEPRINT

The Hilbert Blueprint represents our college's understanding of the distinctive educational experience that students receive at our institution. This model is both progressive and holistic: by offering students a step-by-step pathway to develop their academic voices, clarify their values, and develop projects with real-world significance, the Blueprint fosters students' abilities to integrate their learning—across courses and disciplines and beyond academic boundaries.

The structure of the Blueprint is shaped by and supports the three foundational pillars outlined in our mission and vision statements: our Catholic, Franciscan tradition; the classical ideals of liberal arts education; and the principles of civic engagement and service learning. The objective of the Blueprint is to provide students with individual and shared learning experiences that emphasize the following goals:

- HB 1: Fostering curiosity and the development of reasoning and problem-solving skills.
- HB 2: Becoming a critical interpreter of our global community and its cultures.
- HB 3: Appreciating multiculturalism and displaying an openness to diversity.
- HB 4: Creating activities that encourage critical reflection and connections between academic learning, civic engagement, service to the community, and spiritual growth.
- HB 5: Engaging the college's Franciscan values in academic and co-curricular settings.

- HB 6: Providing a foundation for the lifelong pursuit of skill development, vocation discernment, professional achievement, and personal passions.

The Blueprint consists of both academic and co-curricular experiences. During their freshmen year, students will take GS 101: Freshmen Foundations and COM 151: Public Speaking. During the sophomore year, students participate in GS 201: Service Learning and Civic Engagement. The junior year includes PS 402: Junior Symposium, providing students with an opportunity to discuss and debate global issues. Finally, in their senior year, students participate in a discipline-specific capstone experience. In addition to the curricular requirements, students will have numerous opportunities to participate in co- and extra-curricular experiences. Each experience, whether academic or co-curricular, is designed to prepare students to live out Hilbert College's mission of educating students in liberal arts and professional programs to become informed citizens committed to serving and strengthening their communities.

COMMITMENT TO DIVERSITY

The office of Diversity, Equity, and Inclusion provides leadership and strategic vision in the effort to cultivate and sustain a diverse, equitable and inclusive campus environment. The office of Diversity, Equity, and Inclusion collaboratively develops programming and services designed to enhance the recruitment, success, retention, and well-being of underrepresented students. Additionally, this office works to ensure that campus programs, policies, and procedures foster a college wide commitment to diversity, equity and inclusion.

Hilbert College is committed to building an environment that values and respects every individual regardless of race, gender, age, sexual orientation, 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.

We acknowledge that all Hilbert College community members have intrinsic worth and that the Hilbert College community benefits from its members who bring varied backgrounds and diverse perspectives. We strive to increase diversity in all parts of the Hilbert College community and we will continue to cultivate a community that is committed to Hilbert College's Catholic Franciscan values

Located in Franciscan Hall 104, the Office of Diversity, Equity and inclusion is part of the Office of Mission

& Equity. Everyone is welcome to stop by for either an informal visit or a scheduled appointment.

NOTICE OF NON-DISCRIMINATION

Pursuant to College policy, Hilbert College is committed to ensuring equal employment opportunity, educational opportunity, and equal access to services, programs, and activities without regard to an individual's race, color, national origin, sex, religion, age, disability, gender, pregnancy, gender identity, sexual orientation, predisposing genetic characteristics, marital status, veteran status, military status, domestic violence victim status, or exoffender status. Employees, students, applicants or other members of the College community (including but not limited to vendors, visitors, and guests) may not be subjected to harassment that is prohibited by law or treated adversely based upon a protected characteristic.

The College's policy is in accordance with federal and state laws and regulations prohibiting discrimination and harassment. These laws include the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964 as Amended by the Equal Employment Opportunity Act of 1972, and the New York State Human Rights Law. These laws prohibit discrimination and harassment, including sexual harassment and sexual violence. Inquiries regarding the application of the Americans with Disabilities Act, Title IX and other laws, regulations and policies prohibiting discrimination may be directed to:

Dr. Gregory Roberts
Vice President for Student Life
Dean of Students
Title IX Coordinator
504/ADA Compliance Officer
Franciscan Hall 107
5200 South Park Avenue
Hamburg, NY 14075
Telephone: 716-649-7900 ext. 231
Email: groberts@hilbert.edu

Inquiries may also be directed to the United States Department of Education - Office for Civil Rights.

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 non public 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 non public 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 non public 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 non public 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 non public personal information. Information on this issue can be found on the Federal Trade Commission website.

IDENTITY THEFT PREVENTION PROGRAM

Hilbert College has developed this Identity Theft Prevention Program pursuant to the Federal Trade Commission's Red Flag Rule, which implements Section 114 of the Fair and Accurate Credit Transactions act of 2003. See 16 C. F. R. § 681.2. More information regarding the Identity Theft Prevention Program and the Red Flag Rules can be found on the Hilbert College website.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Hilbert College complies with the Family Educational Rights and Privacy Act, also known as FERPA or the Buckley Amendment. Pursuant to this law, the college shall maintain the confidentiality of student education records and shall not release them to any person or entity without the written consent of the student except as set forth below. Moreover, the College shall provide students access to their education records pursuant to the procedures outlined in this policy.

To access the full policy, please visit the [Hilbert College website](#).

STUDENT RECORD RELEASE UNDER THE SOLOMON AMENDMENT

The Solomon Amendment is a federal law that mandates colleges receiving federal financial aid funding to provide student recruiting information upon request to military recruiting organizations. The request and information released by the College is limited to military recruiting purposes only. The request for information must be in writing on letterhead that clearly identifies the military recruiting organization. The release of student recruiting information generally follows the FERPA guidelines defining student directory information (see above). Students are not permitted under federal law to restrict the release of this information specifically to military organizations, but if students withhold the release of directory information generally, then the College may not release this information to military organizations. The directory information released is limited to the current semester or the previous semester. If the request is received between semesters, the requestor must specify previous semester or upcoming semester. Further, students must be in an enrolled status (incomplete and complete registration status).

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, and advancement

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. Hilbert's Annual Campus Security Report may be accessed on the [Hilbert College website](#).

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.

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 in accordance with federal law on the [Hilbert College website](#).

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).

NET PRICE CALCULATOR

Hilbert College makes publicly available a Net Price Calculator on the [Hilbert College website](#) to help current and prospective students, families, and other consumers estimate a student's individual net price of attending Hilbert College.

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.

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 [Hilbert College website](#).

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, the Student Handbook, or on the [Hilbert College website](#).

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.

STUDENT RIGHT-TO-KNOW

Hilbert College is in compliance with Public Law 101-542, the Student Right-to-Know Act. Any individual who is considering enrolling at Hilbert College may view the College's graduation rate and additional College statistics by visiting the [National Center for Education Statistics website](#).

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. On-line registration is available at [www.vote.org](#) and many other sites.

CATALOG

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.

MCGRATH LIBRARY

MISSION AND ROLE OF THE LIBRARY

The mission of McGrath Library is to promote lifelong learning, discovery, digital equity, and research. McGrath Library serves as an extension of the classroom, as well as a central information hub for learning and research for Hilbert's students, faculty, and staff. The Library promotes intellectual growth and creativity by facilitating access to robust information resources and teaching the effective evaluation and use of information. New and emerging technologies are constantly sought out in the support of the delivery of services and information. McGrath Library provides flexible physical spaces and seeks to support and enhance the teaching, research, and service of Hilbert College.

McGrath's librarians continually collaborate with teaching faculty to support the College's academic curricula. The librarians at McGrath are dedicated to service, motivated by the College's Franciscan values, and are committed to diversity, equity, and inclusion in all aspects of the Library. Every person receives equal access to resources and is treated with respect, honesty, and integrity. The delivery of efficient and informed service from Library Staff is critical to the Library's mission. The Librarians ascribe to the belief in free, open, unrestricted exchange of knowledge, ideas, and information.

ADMISSIONS

UNDERGRADUATE ADMISSIONS

The Office of Admissions attracts, informs, and evaluates all prospective undergraduate students looking to pursue higher education at Hilbert College. The Admissions Office is located on the lower level of Franciscan Hall where the staff provides necessary information, resources, and opportunities for prospective students to learn more about the options available at Hilbert College.

Applications for admission are accepted on a rolling basis, until capacity is reached. Students are encouraged to apply early in order to be considered for the most optimal financial aid package, program placement and housing assignment.

In all cases, applicants are considered for admission without regard to their age, race, creed, sex, ethnic background, or physical handicap.

The College seeks to make all 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.

Hilbert College reserves the right to withdraw an offer of admission under various conditions including if an admitted student engages in behavior that brings into question his or her honesty, maturity, or moral character.

The Office of Admissions at Hilbert College also abides by the National Association for College Admissions' [\(NACAC\) Guide to Ethical Practice in College Admission.](#)

FIRST TIME COLLEGE AND TRANSFER STUDENTS ADMISSIONS

FIRST TIME COLLEGE

Admission for first time college students is based upon past academic performance, rigor of course selection, demonstrated scholastic ability, and personal characteristics. Standardized test scores (SAT/ACT) are not mandatory for admission but are considered if submitted. Students may be asked to come for an interview to discuss their educational plans more thoroughly.

A student is considered a first-time college applicant when the Office of Admissions has received a completed application and an official copy of the student's high school transcripts and/or official college transcripts reflecting 12 or fewer credits. Students are still considered first

time college applicants even if more than 12 credits were earned while still enrolled in high school.

TRANSFER STUDENTS

A student is considered a transfer when they have earned ≥ 12 transferrable college credits from an accredited college/university after high school graduation. These students will be considered for admission based upon their performance at the college level. Students who have earned less than 12 transferrable college credits will have their admission decision based upon past academic performance and evaluation of final high school transcripts.

In order for an admission decision to be made, transfer students must submit all official transcripts from previously attended colleges and universities to the Office of Admissions. Pre-college credits earned in high school, Advanced Placement and/or International Baccalaureate credits may be submitted after a transfer admission decision has been rendered. Departmental representatives will evaluate all transcripts and additional submitted documents.

Students considering application into Hilbert College from another institution may have their credits unofficially evaluated before they transfer into one of Hilbert's degree-granting programs, upon request. Additionally, students who were academically dismissed from another college are eligible for transfer admission consideration, following an enrollment lapse of one semester.

Students considering application into Hilbert College from another institution may have their credits unofficially evaluated before they transfer into one of Hilbert's degree-granting programs, upon request. Some Transfer Articulation agreements are available to students who have graduated with a two-year degree. Hilbert College, which has these agreements with several community and private colleges, provides these students with unique benefits and guarantees. See the "Transfer Agreement" section for specifics detailing this opportunity.

UNDERGRADUATE ADMISSIONS REQUIREMENTS AND POLICIES

1. Complete the application for admission carefully and completely. The Undergraduate Admissions application is accessible on the [Hilbert College website](#) or you may request a paper application from the Admissions Office.
2. Please request official sealed transcripts and credentials to be sent to the Admissions Office. This would include transcripts from high school, General Education Diploma or test scores, previously

attended colleges and universities, Military, and pre college programs (Advance Placement Exam and College Level Examination Program).

All official transcripts should be mailed to:
Office of Admissions Hilbert College
5200 South Park Avenue
Hamburg, New York 14075-1597

Official copies may also be emailed to admissions@hilbert.edu directly from the sending institution.

3. Applicants for admission must possess, or be candidates for, a high school diploma, or must have received satisfactory scores on a high school equivalency examination.
4. Applicants must demonstrate a minimum cumulative grade point average of 80/3.0. Candidates who do not meet this criteria will be considered for opportunity program or conditional admission prior to official denial from the institution.

Recommended for Admissions Consideration:

Students can choose to submit the following information to potentially enhance their candidacy for admissions:

- Scholastic Aptitude Test (SAT) scores (College Code: 2334)
- American College Testing Program (ACT) scores (College Code: 2759)
- Student Resume
- Student Essay
- List of Activities
- Letters of Recommendations

The following steps must be completed in order to secure a seat in the subsequent enrollment term:

1. Submit your enrollment deposit: \$100 for commuters \$225 for resident students at hilbert.edu/nextsteps. Students may also request a tuition deposit waiver with proof of financial hardship and approval by the Director of Admissions.
2. Complete the Free [Application for Federal Student Aid \(FAFSA\)](#). New York State residents should also complete the application for [New York State's Tuition Assistance Program \(TAP\)](#). If you have any questions, contact Hilbert College Office of Student Finance. FAFSA School Code is: 002735 TAP School Code is: 2083
3. Visit Campus - visit.hilbert.edu (recommended, not required)

4. Complete all necessary housing paperwork (Resident Students)
5. Complete all required medical documentation and submit to the Office of Student Life prior to enrollment or within 30 days of the first day of classes.
6. Submit final transcripts demonstrating proof of graduation and/ or college credits earned in high school. AP, IB, and college credits with grades must be submitted by August 1st for first-time college students and prior to the first day of classes for transfer students. Transcripts must be official in order for Hilbert College to recognize and award transfer credits.

HOME SCHOOL STUDENTS

In order to be considered for admissions to Hilbert College an applicant who has been home schooled must submit the following:

1. A Hilbert College admissions application.
2. A transcript of course work completed and grades received.
3. Prior to enrollment, proof of graduation requirements met by an accredited school district or General Education Diploma must be submitted to the Office of Admissions.

NON-TRADITIONAL STUDENTS

Here at Hilbert College, we understand that not every student attends college immediately after high school or completing their GED. Hilbert College uses a holistic review process when assessing applications to ensure that we give all students the best opportunity to present a complete picture of their qualifications. Identifying applicants who are well prepared for academic success is one of the keys to providing our students the best opportunity to achieve their educational goals. Academic factors that are taken into consideration include: cumulative weighted GPA or high school average, rigor of course selection, grade trends and academic awards. Non-academic factors include: involvement in student organizations, athletics, or other extracurricular experiences; significant commitment to community engagement and volunteer work; work experience; documented extraordinary experiences; and the ability to contribute to and benefit from a culturally and intellectually diverse learning community.

Based on the previously mentioned factors, the Admissions Office can conditionally admit an applicant to the college.

This conditional acceptance would require the applicant to maintain a 2.0 GPA during their first semester at Hilbert College to continue in the subsequent semester as a full admit to the college. In the event that new students are granted a conditional acceptance to the College, the College will consider alternative evidence or other academic activities in order to determine the mastery of the knowledge and skills in the area(s) of the deficiency, also known as life experience. A Non-Traditional applicant must meet all of the following criteria:

- Out of high school for at least 3 years (high school class graduated 3 years ago)
- High School diploma from an accredited high school or satisfactory completion of a GED
- Fewer than 30 transferable semester hours of credit; quarter hours will be converted to semester hours for calculation purposes

Minimum considerations include at least a 2.0 High School GPA or a High School average of 72

- Applicants must include the following:
- Completed Hilbert College application
- Official High School transcript
- Official College transcript – Unofficial transcripts can be used for initial transfer credit evaluations
- A personal statement detailing activities since high school and why you are ready to pursue your college degree at Hilbert College.

READMIT STUDENTS

The following procedure is for students looking to re-enroll at Hilbert College:

1. Fill out the application carefully and completely. The application is accessible on the [Hilbert College website](#) or you may request a paper application from the Admission Office.
2. Request official sealed transcripts and credentials. This would include transcripts from any colleges and universities, Military, or CLEP exam taken after your departure from Hilbert College. All official transcripts should be sent to:

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

3. Department Chairs reserve the right to accept a readmit student on the curriculum that they see fit, so long as it meets the provisions outlined in the Time Limit for Completing Degree policy. Readmit students are not guaranteed to be accepted under their

previous academic plans.

4. Merit scholarships are awarded to re-admit students based upon the discretion of the Director of Admissions in consultation with the Director of Financial Aid. Prior merit scholarships awarded upon first time admission to Hilbert are not guaranteed.
5. Applicants seeking re-admission to the college must be cleared of any registration holds whether financial, disciplinary, or academic.

SPECIALIZED ADMISSIONS PROGRAMS

ADVANCED COLLEGE CREDIT PROGRAM

Hilbert College offers a unique opportunity for select students who have completed their junior year in high school. This program makes 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 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 high school guidance counselor or principal as well as the approval of the Director of Admissions at Hilbert College.

ARTHUR O. EVE HIGHER EDUCATION OPPORTUNITY PROGRAM (HEOP)

In partnership with the State of New York, The Arthur O. Eve Higher Education Opportunity Program (HEOP) program provides a broad range of services to New York State residents who, because of educational and economic circumstances, would otherwise be unable to attend a postsecondary educational institution. Through the financial and academic support provided, HEOP students will strengthen their skill sets and achieve lifelong success at Hilbert College.

WHO QUALIFIES?

Hilbert College will consider all New York State resident students that live in New York State that meet the academic and financial requirements of HEOP.

HOW TO APPLY FOR HEOP CONSIDERATION

First-Time College Students (Freshmen) must complete the following no later than February 1st,

prior to the start of the fall semester each year:

- Submit a free application for admission on the [Hilbert College website](#)
- Submit official high school transcript
- One (or more) letter(s) of recommendation
- A 500 word (or less) personal statement or essay
- Most recent report card with comments
- File the Free Application for Federal Student Aid (FAFSA)
- Complete the financial verification form

*After all documentation has been reviewed and the student is determined to be eligible for HEOP, the student will be invited to an interview.

**First-time college students that are not accepted into HEOP may be offered acceptance under the Assisi Scholars Program. Students wishing to transfer into HEOP at Hilbert College must currently be, or have previously been enrolled in an approved HEOP, EOP, SEEK, or College Discovery Program. Transfer admission for HEOP is on a space-available basis. To qualify, students must first be accepted as a transfer student before seeking HEOP. Upon acceptance, students must then complete the Transfer HEOP Form.

More information on HEOP can be found on the [Hilbert College website](#).

ASSISI SCHOLARS PROGRAM

The Assisi Scholars program is a first-year experience initiative designed to offer expanded services and support to first-time college students that do not meet the high school GPA requirements for standard admission. Applicants who are not eligible for the HEOP program will have the opportunity to participate in the Assisi Scholars Program. This program provides students with a four- to five-week pre-freshmen summer program for all new, incoming Assisi students, to assist in students' successful transition to college. During the academic year students will have access to personal and academic counseling, individualized career mentoring, and free tutoring services. Students are selected by the Office of Admission.

Scholarships are available for those who qualify.

Students identified as qualified candidates for this program will be required to submit the following supplemental materials:

- One letter of recommendation (minimum)
- Personal statement/essay
- Most recent senior year report card
- Complete a personal interview with the Assisi Scholar Coordinators

Upon completing these items, students can be reviewed for a conditional acceptance as an Assisi Scholar. Space in this student success program is limited so students are encouraged to complete the process as early as possible.

*Transfer students are not eligible for the Assisi Scholars Program.

HILBERT COLLEGE GLOBAL ONLINE PROGRAMS

Applicants to the Hilbert College Global Online programs are subject to the same admissions standards as those applying for programs offered on campus. Applicants who do not meet the standard admissions requirements of an 80% high school average or transfer GPA of 2.0, may be considered for admission under special circumstances deemed appropriate by the Vice President for Hilbert College Global. Students currently enrolled in an on-ground program are eligible to switch to an online program, but only one time. Students in an online program may switch to an on-ground program only one time as well.

HILBERT COLLEGE GLOBAL & CAMPUS ACTIVITIES

Students who choose to enroll in Hilbert College Global Online programs are permitted to reside on campus and/or participate in athletics programs. However, permission must be granted by a committee comprised of the Vice President for Student Life, the Vice President for Hilbert College Global, The Dean of Admissions & Financial Aid and the Director of Athletics prior to enrollment. HCG students who have been approved to reside on campus or participate in athletics must agree to pay Wellness & Activities fees in addition to the Hilbert College Global Tuition charges. All students participating in Athletics or residing in a Hilbert College residence hall must also submit proof of immunizations and provide a current physical in addition to other health documents required for competitive play.

INTERNATIONAL STUDENT ADMISSIONS

Step 1 - Demonstrate your interest - Request information

Step 2 - Apply for Admissions

Step 3 - Submit Application Documents

Required Application 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 (PBT) or 70 (IBT) is required. A 5.4 on the IELTS is also acceptable.

Hilbert will need all official high school/secondary school transcripts and academic records verifying successful completion of secondary education. If you have not yet graduated at the time of application, please send your most current official transcripts. All international applicants must submit final official high school transcripts. Students with a high school degree but no university credit will be considered as a freshman and students with some university coursework will be considered transfer students. You must also submit official transcripts from all colleges or universities (post-secondary institutions) that you attend(ed). If you are interested in transferring previous course credit from a foreign University to Hilbert, we will need course descriptions or syllabi (in English) in order to evaluate your credit. Transcripts without course descriptions or syllabi are acceptable for admission purposes but will not be evaluated for possible transfer credit.

All international documents must be accompanied by official English translations if the originals are in another language and all documents must be original in order to be considered official. Faxes or photo copies are not acceptable unless certified by a Ministry of Education, school, or US embassy official and will be evaluated on a case by case basis. Transcripts that are emailed cannot be considered as official.

We also encourage and accept evaluations by:

- [World Education Services](#)
- [International Academic Credential Evaluators, Inc](#)
- [Josef Silny and Associates](#)

Step 4 - I-20 Paperwork and Applications

Proper paperwork for study in the USA is required. The paperwork necessary to apply for a student visa can be found by using the link above. Please print out the forms, fill out the information requested and attach any supporting documents required.

Step 5 - Visit Campus or take a virtual tour

Step 6 - Explore scholarships and Institutional grants Many of Hilbert College's scholarships and institutional grants may be awarded to both domestic and international students.

All domestic and international students share the same undergraduate and graduate costs. Information regarding undergraduate costs can be found here.

International students applying for graduate programs must satisfy all undergraduate and graduate application requirements.

GRADUATE ADMISSIONS

ADMISSIONS PROCEDURE FOR GRADUATE DEGREE PROGRAMS

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

- Complete the Hilbert College [online graduate application](#)
- Submit an admissions 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 cumulative 3.0 grade point average.
- Have a personal interview with the Program Director or Chair.

*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 Center for Graduate and Online Studies.

International Applicants should review the international admissions criteria.

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

ADMISSIONS POLICIES

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.

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.

APPLICATION UPDATE POLICY

Students who have previously applied for admission are eligible to defer their start term with that application for a sequential period of two terms. In order to do this they would have to contact the Office of Admissions.

Students who were not offered admissions or those who have exhausted the update eligibility period, are not eligible for an application update and must submit an entirely new application.

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 and who are enrolled in an on-campus program, playing any sport representing Hilbert College or those who are residing on campus 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 Student Life. These forms may also be [submitted online](#). Resident students and student athletes are strongly encouraged to receive the meningitis vaccination.

FELONY CONVICTION AND COLLEGIATE DISCIPLINARY DISMISSAL POLICY

The Office of Admissions is required to screen candidates for past felony convictions and collegiate disciplinary dismissals. The applications for admissions contain questions asking:

1. Has the applicant has previously been convicted of a felony and/or misdemeanor offense? An answer in the affirmative may require a background check or interview to understand the incident more thoroughly before a final decision is made.
2. Has the student been dismissed from an institution of higher education for disciplinary reasons? An

answer in the affirmative may require a background check or interview to understand the incident more thoroughly before a final decision is made.

It is the policy of Hilbert College that such questions are included in applications for both undergraduate and graduate admissions, full-time and part-time, either on a paper application or an electronic application format.

Refusing or neglecting to answer either of these questions entirely will prevent the student from receiving a decision on their application. Any applicant that falsifies this information may result in an immediate denial of their application or a rescinded admissions offer.

Information regarding felony convictions requested by the Office of Admissions must be submitted within two weeks of a submitted application for admission. Applications will be withdrawn after such time that no communication takes place.

CAMPUS ADMISSION REVIEW

New York State Corrections Law [Sections 750, 752 and 753] forbids discrimination against individuals previously convicted of criminal offenses. However, college counsel advises that the law allows an institution to deny admission to an applicant based on prior criminal convictions where such admission would involve an unreasonable risk to property or would pose a risk to the safety or welfare of specific individuals or the public.

TRANSFER POLICY

Transfer courses are approved if they have been taken at an institution that has been accredited by any one of the 21 accrediting organizations listed in Accredited Institutions of Postsecondary Education; including state-based, career-related, and faith-related accrediting organizations.

TRANSFER CREDIT CRITERIA

Students who wish to have credits earned at other institutions applied toward fulfillment of their course of study at Hilbert upon acceptance should check with the Admissions Office for an evaluation of these credentials. Current students should consult with their academic division.

- Students may transfer a maximum of 90 credit hours for a bachelor degree program
- Students may transfer a maximum of 45 credits for an associate degree program
- Students must earn a minimum grade of C- at the transfer institution in order to receive transfer credit at Hilbert College.
- In certain instances, College policy regarding an acceptable passing grade in a required and/or

prerequisite course may necessitate that a student repeat a course in order to meet the minimum standard required of all Hilbert students

- Lab sciences C- or better
- Accounting C or better
- Remedial courses are not accepted as transfer credits
- All transfer students must submit a high school transcript and all transcripts signifying completion of courses for college credit.
- Hilbert College accepts credits for examinations such as Advanced Placement (AP), College Level Examination Placement (CLEP), International Baccalaureate program (IB), and Defense Activities Non-Traditional Education Support (DANTES, or DSST), etc. Minimum grade requirements have been established for such exams.
 - AP – 3 or higher
 - CLEP – 50 or higher
 - DSST – 400 or higher
 - IB – 4 or higher
- If a student is intending to follow a pre-health track, they may be required to take all lab sciences at the college level. Please contact Dr. Habib Bakht (hbakht@hilbert.edu) to discuss these requirements further.
- Transcripts must be submitted directly from the organization in which students completed their coursework.
 - If a student took college credit through a high school program, the transcript must come directly from the college that sponsored the course.
- All final official transcripts must be received by Student Records by the final withdrawal date of the student's first semester at Hilbert. If official transcripts are not received by the set deadline, a registration hold will be put on the student's record.
- The division chair, in consultation with appropriate division faculty, will determine the acceptance of transfer credit for a major specific course that is over 10 years old. If the course is not accepted, the student has the option to appeal one time through their academic division with additional/supporting documentation.
- Only credit is transferrable; grades, quality points and cumulative averages do not transfer
- Pass/Fail grades will only be considered for transfer if the credit granting institution has a written policy stating that to receive a "P" grade, the student must receive a C- or better. Hilbert College recognizes that many schools put policies for pass/fail in place in the Spring 2020 semester to address the COVID-19 pandemic and will waive the above for courses that received a "P" during Spring 2020 only.

TRANSFER CREDIT EVALUATIONS

A trained evaluator reviews all transfer credits after a preliminary review is performed by Admissions. Transfer courses that may be equivalent to required course work are reviewed

by an evaluator; if the evaluator is unable to determine course work equivalency from the course description, it will be sent to the appropriate chair for review and equivalency evaluation.

General Education Requirements

- If the student has earned 60 credits or more from an accredited college or university, liberal arts courses may fulfill any outstanding general education requirements without meeting direct equivalency; a course-by-course review is not required
- If the student does not have 60 or more credits, courses will be reviewed on a course-by-course basis and given an equivalent course acceptance.

INTERNATIONAL TRANSFER CREDITS

Students who attend colleges outside of the United States are required to provide a transcript from a professional foreign credential evaluation service. For consistency in foreign evaluators, Hilbert recommends World Education Services (WES) or Josef Silny and Associates, Inc.. If, however, it is not possible to obtain an evaluation from either of these evaluation services or if the student has had their credits evaluated by another foreign evaluation service, we will give transfer credit as long as said service is a member of The National Association of Credential Evaluator Services (NACES).

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 (AP) 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.

INTERNATIONAL BACCALAUREATE (IB)

Hilbert College recognizes International Baccalaureate programs and will grant academic credit for only higher level (HL) IB exams with a minimum grade of five. A student who has earned the IB Diploma will be awarded a maximum of 30 credit hours. The IB transfer credit will be applied toward major, core curriculum, or elective course requirements. Major credit will be determined in consultation with department chairs. Students will not receive additional credit for AP exams that duplicate credit awarded from the IB exam(s). If a student does not attain the IB Diploma but presents

individual Higher Level examinations with scores of five or above, he/she will receive three credits per examination (depending on the Hilbert College course equivalency).

TWO-YEAR COLLEGES WITH TRANSFER ARTICULATION AGREEMENTS

Adirondack Community College
Alfred State/SUNY College of Technology
Broome Community College
Bryant and Stratton College
Cayuga Community College
Corning Community College
Dutchess Community College
Finger Lakes Community College
Fulton Montgomery Community College
Genesee Community College
George Brown College, Toronto, Canada
Herkimer County Community College
Hudson Valley Community College,
Jamestown Business College
Jamestown Community College
Jefferson Community College
Mildred Elley College
Mohawk Valley Community College
Monroe Community College
Niagara County Community College
North Country Community College
Onondaga Community College
Sage Junior College
Schenectady County Community College
SUNY Erie Community College
Tompkins Cortland Community College
Trocaire College
Villa Maria College

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 |
|--|-----------------------------------|---------------------------|---------------|
| <u>CRIMINAL JUSTICE</u> | | | |
| Bishop Timon-Saint Jude High School | Criminal Justice/ Criminology | CJ 101/CJ 204 | 3-6 |
| Bennett Law Magnet (PS 200) | Magnet Curriculum | CJ 202 | 3 |
| East High School | Forensic Tech | FS 101/CJ Electives | 3 |
| 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 | FS 101 | 3 |
| <u>BUSINESS MANAGEMENT</u> | | | |
| West Seneca Academy of Finance | AOF Curriculum | 2 BUS Electives | 6 |
| Iroquois Business Academy | 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 by major | 3-6 |
| Hamburg High School Academy of Finance | AOF Curriculum | 2 BUS Electives | 6 |
| Lake Shore Academy of Finance | AOF Curriculum | 2 BUS Electives | 6 |
| <u>COMMUNICATION STUDIES</u> | | | |
| North Collins High School | Photography Course | 1 Comm 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 |
| <u>BOCES AGREEMENTS</u> | | | |
| Centers | BOCES Program | Hilbert Equivalent | Credit |
| <u>CATTARAUGUS/ALLEGHENY</u> | | | |
| Belmont | CJ Curriculum I & II | CJ 101, CJ 103 | 3-6 |
| Ellicotville | CJ Curriculum I & II | CJ 101, CJ 103 | 3-6 |
| Olean | CJ Curriculum I & II | CJ 101, CJ 103 | 3-6 |
| Olean | Graphic Design | Lib. Arts Elective | 3 |
| <u>DELAWARE, CHENANGO, MADISON, OTSEGO (DCMO)</u> | | | |
| DCMO Chenango Campus | Security and Law Curriculum | CJ 103 | 3 |
| DCMO Robert Harrold Campus | Security and Law Curriculum | CJ 103 | 3 |
| Centers | BOCES Program | Hilbert Equivalent | Credit |

ERIE I BOCES

| | | | |
|--------------------|--|---|-------------|
| Harkness | Criminal Justice/Legal Academy | CJ 101, CJ 103, CJ elective, FS 101 | 3-12 |
| Harkness Kenton | Cisco Networking/CIS Criminal Justice/Legal Academy | MIS 120, 205, 206 CJ 101, CJ 103, CJ elective, FS 101 | 3-9 3-12 |
| Potter | Criminal Justice/Legal Academy | CJ 101, CJ 103, CJ elective, FS 101 | 3-12 |

ERIE II BOCES -

| | | | |
|-----------|----------------------|---------------------|-----|
| Carrier | CJ Curriculum I & II | CJ 101, CJ 103 | 3-6 |
| Hewes | CJ Curriculum I & II | CJ 101, CJ Elective | 3-6 |
| LoGuidice | CJ Curriculum I & II | CJ 101, CJ Elective | 3-6 |
| Ormsby | CJ Curriculum I & II | CJ 101, CJ Elective | 3-6 |

GENESSE VALLEY BOCES

| | | | |
|------------|----------------------|--------------------------------|-----|
| Batavia | CJ Curriculum I & II | CJ 101, CJ Elective, FS 101 | 3-9 |
| Mt. Morris | CJ Curriculum I & II | CJ 101, CJ Elective, FS 101 | 3-9 |

GREATER SOUTHERTIER BOCES

| | | | |
|--------------------|----------------------|--------------------------------|-----|
| Broome-Tioga BOCES | CJ Curriculum I & II | CJ 101, CJ Elective, FS 101 | 3-9 |
|--------------------|----------------------|--------------------------------|-----|

MADISON-ONEIDA BOCES

| | | |
|----------------------|--------------------------------|-----|
| CJ Curriculum I & II | CJ 101, CJ Elective, FS 101 | 3-6 |
|----------------------|--------------------------------|-----|

MONROE I BOCES

| | | |
|----------------------|----------------|-----|
| CJ Curriculum I & II | CJ 101, CJ 103 | 3-6 |
|----------------------|----------------|-----|

NASSAU BOCES BARRY TECH

| | | |
|----------------------|--------------------------------|-----|
| CJ Curriculum I & II | CJ 101, CJ Elective, FS 101 | 3-6 |
|----------------------|--------------------------------|-----|

ORLEANS-NIAGARA BOCES

| | | | |
|---|-----------------------|----------------|-----|
| Niagara and Orleans Career and Technical Center | CJ Curriculum I & II | CJ 101, CJ 103 | 3-6 |
| Niagara and Orleans Career and Technical Center | Digital Media Program | DMAC Elective | 3 |

SOUTHERN WESTCHETER BOCES

| | | |
|----------------------|--|------|
| CJ Curriculum I & II | CJ 101, CJ 103, CJ Elective, FS 101 | 3-12 |
|----------------------|--|------|

ST. LAWRENCE-LEWIS BOCES

| | | |
|----------------------|---------------------|-----|
| CJ Curriculum I & II | CJ 101, CJ Elective | 3-6 |
|----------------------|---------------------|-----|

WAYNE-FINGER LAKE BOCES

| | | | |
|---------------------------------|----------------------|----------------|-----|
| Finger Lakes BOCES (FLTCC) | CJ Curriculum I & II | CJ 101, CJ 202 | 3-6 |
| Wayne Technical & Career Center | CJ Curriculum I & II | CJ 101, CJ 202 | 3-6 |

WSWHE BOCES

| | | |
|----------------------|----------------|-----|
| CJ Curriculum I & II | CJ 101, CJ 103 | 3-6 |
|----------------------|----------------|-----|

INTERESTED STUDENTS SHOULD CONTACT THE PROGRAM COORDINATOR FOR MORE INFORMATION

FINANCIAL AID POLICIES (2022-2023)

Tuition and fees are billed in advance for advance-registered students. 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 \$13,700 per semester.

For each credit hour over 18, there is an additional charge of \$1100 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 \$1100 per credit hour.

COMPREHENSIVE FEE

Full-time students are charged \$900 per semester; part-time students are charged \$50 per credit hour. These fees fund student laptops, IT helpdesk support, campus safety, and the library.

COURSE RESOURCE FEE

Students in the online bachelor's degree programs are assessed a \$33 per credit hour fee which offsets the cost of digital textbooks

STUDENT ACTIVITY FEE

Full-time students are charged \$200 per semester, part-time students are charged \$10 per credit hour. These fees support student clubs and organizations, student government, the Hilbert shuttle, and student activities intended to enhance student engagement and provide leadership opportunities for all students of the college.

WELLNESS FEE

A fee of \$150 is charged to all traditional campus-based students registered for 6 or more credits. The fee offsets the counseling center and health center costs, including the use of Inspire Health.

INTERNATIONAL STUDENT FEE

International students are charged \$1000 per semester.

LAB FEE

Full and part-time students are charged a \$100 fee per every science lab course.

ORIENTATION FEE

All first-time students are charged a \$350 orientation fee in their first semester

REGISTRATION FEE

Part-time and online bachelor's degree program students are charged \$35 per semester.

GRADUATION FEE

A \$200 fee is assessed to full time and part time students in their last semester

ONLINE BACHELOR'S DEGREE PROGRAMS

Students starting in Summer 2022 in 8 week module classes will be charged \$450 per credit hour. Students who started before then are charged \$295 per credit hour. Students will not qualify for institutional scholarships.

ROOM AND BOARD CHARGES

Resident students who have contracted for a double room in St. Joseph's Residence Hall are charged \$6,750 per semester. Single room occupancy rate is \$7,750 per semester. A double room or suite in Trinity Residence Hall is \$6,750 per semester. A triple room in Trinity Hall is \$5,750 per semester. St. Joseph's Hall and Trinity Hall rates include an unlimited meal plan.

Occupancy rate for the Hilbert College Apartments is a flat rate of \$6,000 per semester. A 50 meal plan is included in the apartment rate. Commuters can purchase a 50 meal plan for \$440 per semester. 50 meal plans can be requested on the [Hilbert College website](#).

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.

SERVICE AND STUDY AWAY FEES

This fee, ranging from \$1,500-\$2,200 per class, covers a student's cost associated with required travel in service learning abroad or study away classes. These costs include airfare, accommodations, in-country transportation, and meals.

SPECIAL CASES

Senior citizens (60 years) 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.

Other Charges

| | |
|--------------------------------|---------|
| Rejected Credit Card fee | \$10.00 |
| Returned Check fee..... | \$20.00 |
| 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 \$45-\$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 ten day grace period after the due date are assessed a \$35 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 made available. The finance charge for this note ranges from \$45-100 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, Master Card, 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 \$100 late fee. Late fees will not be applied to students who are certified for third party education benefits in the event that payments are delayed.

The College will not allow future registration 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.

GI BILL AND VR&E BENEFICIARIES

GI Bill and VR&E beneficiaries (Chapter 33 and Chapter 31 beneficiaries) are eligible to attend a course of education or training for up to 90 days from the date the beneficiary provides a certificate of eligibility, or valid VAF 28-1905. Hilbert College will not impose penalties or require beneficiaries to borrow additional funds to cover tuition and fees due to late payments from the VA.

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 Office of Student Records 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. Students will be notified via Hilbert College email when their refund check will be available. 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 | Tuition Refund Given | Fees Refund Given | Room Refund Given |
|-----------------------|----------------------|-------------------|-------------------|
| 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 refund | | |

8 WEEK SESSION SCHEDULE STUDENTS FOLLOW THIS REFUND POLICY

| Week of Classes | Tuition Refund Given |
|----------------------------|----------------------|
| Up to end of Drop/Add | 100% |
| After 2nd Week, before 3rd | 50% |
| After 3rd Week, before 4th | 25% |
| After 4th Week | No refund |

5 WEEK SESSION SCHEDULE GRADUATE STUDENTS FOLLOW THIS REFUND POLICY

| Week of Classes | Tuition Refund Given | Fees Refund Given |
|-----------------------------|----------------------|-------------------|
| Up to end of Drop/Add | 100% | 100% |
| After 2nd Class, before 3rd | 80% | No refund |
| After 3rd Class, before 4th | 25% | No refund |
| After 4th Class, before 5th | 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.

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.

For students enrolled in 5 or 8 week modules, a student must successfully complete 49% of the days in the payment period to avoid a return of federal funds.

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:

- Unsubsidized FFEL/Direct Stafford Loan
- Subsidized FFEL/Direct Stafford Loan
- Federal Perkins Loan
- FFEL/Direct PLUS
- PELL Grant
- Federal SEOG
- 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 Self-Service under Student Record Forms), 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.

APPLYING FOR FINANCIAL AID

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 form used when applying for federal financial aid (including student loans) is called the Free Application for Federal Student Aid (FAFSA). 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 April 1. You can apply for financial aid after October 1 of the year before you are entering college, i.e. attending 2022-2023 you can file October 1, 2021. You will be using

income information from two years prior, i.e. 2022-2023 will be based on 2020 income. 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. To apply for Federal Aid and obtain a Federal Student Aid ID (FSA ID), please visit studentaid.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 Grant Application if you are a New York State resident. If you do not complete the TAP application at this time, you may receive an email, or you may complete the application on the [HESC website](https://www.hesc.ny.gov) (TAP is for New York State residents attending a New York State college only.)

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 studentaid.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 parent's federal income tax forms or IRS tax transcripts, 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
- 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

COSTS AND ESTIMATED BUDGETS

CALCULATION OF FINANCIAL AID

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 2022-2023 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) and digital resources 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 undergraduate on-campus program students and Online students. These are strictly used by the Student Finance Office for the purpose of packaging for the 2022-2023 Academic Year. Updated Costs can be found on the [Hilbert College](https://www.hilbertcollege.edu) website.

| | | | |
|---------------------------|-----------------|-------------------------|-----------------|
| COMMUTER | | OFF-CAMPUS | |
| Tuition | \$27,400 | Tuition | \$27,400 |
| Fees | \$2,500 | Fees..... | \$2,500 |
| Room/Board..... | \$1,500 | Room/Board | \$5,400 |
| Transportation..... | \$1,000 | Transportation | \$1,000 |
| Personal Expenses..... | \$800 | Personal Expenses.... | \$800 |
| Avg. Loan Orig. Fee | \$100 | Avg. Loan Orig. Fee.... | \$100 |
| TOTAL | \$33,300 | TOTAL..... | \$37,200 |

| | |
|-----------------------------|-----------------|
| RESIDENT – ON CAMPUS | |
| Tuition | \$27,400 |
| Fees..... | \$2,500 |
| Room/Board..... | \$13,500 |
| Transportation..... | \$1,000 |
| Personal Expenses..... | \$800 |
| Avg. Loan Orig. Fee..... | \$100 |
| TOTAL | \$45,300 |

| | |
|--------------------------------------|-----------------|
| ONLINE (FALL, SPRING, SUMMER) | |
| Tuition | \$17,505 |
| Room/Board..... | \$8,100 |
| Transportation..... | \$3,000 |
| Personal Expenses..... | \$2,400 |
| Avg. Loan Orig. Fee..... | \$300 |
| TOTAL | \$31,305 |

| | |
|--|-----------------|
| GRADUATE (FALL, SPRING, SUMMER) | |
| Tuition | \$19,575 |
| Room/Board..... | \$16,200 |
| Books and Supplies..... | \$1,500 |
| Personal..... | \$1,200 |
| Transportation..... | \$1,500 |
| Personal Expenses..... | \$2,400 |
| Avg. Loan Orig. Fee..... | \$204 |
| TOTAL | \$40,179 |

**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.

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 offer notice. Once the student accepts the offer online, the financial aid amounts (excluding work study 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.

ACADEMIC PROGRESS GUIDELINES FOR FINANCIAL AID

HILBERT COLLEGE'S SATISFACTORY ACADEMIC PROGRESS GUIDELINES FOR FEDERAL AID

Federal regulations require that all financial aid recipients maintain satisfactory academic progress (SAP) 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.

Federal and State regulations prohibit awarding financial aid for classes that do not count toward his/her degree, certificate, or other recognized credential. If you wish to take course work outside of your academic program, please see the Registrar and the Financial Aid Office. Financial Aid is not awarded for completion of minor degrees.

ELEMENTS OF SATISFACTORY ACADEMIC PROGRESS FOR FEDERAL AID

Cumulative Grade Point Average (GPA) – Qualitative Component

1. After the end of the 2nd semester, Hilbert College will determine if a student has a 1.80 GPA or better. If a 1.80 has not been earned, the student will have the opportunity to appeal for Federal Financial Aid for the following semester.
2. A student must have a 2.00 cumulative GPA at the end of their 4th semester in order to be eligible for Federal Financial Aid.
3. Any time a student is academically ineligible for Federal Financial Aid, they will be given the opportunity to appeal and present a plan to regain good academic standing.

Pace (rate of attempted credit hours) – Quantitative Component

1. A student must complete at least two-thirds (66.67%) of all cumulative attempted credit hours.
2. New freshmen are required to successfully complete at least (50%) of the credits they attempt during their first two semesters. Starting with their third semester, they are required to successfully complete two-thirds (66.67%) of their credits.
3. Transfer credits accepted by Hilbert College will count both as attempted and completed hours at Hilbert College.
4. Remedial courses will count both as attempted and completed hours.
5. Repeats of failed courses will count as attempted and completed hours.
6. F, W, I grades will count as attempted, but NOT completed.
7. Consult with Student Finance if you are repeating a course for a third time.

Maximum Time frame/Degree Completion within 150 percent of the average length of the program- Quantitative Component

1. A student must progress through his/her program of study at a pace that ensures completion within the maximum time frame.
2. Maximum time frame is defined as a period of no longer than 150% of the published length of the education program, as measured in credit hours. Associate 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.
3. Federal financial aid eligibility will be terminated when a student has attempted 180 credit hours (for a degree published with a 120 credit hours requirement). For financial aid purposes, student pursuing a double major or dual degree may not exceed 150% of the maximum time frame standard.
4. Although requirements are per semester, Hilbert College reviews for Federal Academic Progress at the end of each academic year. Federal regulations require that schools review at least once per academic year.

SATISFACTORY ACADEMIC PROGRESS (SAP)

Hilbert College reviews FEDERAL aid at the end of each academic year. An academic year comprises of the fall/spring/summer semesters. Students' academic progress will be reviewed at the end of the academic year, or at the end of the last semester that they attend. If a student does not meet the components of SAP, he/she will receive a letter outlining the requirements and what was achieved. The student will NOT be eligible to receive federal aid for the following academic year.

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.

Students who fail to return to good academic standing at the end of the first probation semester will not be eligible for further federal financial aid. They have the option to attend the following semester without federal financial aid in an effort to return to good academic standing. Students may also appeal for reinstatement and should contact the Financial Aid Office to review this option.

STANDARD FOR CONTINUANCE OF STATE AID

Determining eligibility for New York State Tuition Assistance Program (TAP).

BACCALAUREATE DEGREE (by semester)

| | | | | | | | | | |
|--|-----|-----|-----|-----|-------------------------------|-----|-----|-----|------|
| Calendar: Semester | | | | | Degree Program: Baccalaureate | | | | |
| Before being certified for this payment: | | | | | | | | | |
| 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | 9th | 10th |

CONSEQUENCES OF NOT MEETING

| | | | | | | | | | |
|--|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| A student must have accrued this many credits: | | | | | | | | | |
| 0 | 6 | 15 | 27 | 39 | 51 | 66 | 81 | 96 | 111 |
| With at least this grade point average: | | | | | | | | | |
| 0 | 1.5 | 1.8 | 1.8 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 |
| Completing at least this many credits for this semester: | | | | | | | | | |
| 6 | 6 | 9 | 9 | 12 | 12 | 12 | 12 | 12 | 12 |

ASSOCIATE DEGREE (by semester)

| | | | | | | | | | |
|--|-----|-----|-----|-----|-------------------------------|--|--|--|--|
| Calendar: Semester | | | | | Degree Program: Baccalaureate | | | | |
| Before being certified for this payment: | | | | | | | | | |
| 1st | 2nd | 3rd | 4th | 5th | 6th | | | | |
| A student must have accrued this many credits: | | | | | | | | | |
| 0 | 6 | 15 | 27 | 39 | 51 | | | | |
| With at least this grade point average: | | | | | | | | | |
| 0 | 1.5 | 1.8 | 1.8 | 2.0 | 2.0 | | | | |
| Completing at least this many credits for this semester: | | | | | | | | | |
| 6 | 6 | 9 | 9 | 12 | 12 | | | | |

HEOP STUDENTS BACCALAUREATE DEGREE (by semester)

| | | | | | | | | | |
|--|-----|-----|-----|-----|-------------------------------|-----|-----|-----|------|
| Calendar: Semester | | | | | Degree Program: Baccalaureate | | | | |
| Before being certified for this payment: | | | | | | | | | |
| 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | 9th | 10th |
| A student must have accrued this many credits: | | | | | | | | | |
| 0 | 3 | 9 | 21 | 33 | 45 | 60 | 75 | 90 | 105 |
| With at least this grade point average: | | | | | | | | | |
| 0 | 1.1 | 1.2 | 1.3 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 |
| Completing at least this many credits for this semester: | | | | | | | | | |
| 6 | 6 | 9 | 9 | 12 | 12 | 12 | 12 | 12 | 12 |

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).

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 Work-Study
- Federal Direct Loan (subsidized and unsubsidized)
- Federal Direct PLUS Loan (Parent Loan)

The Federal Pell Grant, Federal SEOG, Federal Work-study, and subsidized Federal Direct 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 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), and the Federal Work-Study (FWS). 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 Direct Loan Program is a set of guaranteed Federal student loan programs that includes the Federal Direct 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.

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 Direct Loan due to a large family contribution to apply for a loan under the unsubsidized calculation.

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

The Federal Direct 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. More information can be found at hesc.ny.gov. 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 NYS Regents Awards for Children of Deceased and Disabled Veterans is available to students whose parent(s) served in the U.S. Armed Forces during specified periods of war or national emergency and, as a result of service, died, suffered a 40% or more disability, was classified as missing in action, or was a prisoner of war are eligible to apply.
 - NYS Memorial Scholarship of Deceased Firefighters, Volunteer Firefighters, Police Officers, Peace Officers, and Emergency Medical Service Workers provides financial aid to children, spouses and financial dependents of deceased firefighters, volunteer firefighters, police officers, peace officers, and emergency medical service workers who have died as the result of injuries sustained in the line of duty in service to the State of New York. For study in New York State.
 - The Veterans Tuition Award, available to persons who served in the armed forces of the United States in

Vietnam, Persian Gulf, Afghanistan, or other eligible combat veterans matriculated at an undergraduate or graduate degree-granting institution or in an approved vocational training program in New York State are eligible for awards for full or part-time study.

- Adult Career and Continuing Education Services - Vocational Rehabilitation (ACCES-VR) is part of the New York State Education Department. ACCES-VR, formerly known as the Office of Vocational and Educational Services for Individuals with Disabilities (VESID), assists individuals with disabilities in obtaining their educational goals. Call 1-800-222-JOBS (5627) or visit the [NYSed website](http://www.nysed.gov) for general information. You can contact the Buffalo District Office at 1-888-652-7062 or VRbuff@mail.nysed.gov. To contact another NYS District Office please visit <http://www.acces.nysed.gov/contact-us> State aid to Native Americans, administered through the Native American Education Unit, New York State Education Department, Cultural Education Center, Albany, New York 12230.

SPECIFIC FINANCIAL AID PROGRAM INFORMATION

FEDERAL PELL GRANT

The Federal Pell Grant is an entitlement program. The applicant must be enrolled as an undergraduate student at 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 2022-2023 awards for full-time students range from \$692 to \$6,895 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 \$4000 per year, based on cost of attendance and the availability of funds. Awards are made until the completion of the first bachelor degree.

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 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 LOANS (SUBSIDIZED AND UNSUBSIDIZED)

Direct 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. Direct Loans are low interest loans available for a student's educational expenses. A Subsidized Direct 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, 2022 will be at a fixed rate of 4.99%; interest begins after half-time enrollment ceases.

An Unsubsidized Direct Loan is not awarded on the basis of financial need. Unsubsidized Direct Loans have a fixed interest rate of 4.99% for undergraduate students and 6.54% for graduate students as of July 1, 2022. 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 Direct 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 1.057% 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 will come in two disbursements, one in the Fall, and one in the Spring).

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.

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 indicating such on the plus loan application or directly contacts the plus loan servicer. Interest rate is fixed at 6.28% for Direct Plus Loans disbursed on or after July 1, 2021. A 4.228% 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 is 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:

Basic Conditions

- Does not and will not live with parents for more than six weeks during preceding, current and future tax year.
- Did not and will not receive support from parents exceeding \$750 during preceding, current and future tax year.
- Is not claimed as dependent on parent(s) tax return(s) for preceding or current tax year.
- Honorably discharged from US military service and not claimed by parent(s) for preceding or current tax years.
- 35 years of age as of June 30 of academic year (June 30, 2022 for 2022-2023).
- Between 22 and 35 years of age as of June 30 and meet the Basic Conditions.
- Married on or before December 31 preceding the academic year and meet the Basic Conditions.
- Previously approved for financial independence and meet the Basic Conditions.

UNDER 22 YEARS OF AGE

- Meet Basic Conditions and Meet One of the Special Conditions

Special Conditions

- Under 22 years of age
- Both parents are deceased: permanently disabled; or declared incompetent.
- Applicant receives public assistance other than Aid to families with Dependent Children or food stamps.
- Applicant is a ward of the court.
- Involuntary dissolution of family unit resulting in relinquishment of parental responsibility and control.

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 \$5665 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 net taxable income together cannot exceed \$34,250
- 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.

NEW YORK STATE ENHANCED TUITION AWARDS PROGRAM (ETA)

Hilbert College participates in the Enhanced Tuition Awards (ETA) program which provides tuition awards to students who are New York State residents attending a participating private college located in New York State. Recipients will receive up to \$6,000 through a combination of their TAP award, ETA award and a match from their private college.

ELIGIBILITY

An applicant must: be a resident of NYS and have resided in NYS for 12 continuous months prior to the beginning of the term; be a U.S. citizen or eligible non-citizen; have either graduated from high school in the United States, earned a high school equivalency diploma, or passed a federally approved "Ability to Benefit" test, as defined by the Commissioner of the State Education Department; have a combined federal adjusted gross income of \$125,000 or less; be pursuing an undergraduate degree at a participating private college or university located in New York State; be enrolled in at least 12 credits per term and complete at least 30 credits each year applicable toward his or her degree program, through continuous study with no break in enrollment except for certain reasons that can be documented; if attended college prior to the 2022-2023 academic year, have earned at least 30 credits each year (successively), applicable toward his or her degree program prior to applying for an Enhanced Tuition Award; be in a non-default status on a student loan made under any NYS or federal education loan program or on the repayment of any NYS award; be in compliance with the terms of the service condition(s) imposed by any NYS award(s) that you have previously received; and execute a Contract agreeing to reside in NYS for the length of time the award was received, and, if employed during such time, be employed in NYS.

CATCHING UP ON CREDITS

A student who is not on track to complete an Associate's degree in two consecutive years or Bachelor's degree in four consecutive years (which requires completion of the equivalent of 30 credits each academic year) can catch up on missing credits to become eligible for an Enhanced Tuition Award. If you successfully earn additional credits during a term or academic year and get back on track to completing your degree on time, you will be eligible to receive an Enhanced Tuition Award for the remainder of your undergraduate degree program.

FIVE-YEAR UNDERGRADUATE PROGRAM

If you are in an undergraduate program of study normally requiring five-years, the ETA program allows five years to complete your degree on time (which requires completion of the equivalent of 30 credits each academic year).

STUDENTS WITH DISABILITIES UNDER THE AMERICANS WITH DISABILITIES ACT OF 1990

To be eligible for an Enhanced Tuition Award, students with qualified disabilities under the Americans with Disabilities Act who attend less than full time must register with their college office for students with disabilities.

If you are a student with a disability under the Americans with Disabilities Act, the ETA program requires that you be continuously enrolled and complete the number of credits you attempted each semester to fulfill the requirement for on-time degree completion. If you have not earned credits for all courses attempted, you can catch up on missing credits if you successfully earn additional credits during a Summer and/or Winter session(s) and get back on track for credits that were not previously completed.

Students with disabilities determined to be ineligible who can demonstrate good cause for completing fewer credits than attempted and/or a break in attendance may appeal the decision by completing and submitting the Enhanced Tuition Awards Appeal form to ETA.Appeals@hesc.ny.gov. For more information, visit NYS Student Financial Aid Programs and Students with Disabilities.

APPEALS

Students whose current income or prior year adjusted gross income is \$125,000 or below due to the disability, divorce or separation of a parent, spouse or the student or the death of a parent or spouse may appeal their disqualification by completing the Income Appeal Form and submitting it to Income.Appeals@hesc.ny.gov.

Students determined to be ineligible for failure to meet the annual credit or continuous enrollment requirements and who can demonstrate good cause for completing fewer credits than required and/or a break in attendance may appeal the decision by completing and submitting the Enhanced Tuition Awards Program Appeal Form.

AWARD AMOUNT*

Recipients of Enhanced Tuition Awards will receive up to \$6,000 through a combination of their TAP award, ETA award and a match from their private college. The number of awards to be made under this Program is subject to available funding.

*Note: Any award payment received may have tax implications. Any questions regarding this should be directed to a tax professional, the Internal Revenue Service, or the NYS Department of Taxation and Finance.

DURATION

A recipient of an Enhanced Tuition Award is eligible to receive award payments for not more than two years of full-time undergraduate study in a program leading to an Associate's degree or four years of full-time undergraduate study, or five years if the program of study normally requires five years, in a program leading to a Bachelor's degree.

PAYMENT

To receive payments after the initial application year, an Enhanced Tuition Awards recipient must annually complete the Free Application for Federal Student Aid (FAFSA) and the NYS Student Aid Payment Application.

Please check the hesc.ny.gov website for application deadlines.

SCHOLARSHIPS

INSTITUTIONAL AND PRIVATE FUNDING

Hilbert College and various private benefactors 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. Eligibility is determined by an analysis of admission application materials and high school transcripts.

ACADEMIC EXCELLENCE SCHOLARSHIPS

Upon acceptance, domestic and international students that attend on campus academic programs may be eligible for ONE of the following annual scholarships:

- Franciscan Full Tuition Scholarship
- Mother Colette Scholarship
- Hilbert Scholarship
- Trustee Scholarship
- Assisi Opportunity Grant

INSTITUTIONAL ANNUAL INCOMING FRESHMAN SCHOLARSHIPS

In addition to one of the above merit scholarships freshmen may also qualify for ONE of the following annual scholarships.

- BOCES Articulation Scholarship is awarded to students who have completed a program pre-approved by Hilbert College.
- High School Articulation Scholarship/Dual Enrollment is awarded to students who have completed or are on track to completed courses approved by Hilbert College at selected area high schools.
- Students may also be invited to participate in either the Honors Program or the Leadership program. Those interested should contact the Admissions Office for more information.
- Child of 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.

- Out of State Undergraduate Match Scholarship is awarded to new students that live outside of New York State. Amounts can vary and is dependent on the information reported on the FAFSA.

All Hilbert scholarships are subject to Hilbert's scholarship policies. For more information regarding Hilbert scholarships, please visit the [Financial Aid website](#).

TRANSFER STUDENT SCHOLARSHIPS

Upon acceptance, domestic and international undergraduate transfer students that attend on campus academic programs may be eligible for ONE of the following annual scholarships, which are determined based upon academic merit.

- Honors Scholarship
- Academic Merit Scholarship

In addition to one of the above merit scholarships transfer student may also qualify for ONE of the following annual scholarships.

- Child of 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 the student registers for full-time attendance and maintains satisfactory academic progress.
- Out of State Undergraduate Match Scholarship is awarded to new students that live outside of New York State. Amounts can vary and is dependent on the information reported on the FAFSA.

Scholarship requirements will be reviewed at the end of each academic year. If students do not maintain the requirements of an academic merit scholarship, the scholarship will be reduced by 50% of the annual award. Students will have the opportunity to appeal if there were extenuating circumstances that prevented the student from maintaining the requirements. Students should contact the Student Finance Office for instructions of how to complete an appeal.

ADDITIONAL CAMPUS-BASED SCHOLARSHIPS

Hilbert College offers several scholarships made possible through generous donations from alumni and friends of the college who value a Hilbert College education. Hilbert College offers a variety of scholarships for current, new students and transfers. Scholarship eligibility can be based on specific criteria which includes; academic merit, financial need, field of study, or a combination of criteria.

[Please click here to download a full listing of available scholarships and descriptions.](#)

For any questions regarding the application process and time line for applying please contact the Student Finance Office.

OTHER SCHOLARSHIPS

ARTHUR O. EVE HIGHER EDUCATION OPPORTUNITY PROGRAMS

The Arthur O. Eve Higher Education Opportunity Program (HEOP) was created in 1969 by the New York State Legislature and is a partnership between the State of New York and Hilbert College.

This program provides a broad range of services to New York State residents who, because of educational and economic circumstances, would otherwise be unable to attend a postsecondary educational institution. Through the financial and academic support provided, HEOP students will strengthen their skill sets and achieve lifelong success at Hilbert College.

HEOP offers financial support to cover tuition and fees, housing and meal plan, books and supplies. The program also offers personal and academic counseling to help students navigate college life and prepare them for life after college.

Admitted HEOP students are required to complete a four-week Summer Institute designed to assist students in their academic and social transition to college.

Hilbert College will consider all New York State resident students that meet the academic and financial requirements of HEOP.

SAY YES TO EDUCATION SCHOLARSHIP

Hilbert College has partnered with Say Yes to Education to award a full tuition scholarship to an unlimited number of deserving students who meet Say Yes requirements. Students must complete the Hilbert College free online application, and submit their FAFSA, TAP, and Say Yes application.

EXTERNAL SCHOLARSHIPS

Students are urged to apply for outside scholarships offered by local foundations, service clubs, various businesses and labor organizations. The Student Finance Office web page and your high school guidance office may have information that might be helpful in locating scholarships.

PAYMENT OF FINANCIAL AID

The student's financial aid offer 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 financial aid notice was based on full-time enrollment and the student changes to part-time status, the financial aid 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 financial aid 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.

OTHER PAYMENT OPTIONS

The staff of the Student Finance Office provides personal counseling to the student and his parents to determine the best payment approach. Any balance remaining after grants, scholarships and loans can be paid with cash, personal check, VISA, Master Card, 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. An employer reimbursement promissory note must be signed to qualify for the deferred tuition payment.

START HERE:

<http://www.fafsa.gov>

Hilbert College Code: 002735



STUDENT LIFE & STUDENT SERVICES

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.

ATHLETICS

Hilbert will enter its twenty seventh season as a member of the National Collegiate Athletic Association - Division III. Hilbert is a member of the Allegheny Mountain Collegiate Conference (AMCC), and the North Eastern Athletic Conference (NEAC). Hilbert offers eighteen intercollegiate programs, including baseball, basketball (men and women), bowling (women), cross country (men and women), football, golf, (mixed), hockey (women), lacrosse (men and women), soccer (men and women), softball, track and field (men and women) and volleyball (men and women). Twelve of the eighteen 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 and women's lacrosse compete 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.

ALUMNI ASSOCIATION

Hilbert's approximately 8,200 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 Hilbert 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 programming and services and benefits to build ties and relationships among alumni and current students, to provide alumni input on College issues, and to link the College of today and tomorrow with its heritage of excellence, commitment and service." The Alumni Association encourages alumni to support Hilbert College financially via its endowed scholarship, the annual fund and events.

Alumni participate in activities sponsored by the Alumni Association, including after-work gatherings and sporting events. The Alumni Association Board's recently-formed committees provide opportunities for graduates to become involved in specific areas that are of most interest to them.

The Alumni and Events Engagement Committee works with Institutional Advancement and other Hilbert staff to plan and facilitate alumni events, including True Blue Reunion Weekend, athletic reunion games and tailgates, and networking/reconnecting happy hours or events.

The role of the Career Engagement/Mentor Committee is to create opportunities for alumni to network with current students and each other; identify and connect alumni interested in participating in networking events on campus; identify alumni interested in hosting Hilbert students at their workplace or on the campus (Lunch and Learn programs); identify alumni to act as speakers or to lead a panel discussion or presentation to students (by program.)

The Alumni and Admissions Partnership Committee helps identify out-of-town alumni interested in hosting Admissions staff and local prospective students; facilitates alumni presence at new student orientation sessions and open houses; enlists local alumni to participate in events at the beginning of the school year, including move-in.

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. Shop online at the [Hilbert College Bookstore website.](#)

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, and numerous community service projects. Retreats, nature walks, and pilgrimages are also scheduled to encourage students to discover and celebrate God's presence within themselves, others, and all of creation. The integration of our Catholic, Franciscan identity in all aspects of our educational experience assists in the development of ethical leaders committed to peace and justice.

Catholic Mass is celebrated once a week in the St. Clare chapel on campus, and on special occasions. Daily and Sunday Mass is also open to the public in St. Francis Park, the home of the Franciscan Sisters of St. Joseph, directly across the street from campus.

Any student wishing to become Catholic, or to prepare to receive one of the sacraments (such as Confirmation) should schedule an appointment with the Vice President for Mission Integration and Campus Ministry.

Located in Franciscan Hall 104, the Office of Diversity, Equity, and inclusion is part of the Office of Mission & Equity. Everyone is welcome to stop by for either an informal visit or a scheduled appointment.

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 on the [Hilbert College website](#).

The Hilbert College Campus Safety Department will provide, upon request, all campus crime statistics as reported to the United States Department of Education. This information is provided to all students annually, and is available in the Campus Safety Office. You may request this information and the daily crime log for the last 90 day period by calling 716-649-7900.

Additional Information on crime statistics and reporting may be obtained from the [United States Department of Education website](#).

CAREER DEVELOPMENT

The Office of Career Development, 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. Its mission is to enhance learning and facilitate the lifelong pursuit of passion, skill development, and professional achievement for students and alumni. The Office of Career Development provides comprehensive resources, programs, and quality career coaching to assist students and alumni in exploring career, experiential, and employment opportunities. The office 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. Both individual and group coaching methods are utilized during flexible day and evening hours. Each semester a number of skillshops are conducted on self-assessment, career decision making, the development of job search skills, and effective resume writing. The Office of Career Development sponsors career expos, graduate school fairs, graduate preparation skillshops, and many other events for students and alumni.

The Office of Career Development is proud to partner with Handshake to offer a powerful career preparation and job search tool. The Handshake platform is a cutting-edge career platform and network used by many colleges and universities throughout the country. It has an innovative look, and many ways for students and alumni to connect with employers. The Handshake platform can be accessed through the web or smartphone app and is used by students to:

- Search and save jobs both on and off campus, internships & volunteer opportunities
- Upload their resume, cover letter, and other application materials to apply for employment opportunities using the platform
- Gain access to information on career and volunteer events on-campus, along with career events held off-campus and virtually
- Connect with over 700k employers, staff and alumni all over the world

To access Handshake platform, simply click the link to Career Prep & Job Search on the Hilbert Career Development webpage or visit <https://hilbert.joinhandshake.com/login>. Students log in to Handshake using their Hilbert username and Hilbert password. Some student information is preloaded information into Handshake to help start to building their profile.

The Office of Career Development also initiates and compiles the college's annual First Destination Report. This report indicates that Hilbert College graduates find employment opportunities, continue their education, participate in post-graduate service, or join the military within six months of graduation. The following data highlights our positive career outcome statistics for undergraduate students.

| | | | |
|-------|-------|-------|-------|
| 2016 | 2017 | 2018 | 2019 |
| 95.6% | 96.1% | 90.5% | 93.1% |

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 and sent through Omniaalert emergency texting system.

All Hilbert College community members are expected to register for Omniaalert to receive the most accurate information about college closures and emergencies. Individuals can register at <https://hilbert.omnilert.net/subscriber.php>.

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. There are also occasions when only day or evening classes may be cancelled when the other is not.

FOOD SERVICES

The College Dining Hall, 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. 78 West, located in West Herr Atrium, provides students with a variety of grab and go snack options, coffee, and smoothies, Monday thru Friday. Snack machines located in various spaces on campus round out the student and faculty food needs during off-hours.

INTERNATIONAL STUDENT SERVICES

The International Student Services (ISS) department seeks to support internationalization and globalization development in the Hilbert College community. International students are provided with the information, resources, and opportunities

to support student success and engagement. The goal of ISS is to ensure international students are supported in their academic, personal, and co-curricular experience, and that students achieve success through visa compliance, campus engagement, and development as international leaders.

All Hilbert community members are encouraged to learn more about the international efforts on campus and to participate in programs and workshops regarding compliance, as well support the cultural adjustment that occurs in the international student experience.

ORIENTATION

New Student Orientation is designed to introduce new Hilbert College students to the academic and co-curricular services and programs vital to their successful transition to the Hilbert community. The New Student Orientation program aims to provide a structured and holistic introduction to the collegiate environment for both students and families. All new students are required to participate in New Student Orientation. Through a combination of live presentations and online modules, new students and their support systems will be informed about educational and social opportunities and responsibilities in and outside of the classroom.

The primary goals of the orientation program are as follows:

- Aid new students in making the transition to Hilbert College.
- Acquaint new students and their support systems with the mission, history, programs, and services of the College.
- Inform students of campus services and resources that will enhance the Hilbert experience..
- Acquaint and educate students about their rights and responsibilities within the campus community.
- Emphasize the importance of student involvement on campus and taking responsibility and initiative for their own academic and personal development.
- Provide students and their support systems with the opportunity to interact with the Hilbert College community and feel confident and excited about joining the community.

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.

RESIDENCE LIFE

Living on campus 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. An unlimited meal plan with \$50 Hawk Bucks are included with the room and board rate for students living in Trinity or St. Joseph's Hall. A 50 meal plan and \$100 Hawk Bucks is included in the campus apartments.

For detailed information, please go to hilbert.edu/reslife.

SERVICE LEARNING & COMMUNITY ENGAGEMENT

The Office of Service Learning and Community Engagement is dedicated to providing students with individual attention and support while also allowing them to grow and explore new challenges. The office supports the college's academic service-learning program and offers a diverse range of co-curricular service opportunities, workshops, and presentations for students to participate in throughout the academic year to learn about their community and connect with the mission of Hilbert College.

SERVICE LEARNING POLICY

In keeping with the mission, values, and tradition of Hilbert College students will complete at least one service-learning experience as part of an academic course during their Hilbert College career in order to be eligible to graduate. Most students will complete service learning in GS 201, a Hilbert Blueprint course. Service-learning requirements are unique to each class. In some classes, the entire class may work together on one single project that benefits the community and meets a community priority. In other classes, students may be provided the opportunity to complete a service-learning activity by selecting an organization or project from a list of pre-approved community partners and activities. Students who successfully complete the service-learning assignment for their class, including the required service agreements, time sheets, reflection activities,

and evaluation, will receive a designation on their records indicating that service learning has been completed.

All students, regardless of their transfer status, are expected to complete Hilbert's service-learning requirement. Students who have completed service-learning projects at another institution may be exempt if that service-learning course appears on their transfer transcript. If service learning is an assignment required of all students in a particular course, every student must complete the service-learning activities in accordance with the course syllabus, including those students who have otherwise been exempted from Hilbert's service-learning requirement or those who have previously fulfilled their service-learning requirement through service-learning activities in another course.

STUDENT INVOLVEMENT

Student Involvement spearheads campus-wide programming and involvement opportunities for all students. Student Involvement offered involve a variety of events including comedians, speakers, concerts, luncheons, and trips to sporting events, theaters, and other local attractions.

STUDENT PUBLICATIONS

Student Life sponsors and/or contributes to the following publications: the Hilbert Horizons student magazine, and the Student Handbook.

STUDENT CLUBS

Clubs chartered by the Student Government Association (SGA) include: Adventure Club, Black Student Union, Common Ground Club, Communication Club, C.R.E.A.T.E Club, Criminal Justice/Forensic Science Club, Cyber Hawks, Delta Alpha Pi, Enactus, Franciscan Spirit Club, Freudian Slips, Gaming and Anime, Great Expectations, Hawk Radio, Hilbert Helpers, Hilbert Starz, Human Services Association, Never Miss Dance Team, Phi Beta Lambda, Prism Warriors, ROTARACT, Ski and Snowboard Club, Student Athlete Advisory Council (SAAC), and Student Veterans Association.

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 can be found on the [Hilbert College website](#).

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 Executive Board Officers and Senators representing various segments of the student population. The SGA has standing committees to further its mission and address its objectives as it aligns with the college's mission and values. The SGA is responsible for the oversight of student clubs on campus. The SGA meets on a weekly basis for student advocacy and engagement.

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 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 Intercollegiate 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. 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, to use the fitness center, to scan in the dining hall for meal plans and to have on hand if requested by Campus Safety to verify identity. In addition you may put money on your ID card through the dining hall to use for purchases at 78 West Café and the Dining Hall. 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.

STUDENT RECORDS & REGISTRAR

The Office of Student Records provides the following services for students:

- Preparing course offerings for each term which are accessible (on the Search for Sections option on Self-Service) on the Hilbert website;
- Processing registrations for courses which require permission to register;
- After the last day for drop/add, processing withdrawals from courses for students who submit a withdrawal form;
- Processing mid-term and final grades, as well as Incomplete and other grade changes, for publication on Self-Service;
- Designing/revising/customizing evaluations for all degree, certificate programs, and minors (and approved curricular substitutions), thereby enabling students and advisors to monitor progress towards program completion and explore status on other programs;
- Evaluating transfer studies for incoming transfer students and returning students who complete transfer studies with departmental approval;
- Verifying candidates for graduation/degree conferral/Commencement honors; release of diplomas;
- Verifying candidates for completion of certificate programs; preparation and release of certificates;
- Processing and verifying changes in student status and general student directory information;
- Collaborating with the Faculty Athletic Representative regarding certification of student athletes for participation in intercollegiate athletics;
- Processing transcript requests and providing transcripts;
- Processing professional licensure applications as appropriate.
- Processing enrollment verifications upon request.
- Processing veteran certifications for veteran,

reserve, national guard, and dependent students.

VETERANS CERTIFICATION

All students who may be entitled to veterans' benefits are required to provide a certification of benefits form to the Office of Student Records. In order to be certified each semester, students receiving benefits must complete a request for certification form and submit it to the Veteran Certifying Official located in the Office of Student Records.

Information regarding benefits can be found on the [Hilbert College website](#) or the [VA website](#).

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)

ACADEMIC REGULATIONS AND STANDARDS

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.

DEGREE AND CURRICULA RULES

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.

Upon completion of an undergraduate degree a student may elect to enroll in a subsequent degree. A student seeking a second bachelor's degree must complete at least 30 additional credit hours. A minimum of 15 additional credits are required in order to earn a subsequent associate degree. All academic course requirements for both degree programs must be satisfied.

IN RESIDENCE COURSEWORK

In order to earn a degree from Hilbert College, students are required to meet the in residence coursework minimum requirements. Students earning a bachelor's degree must complete 30 credit hours of course work at Hilbert College. Student's earning an associate's degree must complete 15 credit hours of course work at Hilbert College.

Depending on a student's program of study, certain courses may be required to be completed at Hilbert College. It is the student's responsibility to confer with the division chair for these requirements.

Official transcripts will only reflect grades for coursework that has been completed at Hilbert College.

CLASS STATUS/ANTICIPATED GRADUATION YEAR

Class status is ordinarily defined in terms of the anticipated graduation year. The anticipated graduation year is determined by the requirements a student has met within the department and/or the credits outstanding for completion of degree requirements.

For financial aid purposes and online registration priority, class status may be defined in terms of credit hours earned rather than credit hours outstanding.

CHANGE OF CURRICULA

All major changes must be approved by the division chair of the department the student is changing their major too. Students who wish to change majors may submit a change of major form at any time to the Office of Student Records. Change of majors will only be processed between academic semesters.

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 and the Provost and Vice President for Academic Affairs. There is a fee for each credit hour beyond 18. Registration for 12 or more hours constitutes full-time status.

FINALIZING ACADEMIC RECORDS

The college confers degrees at the conclusion of the fall semester, spring semester, and summer term. All final grades

and official transcripts for transfer work must be received by the degree conferral date. According to federal reporting requirements, a very brief grace period is allowed to change or receive a final grade, which occurs between degree conferral and beginning of reporting (dates vary each year). Once reporting has begun, the academic record is considered complete and final. No further changes will be made unless there is a documented clerical error. It is the responsibility of the student or faculty to notify the Student Records Office of a clerical error within 30 days of the graduation date.

If a student has not completed all their coursework and not received a grade by the reporting deadline, they will be removed from the graduation candidate list for that semester and will be moved to the next term for graduation.

If readmitted to the college after the degree is conferred, a student may return to campus and take additional Hilbert College coursework towards additional degrees per the subsequent degree policy. Course repeats are not permitted after a degree is conferred per the course repeat policy.

DUAL DEGREE AND DOUBLE MAJOR

Students may opt to pursue completion of requirements for more than one academic program, resulting in either a Dual Degree or a Double Major.

DUAL DEGREE: A dual degree results in a student being conferred with more than one degree. Degrees may be pursued concurrent or consecutively to each other. In earning two separate degrees, at least 30 credits of specialized, program-specific coursework should be unique to each degree. General education, liberal arts, and all college curriculum may be applied to both programs when applicable. Dual degrees may only be granted for different degrees (Bachelor of Science and Bachelor of Arts).

DOUBLE MAJOR: A double major is the awarding of one degree with two majors (e.g., the student completing a double major of Criminal Justice and Crime Scene Investigation earns one BS degree). Students fulfill all requirements of each major in addition to satisfying all Hilbert College requirements. This may be completed within the usual 120 credit minimum, and may not exceed 150-credits. Double majors must be between departments leading to the same degree. For example, a student may not have a double major between criminal justice (BS) and psychology (BA). Both majors' requirements must be complete before the student's degree can be conferred. Following conferral of the degree, the student's transcript will note one baccalaureate degree with two majors, while the diploma will indicate the single degree (ex. Bachelor of Arts).

Students wishing to file for a Dual Degree or a Double Major must file a declaration with the Student Records Office,

at which point the office will review the request. Students are required to meet with their Academic Advisor, Division Chair(s), and Financial Aid before approval is granted.

Students may not declare a Dual Degree or Double Major until their sophomore year. Students must have a cumulative GPA of 3.0 to be eligible.

PRIOR LEARNING CREDIT

Prior Learning credit may be awarded for college-level learning that students have already acquired from work, training, and life experiences. Applications for prior learning credit approval shall be course-specific, i.e., the student will need to provide justification for each course for which approval is sought.

In order for work, training, and/or life experience to be considered for credit, a portfolio shall be assembled by the applicant that explains and documents applicable experiences and what was learned from them. Applicants shall demonstrate how the specific course objectives have been met through prior experience. Requests for approval of prior learning credit will be evaluated by the department within which the course is housed to determine whether credit can be awarded. Approved prior learning credits may be used for required courses in the major or minor, or as elective credits.

The maximum number of credits students may apply to an undergraduate degree is 30 credits, so long as the student continues to meet the residency requirements per the in-residence course policy. In granting approval for prior learning credit, the following factors shall be taken into consideration.

- The length and duration of the experiences submitted for consideration
- The quality of the student's self-assessment of learning
- Whether the learning is college-level
- Whether sufficient and appropriate documentation has been provided in support of the student's claims
- Whether the portfolio includes all the required components and meets all other requirements as requested by the department

All prior learning credits will be recorded as credit only, rather than by a grade. Final approval for credit will be up to the department chair.

RETURNING HILBERT COLLEGE STUDENTS

Hilbert College graduates who return to earn a second bachelor's do not need to complete Hilbert College general education, liberal arts, or all college requirements. Students who have received a degree from

Hilbert College may not return to add a minor or concentration to an already conferred degree.

SUBSEQUENT DEGREES

Students who have already received an undergraduate degree may choose to return to obtain a subsequent degree. In order to receive a subsequent degree, a student who has previously earned an undergraduate degree from any accredited U.S. institution must apply and be accepted into Hilbert College as a matriculated student.

Students pursuing a subsequent degree must have the full range of skills, competencies, and experience in the major as students who complete the requirements for the regular degree program. Thus, students must meet all requirements for the major. The two degrees must be in significantly different fields of study; therefore, 300 and 400 level coursework completed for the first bachelor's degree will not count toward completing the major requirements of the second degree. In the rare circumstance when a single course taken for the first degree program is a required course in the second degree program, a course substitution in the second degree may be approved by petition from the undergraduate division chair of the new program.

To be considered for conferral of the subsequent degree, students must complete a minimum of 30 credit hours while matriculated for the subsequent degree.

TIME LIMIT FOR COMPLETING DEGREE

The Hilbert College catalog, including degree requirements, is updated annually and expires after eight years. Students may obtain a degree or certification according to the course requirements for a degree or certification stated in the catalog under which they first entered the college, provided the courses are being offered; or, students may choose to graduate under the catalog requirements in effect during any subsequent year in which they are registered, provided the program and courses are offered. The above provisions, however, are subject to the restriction that all requirements for a degree or certification must be completed in eight years from the date of the catalog chosen and that the courses are still offered.

PERFORMANCE STANDARDS

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.

COURSE REPEAT POLICY

Courses may be repeated to raise a student's grade point average (GPA) and should be discussed with an academic advisor. When a course is repeated at Hilbert, only the higher grade is used in computing the GPA, although both grades will remain on the transcript. Credit hours for a repeated class are only applied once to the student's overall credit count. Repeated courses must be taken at Hilbert College, including courses through Acadeum, to have any impact on overall GPA. Students attempting a course for the third time or more must seek approval through their academic advisor. Exceptions include GS 101 and EN 101 which may only be repeated once. Students who fail to pass either of these courses when repeated are subject to dismissal from the college.

If a student wants to retake a course that was previously passed, they should consult with the financial aid office to ensure there are no implications to their state or federal aid. Once a degree has been conferred courses applicable to that degree cannot be repeated.

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.

GRADE CHANGE POLICY

A grade other than an "I" or a blank grade may be changed only to correct an error in the calculation or entry of the grade, or as a result of re-evaluation of an end of semester assignment or exam. Grade changes are made at the discretion of the instructor.

Grade changes for courses taught by faculty who are no longer associated with Hilbert College and are no longer available may be submitted by department chairs offering the courses in accordance with this policy and must be fully explained and justified.

Grade changes for calculation errors or re-evaluation of end of semester assignments or exams must be made

no more than four (4) weeks after the start of the next semester, with the exception of closed records due to graduation as outlined in the finalizing academic records policy. All grade changes must be submitted via the grade change form to the Office of Student Records.

GRADE GRIEVANCE POLICY

A student may dispute a final course grade received from an instructor through the following grade grievance policy. Students may dispute a final grade under two circumstances. The first may occur if a computation error exists in the assignment of the final grade. The second may occur if the student believes the instructor has calculated a grade in a manner that significantly deviates from the grading policy outlined in the course syllabus. This policy is intended to provide for a fair and reasonable process of review of a student's dispute of a final grade. Disputes regarding grades for specific class assignments shall be directed to the instructor. The time limit to initiate a review of a disputed final 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) business 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) business days. (If the involved instructor is the Department Chairperson, then the matter is referred to the Vice President for Academic Affairs who will select an alternate chairperson.) The Department Chairperson will attempt to informally mediate and resolve the grade dispute. If the student is not satisfied with the result, they may appeal in writing to the Vice President for Academic Affairs within ten (10) business days of that meeting.

Step Three

The Vice President for Academic Affairs has ten (10) business days to review the written statements and other information submitted by the student, instructor and the Department Chairperson. Upon review of materials, the Vice President for Academic Affairs will decide whether

to recommend a grade change. The Vice President for Academic Affairs must notify the student and instructor of the VPAA's decision in writing within ten (10) business days after the receipt of all materials submitted for review.

The Vice President for Academic Affairs shall notify the Registrar of a grade change within ten (10) business days of their decision.

The decision shall be recorded in writing with copies retained in the student's permanent file.

GRADING SYSTEM

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.

Undergraduate Degree Program Grading System

| Letter Grade | QPA |
|--------------|------------|
| 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 | Scale |
|--------------|----------------|
| A | 93 or above |
| A- | 90-92.9 |
| B+ | 87- 89.9 |
| B | 83-86.9 |
| B- | 80-82.9 |
| C+ | 77-79.9 |
| C | 73-76.9 |
| U | 72.9 OR LESS |
| I | INCOMPLETE |
| U | UNSATISFACTORY |
| W | WITHDRAWAL |
| S | SATISFACTORY |

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.

GRADUATE PROGRAMS ACADEMIC POLICIES

Full-time and part-time graduate students must meet the academic regulations listed below:

- A student must maintain a minimum semester and cumulative average of at least 3.0.
- No more than a total of two courses with grades lower than B may count towards graduation. This policy applies to all 500-and 600-level courses. A grade of C- (U) for any course will not count toward degree completion.
- Students who fail to achieve a minimum grade of C for any course will not be permitted to enroll for subsequent courses without the approval of the Chair.
- Students receiving a grade of C or lower for any class will receive a notification from the Chair reminding them of the requirements for maintaining their academic standing.
- Any student receiving failing grades in two courses will be subject to dismissal from the graduate program.
- In addition to academic standing, students may be dismissed for activities inconsistent with academic or professional standards.
- Grievances and dismissals for academic reasons may be appealed to the program Chair. Non-academic grievances and dismissals will be handled in accordance with policies and procedure set forth within the Hilbert College student handbook.
- Individuals may enroll as non-matriculated students on a space-available basis at the discretion of the program Chair.
- Course grades of "incomplete" (I) will only be granted under extraordinary circumstances and require the approval of both the instructor and the program Chair. If an incomplete (I) is granted, it must be satisfied by the end of the following semester. If not satisfied, the incomplete (I) reverts to a U or failing grade.
- Academic dishonesty policy and process applied to undergraduate education will also apply to graduate

education, except that if the appeals committee does not include a graduate faculty member, one will be named to join the regular committee.

- Readmission Policy: Students who are dismissed from a graduate program may be readmitted only with the approval from the Chair.

HONORS RECOGNITION

Students are recognized for their academic achievements each semester with semester honors and upon graduation with graduation honors.

SEMESTER HONORS

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 following each semester.

GRADUATION HONORS

The Baccalaureate Degree with Distinction is awarded to undergraduate students who have maintained a high degree of scholastic excellence. Traditional Latin honors are conferred at the receipt of final grades after commencement, and are noted on the student's diploma:

- 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

Honors Awards presented annually at Commencement Exercises are:

The Sister Mary Edwina Bogel Award is bestowed annually upon the graduate whose character, intellectual achievement and devoted services to their fellow students and to the College render them 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 graduate whose character, intellectual progress, organizational ability, and participation in activities and programs of the College render the recipient outstanding among their peers.

The Lambert Graham and Margaret Graham Award is bestowed annually upon the 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 has the same QPA, the award would 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 include:

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.

INCOMPLETE GRADES

At the discretion of the instructor, incomplete grades may be assigned at the end of a semester if a student is unable to complete the course work because of extenuating circumstances. Instructors are discouraged from awarding an incomplete grade for student convenience or because a student simply got behind in their work. The awarding of an incomplete grade is contingent upon there have been satisfactory progress in the course. If a situation requires awarding an incomplete, the instructor must fill out an official incomplete grade form. Once this form is received by the Student Records Office an "I" will be entered as the grade for the student. 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/or a grade is not submitted to the Registrar by the indicated date, the "I" grade will convert to the completion plan default grade for undergraduate or a U grade at the graduate level.

POSTHUMOUS RECOGNITION OF A STUDENT

In the event that a current student dies prior to completing their degree, Hilbert College will recognize the student for the work completed posthumously as a gesture of compassion for the student's family. There are two posthumous recognitions that may be granted for students, the posthumous degree and the posthumous certificate of recognition.

Posthumous Degree: Awarded upon the passing of a student who is nearing completion of their degree requirements. Criteria for a posthumous degree are:

- Completed at least 75% of required coursework towards their declared major. Courses the student is enrolled in at the time of death will be counted towards the 75%.
- The student was enrolled at Hilbert College at the time of death.
- The student was in good academic standing according to the academic standards set forth by Hilbert College as outlined in the catalog.
- The student was in good financial standing with the college with the College.

Posthumous Certificate of Recognition: If the student does not meet the criteria for posthumous degree at the time of death, the student will be granted formal

recognition from Hilbert College for their studies. Criteria for a posthumous certificate of recognition are:

- The student has attempted at least 12 credit hours at Hilbert College.
- The student was enrolled at Hilbert College at the time of death.
- The student was in good academic standing according to the academic standards set forth by Hilbert College as outlined in the catalog.
- The student was in good financial standing with the college with the College.

Exceptions to above listed criteria may include, but are not limited to:

- An interruption by injury, illness, deployment, etc., in the student's continuous enrollment.
- Serving in the armed forces.

Process for posthumous recognition:

A member of the college's faculty or staff or family member of the deceased may request consideration for a posthumous degree or posthumous certificate of recognition. This request should be made to the Registrar, where it will be evaluated to confirm that the request meets the criteria. After evaluation by the Registrar, the request will be presented to the Vice President of Academic Affairs for consideration. A request approved by the Vice President of Academic Affairs will be presented to the college's Board of Trustees for approval. Upon approval, the Registrar will indicate the award of posthumous degree or certificate of recognition on the student's diploma. If all requirements were met prior to death, the Registrar will confer a degree or certificate with no posthumous designation on the transcript if the student who is deceased had applied for graduation and had completed all program requirements.

STUDENT CODE OF ACADEMIC ETHICS

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 convocation, 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 convocation 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 Committee on

Academic Standards 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 Committee on Academic Standards instead supports the student, such a report will be removed. If either the faculty member or student does not accept the decision of the Committee on Academic Standards, 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.

ACADEMIC STANDING

The Academic Standing Policy is effective as of 2018-2019 for all matriculated Hilbert College Student. All students are required to maintain a 2.0 GPA to remain in good academic standing with the college.

| Semester Credit Hours Earned Towards Degree* | Academic Warning | Academic Probation | Academic Dismissal |
|--|------------------|--------------------|--------------------|
| 0-29 | 1.80-1.99 | 1.50-1.79 | 1.49 |
| 30-59 | 1.85-1.99 | 1.65-1.84 | 1.64 |
| 60-89 | - | 1.95-1.99 | 1.94 |
| 90 and over | - | - | 1.99 |

*Includes all hours (Hilbert and transfer hours) applied toward the Hilbert College bachelor's degree. However, only Hilbert credits are used in calculating the GPA.

**Averages will not be "rounded." For example, 1.49 will not be rounded to a 1.50. Therefore, 1.49 will be within the academic disqualification range.

WARNING

Students with a cumulative GPA within the appropriate Warning range, though making satisfactory academic

progress, are placed on Warning. These students receive a personal letter from The Committee of Academic Standards cautioning them that their academic performance is not completely acceptable.

ACADEMIC PROBATION

Students with a cumulative GPA within the appropriate probation range will receive a letter from The Committee of Academic Standards stating that the student is being placed on academic probation. A student who is placed on academic probation must work with their faculty advisor to discuss their academic performance, registration choices/adjustments, and an improvement plan. In addition, the Academic Services Center, the Coordinator for Academic Advisement, and faculty advisors will work with the student to develop an individual academic contract to be followed while on probation. The terms of this contract must be met at the end of the following semester.

Students will enter the academic probation category as a result of the cumulative GPA declining from the Good Standing or Warning categories:

- At the end of the semester on Probation, if the student's cumulative GPA rises, the student will be placed into the appropriate category of either Good Standing or Warning.
- At the end of the semester on Probation, if the student's cumulative GPA falls in the Academic Dismissal category, the student will be dismissed from the College.
- At the end of the semester on Probation, if the student's cumulative GPA remains in the Probation range, the student remains on Probation.
- If a continuing full-time student receives three failing grades in a semester or a continuing part-time student receives all failing grades in a semester, the student will be placed on Academic Probation and will be subject to the terms listed above.

The Committee on Academic Standards will review all students on Academic Probation at the end of each semester, evaluating their performance and compliance with the terms of the contract.

ACADEMIC DISMISSAL

Dismissal occurs for one of four reasons:

- Failure to meet the designated GPA for the appropriate credit hours attempted (see chart.)
- Failure to pass EN 101 twice
- Failure to pass GS 101 twice.
- Failure to meet the terms of probation contract.

- A student who is Academically Dismissed may appeal this decision to the Committee on Academic Standards. Students may only be granted appeal one (1) time during their time at Hilbert. Information concerning such appeals will be sent with the dismissal letter.

STUDENT-ATHLETES

A student-athlete who is in Warning during their first full two semesters is still considered in good academic standing. Per conference regulations, beginning in their third full semester students must maintain a 2.0 GPA in order to remain eligible to compete in a conference-sponsored sport, regardless of whether or not the student-athlete has previously competed on a varsity team at the institution.

Student-athlete waivers (see conference regulations) will be considered separately from academic appeals.

REGISTRATION REGULATIONS

ADVISEMENT

Each Hilbert College student is assigned to an academic advisor. In the first year freshmen are assigned their designated GS 101 instructor and transfer and upperclassmen are assigned to faculty advisors within their academic department. Academic advisors are available to guide students in semester course selection, fulfilling degree requirements, and understanding course sequencing; additionally academic advisors can direct students to various resources on campus. Academic advisement at Hilbert College is a partnership in which both the advisor and advisee are expected to participate. Students are required to meet with their academic advisor every semester in order to register for courses in the following semester.

COURSE CANCELLATION

Courses are subject to be cancelled if they fail to meet a minimum of five (5) students enrolled by one week prior to the start of term or for any other reason deemed appropriate by the College.

In the event that a course is cancelled, all registered students for that course will be immediately notified via Hilbert College email and unregistered from the class. Students are then encouraged to meet with their academic advisor to choose an alternative course. This policy is not reflective of the Directed Study policy.

DROP/ADD PERIOD

Students are eligible to drop or add a class to their schedule for seven days after the start of term (exact dates are published in the academic calendar). Dropped courses during the drop/add period do not reflect on a student's transcript and are not applicable toward their bill.

LEAVE OF ABSENCE

Students may request a leave of absence from Hilbert College for a stipulated amount of time, not to exceed two consecutive academic semesters (excluding summer for traditional on ground students). A leave of absence may be requested by electronic form in the student portal, Self-Service. Students are notified via email if their request is approved or denied.

Requests for a leave of absence 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.

A leave of absence for medical purposes will only be honored if the student provides sufficient medical documentation to the Director of Academic and Accessibility Services and the student does not have a financial obligation to the college.

If a student does not return before the end of the leave of absence expires, they will be required to re-apply to the college and will be subject to complete the academic requirements under the catalog year of re-enrollment. Students may petition their academic division to re-enroll under their original catalog year, so long as it has not expired and they are able to complete the degree requirements before catalog expiration.

MILITARY WITHDRAWAL AND LEAVE OF ABSENCE

In accordance with the New York State Patriot Plan, Hilbert College students are entitled to a leave of absence during periods of military service and for one year after completion of service. During the leave of absence, a student's educational status and financial resources (scholarships, grants, etc.) are preserved.

If a student is called to active duty, a Military Withdrawal and Academic Leave of Absence will be granted through the Registrar's Office. Students should contact the Veteran Services Office or the Registrar's Office as soon as possible to fill out the official withdrawal form. The form may also be submitted online at [A Military Withdrawal and Leave of Absence](#) will be granted once the Hilbert College Registrar's Office receives a copy of the official orders or a notice from the student's Commander.

When possible, students called to active duty may be

offered the opportunity to complete the course(s) for the semester in which their active duty commenced by directed study or distance learning as approved by their professor and the appropriate division chair. If this is not possible (for instance, in a situation where access to internet access will be extremely limited or when physical presence is required), a Military Withdrawal will be granted. If the request occurs during the Drop/Add period, the course will be dropped with no notation.

Students who are granted a Military Withdrawal will not be charged tuition for the semester of withdrawal and will receive a refund of any tuition payments made that semester, and will be removed from all courses with no credit and a notation of Military Withdrawal (MIL) on the transcript. Room and meal plan refunds will be pro-rated based on the number of weeks the student was enrolled in school.

To return to Hilbert following active duty, students should provide release from duty documentation. A student granted Military Withdrawal or Leave of Absence will have up to one year follow completion of service to return to Hilbert College with no loss of educational status or Hilbert College provided financial resources.

REGISTRATION

Students register following a priority registration schedule that is based upon class status and defined by credit hours earned (including transfer credits). Veteran and Honors students are granted priority registration, and register the Wednesday prior to registration opening (exact dates are published in the academic calendar). The following chart is used to determine the remaining registration dates by priority:

| | |
|------------|--------------------|
| Seniors | 90+ credit hours |
| Juniors | 60-89 credit hours |
| Sophomores | 30-59 credit hours |
| Freshman | 0-29 credit hours |

Registration will be blocked for any students who have any outstanding financial obligations to the college. Current students are required to register for courses using Self-Service. If a student wishes to get into a class that they do not meet the pre-requisite for or for a class that is full, they must contact the instructor of the class to get permission. The instructor must notify the Office of Student Records to override the restriction and register the student. Online registration is not active for incoming students. All new students will be registered in the Office of Student Records after they have met with an advisor. In the event that a course is cancelled, all registered students for that course will be dropped from the class and notified via Hilbert College email. Students are then encouraged to meet with their academic advisor to choose an alternative course.

GRADUATE STUDENTS

Registration will be handled by the Director of Graduate Admissions and Student Services. Other academic advisement will be conducted by the Chairs.

WITHDRAWAL FROM A COURSE

Withdrawal from a course results in a W grade on the student's transcript. Official withdrawal dates are published in the Academic Calendar on the [Hilbert College website](#). A student is required to complete a withdrawal form and obtain all required signatures before the withdrawal can be processed. Please note that non-attendance does not constitute an official withdrawal and will result in a failing grade for the course.

Withdrawal dates for 5 week and 7.5 week courses are calculated based on the entirety of the semester (fall, spring, summer). Therefore, if a student wishes to withdraw from a course in a session, they can do so up until the last day of classes or when a grade is assigned, whichever comes first.

Students who receive financial aid should consult with a Financial Aid Counselor to determine if the withdrawal(s) will affect continued aid eligibility. They should also consult the financial section of this catalog for tuition implications.

WITHDRAWAL FROM THE COLLEGE

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

1. Fulfill all financial obligations with the Office of Student Finance.
2. Complete the withdrawal form found in Self-Service under Student Record Forms
3. Once the withdrawal form has been signed off by all required parties it will be recorded on the date on which the form was initiated by the student.
4. All obligations must be fulfilled before withdrawal from the College is official.

PETITION FOR LATE WITHDRAWAL

In exceptional cases, the student may petition for an authorized late withdrawal.

Non-medical: Students requesting a late withdrawal for non-medical reasons must submit a late withdrawal petition and any appropriate documentation to the

Director for Student Success and Retention.

Medical: If the late withdrawal is for medical purposes, documentation must go to the Director for Academic and Accessibility Services only, who will review the request and alert the Director for Student Success and Retention. Should the request be denied, the student may appeal to the Committee on Academic Standards within 5 business days of original decision. The Committee will review the petition and make a final determination based on all submitted documentation. A petition for a late withdrawal will not be considered after a final exam for that course has been taken or equivalent assignments (e.g., final project) have been submitted.

REMOTE ACCESS

Instructors may grant permission for a student to remotely access a class on an emergency basis. The instructor's policy for such access must be detailed in the course syllabus and/or accessible to students through Blackboard. Should extended time be required, the student shall be instructed to contact the Office of Accessibility Services. In all cases, instructors shall provide fair access to all students.

ACCESSIBILITY SERVICES FOR STUDENTS WITH DISABILITIES

Accessibility Services is committed to collaborating with students, faculty and staff to ensure equal access for all. The office actively promotes the ongoing development of an accessible environment that embraces diversity through educational programming, services, resources, and facilities that are usable by all members of the campus community.

All students must meet the academic standards for admission into Hilbert College. Once admitted, a student with a disability is responsible for disclosing and providing documentation to Accessibility Services to be eligible for accommodations or services. Eligibility for accommodations is based on a case-by-case/course-by-course basis each semester.

In order to receive services, students must:

1. Self-identify to the Office of Academic Services
2. Provide current documentation from a qualified professional such as a physician, licensed psychologist or other practitioner who is skilled in the diagnosis of disability.
3. Contact the Office of Academic Services to schedule a meeting to discuss appropriate services and/or accommodations.

Students must obtain a confidential notification form to be distributed to current faculty each semester. These notification forms contain only information regarding accommodations.

Common Accommodations in College:

- Tests and Quizzes
- Extended time
- Use of technology - text to speech, speech to text, word processor, alternate format, etc.
- Distraction reduced environment

In the Classroom

- Note taker
- Interpreter / CART
- Use of technology - laptop, smart pen, digital recorder, etc.

Other

- Housing
- Attendance
- Dietary needs
- Priority needs
- Alternate format materials

ACADEMICS

PROGRAMS OF STUDY (HEGIS CODES)

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 | HEGIS Code | Program Code | Degree/Award |
|--|------------|--------------|--------------|
| Alcohol and Substance Abuse Counseling | 2101 | 41307 | |
| Business Administration | 5004 | 77417 | AAS |
| Criminal Justice | 5505 | 01838 | AA |
| Human Services | 5506 | 01831 | AA |
| Accounting | | | |
| Biology | 0401 | 40904 | BA |
| Business Management | 0506 | 92127 | BS |
| Criminal Justice | 2105 | 92126 | BS |
| Cybersecurity | 0799 | 37599 | BS |
| Digital Media & Communications | 0605 | 28705 | BA |
| English | 1501 | 92128 | BA |
| Forensic Science/Crime Scene Investigation | 1999 | 29649 | BS |
| Forensic Science | 1999 | 40109 | 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 |
| Sports Industry Management | 0599 | 35891 | BS |
| Criminal Justice Administration | 2105 | 34495 | MS |
| Public Administration | 2102 | 34496 | MPA |

GENERAL EDUCATION CURRICULUM

General Education signifies a program of arts and sciences courses providing students with a broad educational experience. Rather than being focused on majors or academic/vocational specializations, General Education courses are universal and foundational. Typically introductory, they offer students fundamental skills and knowledge in mathematics, English, arts, humanities, physical sciences, and social sciences. Completion of a General Education program is required for a degree. The General Education is comprised on at least one course in mathematics, natural science, social science, American history/western civilizations, civic learning and engagement, humanities, arts, and foreign cultures and language. The modules and the content are meant to meet the following outcomes that align with the American Association of Colleges & Universities, Liberal Education and America's Promise initiative.

- Oral & Written Communication: Students will be able to develop and express themselves clearly and appropriately both orally and in writing for a range of social, academic and professional contexts. In their writing students will be able to identify when there is a need for information and find and use appropriate sources.
- Scientific & Quantitative Reasoning: Students will be able to reason and solve quantitative problems from a wide array of mathematical and scientific contexts. They will be able to create logical arguments and clearly communicate those arguments in a variety of formats.
- Critical Analysis & Reasoning: Students will be able to systematically to gather, organize, refine, analyze, and evaluate critically information and ideas. Students will be able to draw informed conclusions and judgements on complex topics or issues to gain a better understanding of them.
- Global Learning: Students will demonstrate understanding of local, national, and global communities by cultivating awareness of inter-dependence of different communities, issues within those communities, and organizations and skills that address such issues.
- Integrative learning: Students will be able to make simple connections among ideas and experiences, synthesize and transfer learning to new, complex situations within and beyond the campus.

The General Education Core consists of 45 Total hours

Specifically Required courses (18 hours)

- EN 101 College Writing
- EN 102 Writing in the Humanities

- COM 151 Public Speaking
- GS 101 Foundations Seminar
- PS 402 Junior Symposium
- Religious Studies Elective

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

- Mathematics
- Natural Science
- Social Sciences
- American History/Western Civilization
- Civic Learning and Engagement
- Humanities
- Arts
- Foreign Culture and Language

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

Note: These requirements apply to all students who enrolled as freshmen in fall 2018 or later or as transfers in fall 2018 or later. Students who enrolled earlier should consult the prior catalog and their advisor for their General Education requirements.

GENERAL EDUCATION COURSE MODULES

Effective for all students beginning Fall 2018

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

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.

NATURAL SCIENCE

Courses in this module will provide students with fundamental and foundational knowledge of the natural 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 natural sciences play in our ever-evolving planet.

SOCIAL SCIENCE

Courses in this module will provide students with the opportunity to engage in the study of various fundamental

aspects of human behavior, the human condition, and the dynamics of social change and interaction.

AMERICAN HISTORY/WESTERN CIVILIZATION

Courses in this module will provide students with foundational historical knowledge of social norms, ethical values, traditional customs, belief systems, and political systems of Western civilization, including American culture.

CIVIC LEARNING AND ENGAGEMENT

Courses in this module will provide students with the knowledge, skills and values to effect positive change in their communities, whether that be defined locally or globally. It involves participating in activities that are both personally fulfilling and socially beneficial.

HUMANITIES

Courses in this module will provide students with knowledge of the fundamental modes of inquiry within the humanities and/or will foster a greater appreciation of broad creative cultural traditions and movements within these disciplines.

ARTS

Courses in this module will provide students with knowledge of forms of artistic expression and the opportunity for participation in the creative process.

Foreign Culture and Language

Courses in this module will provide students with knowledge of the distinctive features of foreign cultures and/or languages and will help students understand and appreciate diverse perspectives.

GENERAL 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 combines contract-based Honors projects and Honors-specific courses. For maximum flexibility and complete integration, the program allows a student to enroll in regular classes and fulfill some of 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 faculty, both within their majors and without, from the first semester that they enroll.

Honors students also take Honors-specific courses, including the Freshman/Transfer Honors Colloquium (HON 105/305) in their first year in the Honors Program and an Honors capstone experience. In addition, other courses may be designated as Honors sections and reserved for Honors Program students. Finally, Honors students are asked to give something back to the community in the form of a modest amount of community service (20 hours per year) and mentoring of new Honors students.

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 a \$2,000 per year scholarship, priority registration, a private lounge area with dedicated computers, and special educational opportunities, including travel and service 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/teacher 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 [Hilbert College website](#).

A SAMPLE OF CURRENT COURSES OFFERED FOR HONORS CREDIT*

In lieu of proposals are available for student review online.

- ACC 310 Corporate Taxation
- ACC 320 Intermediate Accounting I
- BUS 200 Introduction to Business Management
- CJ 101 Introduction to Criminal Justice
- CJ 204 Crime and Society
- CJ/HS/PSY 316 Family Violence
- ECO 203 Principle of Contemporary Macroeconomics
- ECO 204 Principles of Contemporary Microeconomics
- EN 205 Survey of World Literature I
- EN 315 World Mythology
- EN 325 Autobiography
- EN 388 Women and Literature
- FS 101 Introduction to Forensic Science
- FS 318 Special Topics in Forensic Science I
- HS 101 Introduction to Human Services
- HS/PSY 205 Interpersonal Communication and Effectiveness
- HS 315 Child Abuse and Neglect
- MA 200 Topics in Statistics
- PH 205 Business Ethics
- PH 302 Making of the Modern Mind I
- PH 303 Making of the Modern Mind II
- PS 102 American Government
- PS 335 Genocide
- PS 402 Junior Symposium
- PSY 202 Psychology of Adult Development and Aging
- PSY 406 Cross Cultural Study of Psychology

*List is subject to change.

HONORS PROGRAM INFORMATION

Eligibility requirements

- 3.5 cumulative average (90 high school average for incoming freshmen)
- Full-time day status
- Proven leadership qualities in any of the following areas: social commitment, arts, or athletics
- 60 or fewer credit hours

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 (one credit course)

Extra-Curricular requirements

- 20 hours of community service annually
- Mentoring

Benefits

- \$2,000/year scholarship
- Priority registration
- Private lounge area with dedicated computers
- Special educational opportunities
- Recognition of Honors during the commencement ceremony

APPLICATION PROCESS

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

LEADERSHIP SCHOLARSHIP PROGRAM

The Hilbert College Leadership Scholarship Program is an intensive four-year experience designed to assist recipients in developing and refining their leadership skills. Students engage in numerous experiential learning programs which allow them to become involved on campus and in the community in a meaningful way. The program uses a variety of methods to meet the unique learning styles of all participants. Workshops, distinguished speakers, service learning, and adventure-based programs are all essential components of the program.

Each year of the leadership program has a different focus. First-year participants will participate in a self-assessment designed to familiarize them with their strengths and areas for further development. In this first-year program, participants will take Introduction to Leadership (GS 160) and begin to form the foundational skills to assist them throughout their four years in the program. 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 that includes resume writing, interview skills, job search techniques,

and business etiquette. In the senior year, students focus on goal setting for their post-graduate professional and civic lives. At all levels, students are expected to be involved in campus activities, clubs, and their community to put into practice the concepts they have learned.

Hilbert College Leadership Scholarship
Eligibility Requirements:

- Incoming freshman student with at least an 82 high school GPA
- Full-time student status in a traditional academic program
- Documented involvement in student government, clubs, or community service activities in high school

Hilbert College Leadership Scholarship
Recipient Requirements:

Curricular

- Successfully complete GS 160 (Introduction to Leadership) in their first semester
- Maintain a cumulative GPA of 2.5 or higher throughout their four years in the program

Co-Curricular

- Perform 20 hours of volunteer service to their community during each academic year
- Be involved in Student Government Association (SGA) or at least one SGA-sponsored student club or organization at Hilbert College
- Collaboratively complete one service project annually in conjunction with a community partner and leadership peers.

Application Process: Qualified students are invited to apply for the Leadership Scholarship upon acceptance to Hilbert College. To apply, students must complete an application and a one-to-two-page narrative, along with submitting two letters of recommendation. Upon submission of all materials, applicants are then invited to participate in a selection interview with the Dean of Students.

It is no secret that employers are seeking candidates who demonstrate problem-solving skills, team attitude, strong communication skills, and above all, leadership ability. The Leadership Scholarship Program is designed to support students as they develop these skills and positively contribute to the betterment of their community to stand out in a competitive job market.

STUDY ABROAD

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 several international exchange programs with various institutions in Europe, and continues to develop new partnerships.

Students who are interested in obtaining more information on study abroad should contact the Student Life Office.⁸ A student who will be studying abroad for a semester will be required to attend study abroad information sessions, including but not limited to the application process, cost and compliance, departure orientation, as well as re-entry. Students will work with the Study Abroad department to ensure full preparation for this unique global experience. Upon return to the College, all credits earned through the exchange program will transfer back to the students' home institutions and be applied toward their undergraduate degree.

In addition to Hilbert College student's studying abroad, students at the partner institutions will have the opportunity to attend Hilbert College for an immersive experience in US post-secondary education.

For more information on Hilbert's international programs, please visit www.hilbert.edu/international.

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. "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.

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

ONLINE COURSE ELIGIBILITY POLICY

The student must be a current Hilbert commuter student, must have a minimum cumulative GPA of 2.5, and must

complete/provide documentation of completion of the Student Online/Hybrid Orientation. New freshmen and first semester transfer students are not eligible. Resident and transfer students may appeal for an exception to their Advisor or Chair of the Division of the course. Approval is not guaranteed. If the student has a hold on his or her account that prevents registration, this must be resolved before the student may register.

Students may take up to two online courses (6 credits total) in any 15-week semester: one course (or two sequentially) in each of the 7.5 Week format and/ or up to two online courses in the 15-week format.

CONCURRENT COURSES:

Should a course be offered in the same semester both online and on campus, resident students will not be eligible to take the course online. Students may appeal for an exception to the Chair of the department within which the course is offered. Approval is not guaranteed.

NOTE: This policy does not dictate whether a course must be offered in both formats – scheduling of courses is at the discretion of Departmental Chairs and Instructors, depending on student and departmental needs.

ACADEUM COURSE SHARING POLICY

Hilbert College is a member of the Acadeum College Consortium (Acadeum.com), through which students can take online courses offered by other private institutions as if they were Hilbert College courses. These courses appear on Hilbert College transcripts and impact GPA just as if they were taken at Hilbert College. Tuition is billed at the regular rate and applicable financial aid can be applied. Students may take no more than six (6) credits per semester with the approval of their academic advisor per the online course eligibility policy. Students taking a course through Acadeum are subject to the host schools' academic policies.

In the event that a course is needed in a specific semester, and it is not being offered through Hilbert, students will be able to utilize the course sharing partnership with Acadeum to take an online course through another institution. Students are allowed up to six (6) credits through Acadeum per semester and, consistent with registration for all courses, students must have approval from their academic advisor to enroll. Acadeum courses will be included in determination of full-time status.

In order to be eligible to take Acadeum courses, students must:

1. Be enrolled full-time at Hilbert College during the academic term in which they are seeking to take a

course through Acadeum

2. Be in good academic standing. Students who are on academic probation may not be eligible to enroll in Acadeum offered courses. Exceptions may be granted with the approval of the student's advisor, in consultation with the Academic Standing subcommittee of the Academic Standards Committee
3. Receive approval from the HEOP Director if they are students within the Opportunity Program
4. Be at the sophomore level (at least 30 credits earned) at the time of enrollment
5. Be financially cleared at Hilbert College in the academic term in which the student seeks to enroll in an Acadeum offered course

Exceptions can be approved through the departmental chair. Please see the Acadeum course sharing policy for more information on Acadeum courses.

For information on how to enroll in an Acadeum course, please contact the Office of Student Records.

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 include written and oral communication, critical reading and listening, scientific understanding, quantitative literacy and technological fluency at levels required for personal and professional success in real-world situations.

Outcome 2

STUDENTS WILL BECOME INTERCULTURALLY AWARE AND ACQUIRE AN OPENNESS TO DIVERSITY: Skills necessary for local and global civic engagement in the 21st century include an awareness and appreciation of world cultures and languages, as well as an understanding 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 disciplinary boundaries, promote intellectual curiosity and innovation, and are practiced in individual and team situations with emphasis on ethical reasoning and action.

Outcome 4

STUDENTS WILL DEVELOP ADVANCED RESEARCH SKILLS: These include development of traditional and technology-enhanced research strategies, the ability to recognize the validity of information sources, and the skill to articulate and apply research findings to professional and real-world situations.

Outcome 5

STUDENTS WILL DEVELOP SKILLS IN INTEGRATIVE LEARNING: These skills include collaborative work combining analytical and experiential learning that transcends disciplines, crosses campus and community boundaries, encourages leadership, and blends career preparation with the capacity to apply one's learning to the opportunities and challenges of the 21st century.

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, social and cultural awareness, and ethical reasoning and action are essential personally and professionally for life in the 21st century.

PRE-PROFESSIONAL PROGRAMS

Hilbert's Pre-Professional Programs provide focused, undergraduate curriculum to prepare you for a professional program upon graduation. Although there are no guarantees to admission in a graduate program, the Pre-Professional Program requirements below are geared so you are best placed for application to a professional program. Further, the Pre-Professional Program advisor can inform students about the application process, specific admissions tests, and curricular as well as co-curricular activities that enhance your competitive edge when applying to professional schools.

PRE-HEALTH PROFESSIONAL PROGRAM

A career goal in the health professions is a challenging and rewarding one for any aspiring student. If you are interested in careers in medicine, nursing, pharmacy, dental, optometry, or veterinary medicine, the Pre-health Professional Program at Hilbert College will help you prepare for these highly competitive career tracks through strong curricula, academic and professional advisement. Please note that the Pre-Health Professional Program is a support program and not an academic major. Although students from various academic majors are eligible to pursue most of these pre-health tracks, the curriculum for Hilbert students majoring in Biology and Forensic Science generally complement most of the course requirements for these tracks. In addition, the support program assists in advising students for graduate study leading to MS or Ph.D. degrees in the biological sciences and related fields such as genetics, cell biology, molecular biology, biotechnology, biomedical engineering, and neuroscience.

ADVISEMENT

We recommend all pre-health track students register with the Pre-health Professional Program during the first semester at college or as soon as they become interested in pursuing a health profession track by filling out the [pre-professional declaration form](#). Specific admission requirements vary from one professional school to another. Therefore, we recommend all interested students make initial advisement appointments with the Pre-Health Advisor to ensure they understand the track-specific requirements set by their intended professional schools. Afterward, students should work closely with the Pre-Health Advisor and their Academic Advisor to discuss career goals and expectations, choose track-specific electives, and plan extra-curricular or supplemental academic experiences, including internship, research opportunities, and volunteer activities. The Pre-Health Advisor evaluates each student's progress in the respective track to maintain their good standing status.

Additionally, the Pre-Health Professional Program provides individualized advisement to all registered

students, offers specialized workshops, hosts various information sessions or academic seminars from time to time to assist students in learning about different health career options and professional schools, and helps them complete the application process.

Pre-Health Advisor:
Habib Bakht, Ph.D.
hbakht@hilbert.edu

REQUIREMENTS

The minimum GPA requirement for most health professional schools is 3.0. Students with a GPA lower than this should contact their Academic Advisor for academic assistance. Admission into these professional schools is highly competitive, and higher GPAs are needed for most health professions, with many programs looking for a GPA of 3.5 or better. In some programs, science GPAs are often evaluated separately. For example, a GPA of 3.75 is considered a competitive science GPA for most medical schools. In addition to GPA, some schools require competitive scores on professional exams such as MCAT, DAT, GRE, PCAT, OAT, etc., and evidence of the applicant's professionalism, maturity, sound reasoning, integrity, and true commitment to helping others. Some schools also require candidate's shadowing experience with different health professionals over time, research experience in labs, and various types of volunteer experience. The Pre-Health Professional Program will guide students to prepare for these qualifications as well. In partnership with other Hilbert College offices, the program also assists pre-professional students with:

- Interview Preparation
- Cover Letter, Resume, and Personal Statement Creation
- Observation and Connection to Experience Opportunities
- Financial Literacy

For detailed descriptions of each health track and specific admission requirements, please see below.
PRE-MEDICINE

In general, admission into the medical schools either in allopathic (MD) or osteopathic (DO) medicine requires students to have – 1) a bachelor's degree in any major with an excellent GPA (3.7 for MD and 3.5-3.6 for DO), 2) a good MCAT (Medical College Admission Test) score averaging 510, 3) successful completion of the prerequisite courses, 4) extra-curricular activities including a commitment to the profession, hospital volunteerism, shadowing physicians, and engaging in research activity. Admission into medical school is highly competitive. Students should work closely with the Program Advisor throughout their college years to stay on track with academic and co-curricular preparations.

As a part of the academic preparation, students must complete the required and recommended coursework that fulfills their intended medical school requirements and, at the same time, prepares them for the MCAT exam. Gaining practical experiences such as working with a clinician in a hospital setup or shadowing a physician in healthcare facilities is an essential part of co-curricular preparation. Each student must obtain a letter of evaluation from the Pre-health Advisor for applying to a medical school.

Course Requirements: The following courses will fulfill the medical school/MCAT requirements per the Association of American Medical Colleges (AAMC):

| | |
|--------------------------------------|---|
| BI 140 General Biology I with Lab | 4 |
| BI 141 General Biology II with Lab | 4 |
| CH 140 General Chemistry I with Lab | 4 |
| CH 141 General Chemistry II with Lab | 4 |
| CH 311 Organic Chemistry I with Lab | 4 |
| CH 313 Organic Chemistry II with Lab | 4 |
| PY 140 General Physics I with Lab | 4 |
| PY 141 General Physics II with Lab | 4 |
| EN 101 College Writing | 3 |
| EN 102 Writing in the Humanities | 3 |

Most medical schools also require or recommend the following courses.

| | |
|---|---|
| BI 310 Cell Biology with Lab | 4 |
| BI 320 Biochemistry with Lab | 4 |
| BI 420/421 Anatomy and Physiology I/II with Lab | 4 |
| MA 200 Topics in Statistics | 3 |
| MA 205 Calculus | 3 |
| PSY 101 Introduction to Psychology | 3 |
| SO 101 Introduction to Sociology | 3 |

For specific requirements, check your medical school. The MCAT exam includes content from these courses.

PRE-NURSING

After completing specific prerequisites, Hilbert students interested in a career in nursing may choose one of the two options to apply into a nursing program in an accredited school to earn the Bachelor of Science in Nursing (BSN). Students interested in the UB Nursing School program typically apply during their sophomore year for the Traditional (2+2) BS program after completing 12 prerequisite courses at Hilbert. The program starts in the fall, and the application is due on January 15. Graduating seniors in other majors can apply to the UB Nursing program for the Accelerated (3+1) BS program after completing 9 prerequisite courses. This intensive one-year program starts in summer, requiring both summer 1 & 2 sessions, fall and spring, to complete the coursework.

The application is due on October 1 of the junior year.

Admission into the nursing school at UB is highly competitive. A minimum GPA of 3.0 is required to apply for the above options. However, the average admitted GPA at UB Nursing School is 3.65 for Traditional BS and 3.72 for Accelerated BS. Students should work with the Pre-health Program Advisor as soon as they decide on the nursing track to select appropriate coursework based on their schools of interest. In addition, gaining a thorough understanding of the profession through hospital volunteerism and practical working experiences as a Nursing Assistant is very helpful.

Course Requirements: Traditional BS at UB requires the following 12 pre-requisite courses.

| | |
|---|---|
| BI 115 Nutrition | 3 |
| BI 220 Microbiology with Lab | 4 |
| BI 420 Anatomy and Physiology I with Lab | 4 |
| BI 421 Anatomy and Physiology II with Lab | 4 |
| CH 140 General Chemistry I with Lab | 4 |
| MA 200 Topics in Statistics | 3 |
| PH 207 Bioethics | 3 |
| PSY 101 Introduction to Psychology | 3 |
| PSY 202 Psychology of Adult Development and Aging | 3 |
| SO 101 Introduction to Sociology | 3 |
| BI 241 Applied Physiology (cross-register at ECC) | 3 |
| NU 238 Pharmacology (cross-register at ECC) | 3 |

Accelerated BS at UB requires the following 9 prerequisite courses:

| | |
|---|---|
| BI 115 Nutrition | 3 |
| BI 220 Microbiology with Lab | 4 |
| BI 420 Anatomy and Physiology I with Lab | 4 |
| BI 421 Anatomy and Physiology II with Lab | 4 |
| CH 140 General Chemistry I with Lab | 4 |
| MA 200 Topics in Statistics | 3 |
| PSY 202 Psychology of Adult Development and Aging | 3 |
| BI 241 Applied Physiology (cross-register at ECC) | 3 |
| NU 238 Pharmacology (cross-register at ECC) | 3 |
| PRE-PHARMACY | |

Pharmacy schools and colleges offer the Doctor of Pharmacy (Pharm.D.) degree program in various lengths and structures. Typically, Pharm.D. is a 4-year post-graduate program. However, a 3-year accelerated Pharm.D. program is now available in many Pharmacy schools and colleges. Some schools are also offering a fully online 3-year accelerated Pharm.D. program. Students do not need a bachelor's degree to enter the Pharm.D. program. Students can start the professional phase of the Pharm.D. curriculum in a pharmacy school after they have completed all pre-pharmacy coursework. Hilbert students interested in a career in

Pharm.D. have two options. They can complete a four-year bachelor's degree in any major together with completing all pre-pharmacy coursework before applying. Alternately, they can apply through the Pharmacy College Application Service (PharmCAS) during their sophomore/junior year, provided that all pre-pharmacy coursework has been completed at that point. For detailed information about the application through PharmCAS, please read the instructions first. Hilbert Biology majors typically complement most pre-pharmacy course requirements by the end of their sophomore year and are eligible to apply early through PharmCAS. We recommend all interested students work with the Pre-health Advisor in their freshman year to plan appropriately for timely entry into the Pharmacy schools.

All pre-pharmacy courses must be completed with a grade of C or better. A minimum GPA of 3.0 is required for all science and math courses. The PCAT (Pharmacy College Admission Test) is recommended but not required by all pharmacy schools. The requirement for PCAT Exam is generally waived for students who have an overall GPA of 3.3 or higher on all science and math prerequisites or have a competitive score on any of the standardized tests such as GRE, GMAT, MCAT, DAT, or LSAT, taken within the last three years. For specific instruction on the PCAT waiver, check with your intended pharmacy school. Students are also expected to have a thorough understanding of pharmacy as a profession. They should consider volunteering or shadowing a pharmacist in a pharmacy, hospital, or other related health care facility to understand how professionals interact with patients and other healthcare professionals and gain valuable interpersonal and leadership skills.

Course Requirements: Pre-pharmacy course requirements vary by school. UB School of Pharmacy and Pharmaceutical Sciences and D'Youville College School of Pharmacy would require the following Hilbert College courses as prerequisites for pharmacy school:

| | |
|---|---|
| BI 140 General Biology I with Lab | 4 |
| BI 141 General Biology II with Lab | 4 |
| BI 220 Microbiology with Lab | 4 |
| BI 320 Biochemistry with Lab | 4 |
| BI 420 Anatomy and Physiology I with Lab | 4 |
| BI 421 Anatomy and Physiology II with Lab | 4 |
| CH 140 General Chemistry I with Lab | 4 |
| CH 141 General Chemistry II with Lab | 4 |
| CH 311 Organic Chemistry I with Lab | 4 |
| CH 313 Organic Chemistry II with Lab | 4 |
| COM 151 Public Speaking | 3 |
| EN 101 College Writing | 3 |
| EN 102 Writing in the Humanities | 3 |
| GS 101 Foundations Seminar | 3 |
| MA 200 Topics in Statistics | 3 |
| MA 205 Calculus | 3 |

| | |
|------------------------------------|---|
| PY 140 General Physics I with Lab | 4 |
| PY 141 General Physics II with Lab | 4 |
| SO 101 Introduction to Sociology | 3 |

PRE-DENTAL

Students interested in a career in dentistry require four years of study to earn a Doctor of Dental Surgery (DDS) or a Doctor of Dental Medicine (DMD) with additional years for a residency to specialize. Admission into the dental school requires – 1) a bachelor’s degree in any major with an excellent overall and science GPA (3.5 or better), 2) a good DAT (Dental Admission Test) score averaging 20, 3) successful completion of the prerequisite courses, 4) co-curricular activities including a commitment to the service, hospital volunteerism and shadowing experience, and engaging in research activity. Dental school admission is highly competitive. Students should work with the Pre-health Advisor throughout their college years to stay on track with academic and co-curricular preparations. Students applying to dental schools receive a letter of evaluation from the Pre-health Advisor, which must be submitted with all other application materials.

Course Requirements: Pre-dental course requirements vary by school. The following Hilbert courses will fulfill the UB School of Dental Medicine pre-dental course requirements.

| | |
|---|---|
| BI 140 General Biology I with Lab | 4 |
| BI 141 General Biology II with Lab | 4 |
| BI 220 Microbiology with Lab | 4 |
| BI 320 Biochemistry with Lab | 4 |
| BI 420/421 Anatomy and Physiology I/II with Lab | 4 |
| CH 140 General Chemistry I with Lab | 4 |
| CH 141 General Chemistry II with Lab | 4 |
| CH 311 Organic Chemistry I with Lab | 4 |
| CH 313 Organic Chemistry II with Lab | 4 |
| EN 101 College Writing | 3 |
| EN 102 Writing in the Humanities | 3 |
| MA 200 Topics in Statistics | 3 |
| MA 205 Calculus | 3 |
| | 3 |
| PY 140 General Physics I with Lab | 4 |
| PY 141 General Physics II with Lab | 4 |

PRE-LAW PROFESSIONAL PROGRAM

A career goal in the legal profession requires a rigorous undergraduate education for any aspiring student. If you are interested in attending law school, the Pre-Law Professional Program at Hilbert College will help you prepare for a legal career through strong curricula, academic and professional advisement. Alternatively, the Pre-Law Professional Program is relevant to non-legal majors and can provide additional knowledge and skills to students majoring in programs such as English, Business, and Criminal Justice at Hilbert.

Please note that the Pre-Law Professional Program is a support program and not an academic major. The support program guides all students interested in a legal track, and further assists in advising those students who are interested in graduate study leading to a JD or SJD degree.

ADVISEMENT

We recommend all pre-law track students register with the Pre-Law Professional Program during the first semester at college or as soon as they become interested in pursuing a legal profession track by filling out the [pre-professional declaration form](#). Specific admission requirements vary between law schools. Therefore, we recommend all interested students make initial advisement appointments with the Pre-Law Advisor to ensure they understand the specific requirements set by their intended law school. Afterward, students should work closely with the Pre-Law Advisor and their Academic Advisor to discuss career goals and expectations, choose track-specific electives, and plan extra-curricular or supplemental academic experiences, including internship, research opportunities, and volunteer activities.

Additionally, Pre-Law Professional Program provides individualized advisement to all registered students, offers specialized workshops, hosts various information sessions or academic seminars from time to time to assist students in learning about different legal career options and law schools, and helps them complete the Law School Admissions Council (LSAC) application process.

Pre-Law Advisor:
 Laura Dannebohm, JD
 ldannebohm@hilbert.edu

REQUIREMENTS

The minimum GPA requirement for law schools varies between academic years, but generally UB School of Law targets a minimum of a 3.5 UGPA and a Law School Admission Test (LSAT) score of 155 as medians. Alternatively, some law schools accept a GRE score instead of a LSAT score. Some studies have found that your undergraduate grade point average and LSAT score are correlated to success in law school and on the bar examination which explains the emphasis by law schools on these two scores. Entry into law school is very competitive and based on quantitative and qualitative data. Students with a GPA lower than this should contact their Academic Advisor for academic assistance. In addition to your UGPA and LSAT score, law schools expect evidence of the applicant’s professionalism, maturity, sound reasoning, integrity, and true commitment to helping others. The Pre-Law Professional Program will guide students to prepare for these qualifications as well. In partnership with other Hilbert College offices, the program also assists pre-professional students with:

- Interview Preparation
- Cover Letter, Resume, and Personal Statement Creation
- Observation and Connection to Experience Opportunities
- Financial Literacy

PRE-LAW

The Pre-Law track at Hilbert requires the following coursework:

| | |
|-------------------------------|---|
| LW 101 Introduction to Law | 3 |
| LW 103 Legal Research | 3 |
| LW 303 Advanced Legal Writing | 3 |

In addition, the student must complete an additional 3 upper-level electives to complete the track. Approved upper-level electives include, but are not limited to:

| | |
|---|---|
| LW 370 Rights, Liberty & Justice | 3 |
| PH 303 Introduction to Critical Thinking | 3 |
| LW 302 Introduction to Criminal Law & Procedure | 3 |
| EN 341 Advanced Writing | 3 |
| EN 340 Professional and Technical Writing | 3 |
| EN 450 Introduction to Critical Theory | 3 |
| CJ 315 Laws & Rules of Evidence | 3 |
| MGT 331 Corporate Legal Environment | 3 |

Students may request approval of other upper-level courses to fulfill the elective portion by contacting the Pre-Law Advisor.

PROGRAMS OF STUDY

BUSINESS DEPARTMENT

Students in the Business Department may pursue degrees in Accounting, Business Management or Sports Industry Management.

Degree programs within Business Department:

- Accounting: BS
- Business Administration: AAS
- Business Administration Online: AAS
- Business Management: BS
- Business Management Online: BS
- Sports Industry Management: BS

ACCOUNTING

BACHELOR OF SCIENCE IN ACCOUNTING (120 CREDITS)

Accounting majors at Hilbert develop a diverse set of skills, including technical competence, critical thinking and ethical awareness.

In the classroom, students are exposed to accounting principles, accounting practice sets, computer-based activities, and tax-related work. Outside of the classroom, students may put that knowledge to use, earn academic credit, and gain invaluable hands-on experience by participating in one of a number of internship opportunities.

In addition, Hilbert’s Student Business and Accounting Association provides peer support, mentoring, and on-site learning visits to local businesses and organizations.

REQUIRED COURSES IN MAJOR (22) CREDIT HOURS (66)

| | |
|---|---|
| ACC 205 Financial Accounting | 3 |
| ACC 206 Managerial Accounting | 3 |
| ACC 270 Corporate Taxation | 3 |
| ACC 320 Intermediate Accounting I | 3 |
| ACC 321 Intermediate Accounting II | 3 |
| ACC 380 Cost Accounting | 3 |
| ACC 410 Advanced Accounting | 3 |
| ACC 420 Auditing | 3 |
| ACC 480 Fieldwork/Internship | 3 |
| BUS 200 Introduction to Business Management | 3 |
| BUS 217 Business Law I | 3 |
| BUS 203 Statistics for Business | 3 |
| BUS 317 Business Law II | 3 |

| | |
|---|---|
| BUS 335 Information Technology and Management | 3 |
| BUS 346 Managerial Finance | 3 |
| BUS 490 Strategic Planning and Management | 3 |
| BUS/ACC/FIN Elective Upper Level | 3 |
| ECO 203 Principles of Macroeconomics | 3 |
| ECO 204 Principles of Microeconomics | 3 |

GENERAL REQUIREMENTS IN MAJOR (4) COURSES (12) CREDITS

| | |
|---|---|
| EN 340 Professional and Technical Writing | 3 |
| MA 145 College Mathematics | 3 |
| MA 304 Data Analytics | 3 |
| MIS 205 Spreadsheet Software: Microsoft Excel | 3 |

GENERAL EDUCATION REQUIREMENTS (7) COURSES (21) CREDIT HOURS

| | |
|--|---|
| COM 151 Public Speaking | 3 |
| EN 101 College Writing | 3 |
| EN 102 Writing in the Humanities | 3 |
| GS 101 Foundations Seminar | 3 |
| GS 201 Service Learning and Civic Engagement | 3 |
| PS 402 Junior Symposium | 3 |
| Religious Studies | 3 |

SPECIFIC GENERAL EDUCATION CORE MODULES (5) COURSE (15) CREDITS

| | |
|--|---|
| American History/Western Civilization Elective | 3 |
| Art Elective | 3 |
| Foreign Culture and Language Elective | 3 |
| Humanities Elective | 3 |
| Natural Science Elective | 3 |

GENERAL ELECTIVES (2) COURSES (6) CREDIT HOURS

| | |
|-----------------------------------|---|
| Liberal Arts Upper Level Elective | 3 |
| Liberal Arts Upper Level Elective | 3 |

BUSINESS MANAGEMENT

LEARNING OUTCOMES

Consistent with Hilbert College’s mission, the business unit prepares students for today’s global business environment by providing theoretically sound instruction that centers on integrating classroom instruction with professional application in the sub discipline of business. The main curricular focus is to develop important business, personal, and professional skills that are valuable in business and

other related professions. Thus, business programs at Hilbert College reflect the institution's commitment to academic and professional development of business students.

The following are broad learning outcomes of the Business Unit:

- Acquire knowledge of contemporary business theory and practice.
- Communicate effectively in functional areas of business.
- Develop professional and ethical competencies in management and leadership.
- Demonstrate problem solving and decision making skills related to course material.

BACHELOR OF SCIENCE IN BUSINESS MANAGEMENT (120 Credits)

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 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/intern assignments and the final capstone strategic management course in order to bridge the gap between practice and theory.

REQUIRED COURSES IN MAJOR (22) CREDIT HOURS (60)

| | |
|---|---|
| ACC 205 Financial Accounting | 3 |
| ACC 206 Managerial Accounting | 3 |
| BUS 200 Introduction to Business 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 |
| BUS 345 Marketing Management | 3 |
| BUS 346 Managerial Finance | 3 |
| BUS/ACC Elective Upper Level | 3 |
| BUS/ACC Elective Upper Level | 3 |
| ECO 203 Principles of Contemporary Macroeconomics | 3 |
| ECO 204 Principles of Contemporary Microeconomics | 3 |
| MGT 331 Legal Environment of Business | 3 |

| | |
|---|---|
| MGT 355 Operations and Supply Chain Management | 3 |
| MGT 401 Human Resources Management | 3 |
| MGT 404 Fieldwork/Internship | 3 |
| MGT 430 Organizational Behavior & Change Management | 3 |
| MGT 490 Strategic Planning | 3 |
| MIS 205 Spreadsheet Software Microsoft Excel | 3 |

GENERAL REQUIREMENTS IN MAJOR (2) COURSES (6) CREDITS

| | |
|-----------------------------|---|
| BUS 203 Business Statistics | 3 |
| MA 145 College Mathematics | 3 |

GENERAL EDUCATION REQUIREMENTS (7) COURSES (21) CREDIT HOURS

| | |
|--|---|
| COM 151 Public Speaking | 3 |
| EN 101 College Writing | 3 |
| EN 102 Writing in the Humanities | 3 |
| GS 101 Foundations Seminar | 3 |
| GS 201 Service Learning and Civic Engagement | 3 |
| PS 402 Junior Symposium | 3 |
| Religious Studies | 3 |

SPECIFIC GENERAL EDUCATION CORE MODULES (5) COURSE (15) CREDITS

| | |
|--|---|
| American History/Western Civilization Elective | 3 |
| Humanities Elective | 3 |
| Art Elective | 3 |
| Foreign Culture and Language Elective | 3 |
| Natural Science Elective | 3 |

GENERAL ELECTIVES (6) COURSES (18) CREDIT HOURS

| | |
|-----------------------|---|
| Liberal Arts Elective | 3 |
| Liberal Arts Elective | 3 |
| All College Elective | 3 |
| All College Elective | 3 |
| All College Elective | 3 |
| All College Elective | 3 |

ASSOCIATE OF APPLIED SCIENCE IN BUSINESS MANAGEMENT (60 Credits)

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.

REQUIRED COURSES IN MAJOR

(10) CREDIT HOURS (30)

| | |
|---|---|
| ACC 205 Financial Accounting | 3 |
| ACC 206 Managerial Accounting | 3 |
| BUS 200 Introduction to Business 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 |
| ECO 203 Principles of Contemporary Macroeconomics | 3 |
| ECO 204 Principles of Contemporary Microeconomics | 3 |
| MIS 205 Spreadsheet Software: Microsoft Excel | 3 |

GENERAL REQUIREMENTS IN MAJOR

(2) COURSES (6) CREDITS

| | |
|-----------------------------|---|
| BUS 203 Business Statistics | 3 |
| MA 145 College Mathematics | 3 |

GENERAL EDUCATION REQUIREMENTS

(4) COURSES (12) CREDIT HOURS

| | |
|----------------------------------|---|
| COM 151 Public Speaking | 3 |
| EN 101 College Writing | 3 |
| EN 102 Writing in the Humanities | 3 |
| GS 101 Foundations Seminar | 3 |

SPECIFIC GENERAL EDUCATION CORE MODULES

(2) COURSE (6) CREDITS

| | |
|--|---|
| Humanities Elective | 3 |
| American History/Western Civilization Elective | 3 |

GENERAL ELECTIVES (2) COURSES (6) CREDIT HOURS

| | |
|-----------------------|---|
| Liberal Arts Elective | 3 |
| All College Elective | 3 |

SPORTS INDUSTRY MANAGEMENT

BACHELOR OF SCIENCE IN SPORTS

INDUSTRY MANAGEMENT (120 Credits)

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.

REQUIRED COURSES IN MAJOR

(17) CREDIT HOURS (51)

| | |
|---|---|
| ACC 205 Financial Accounting | 3 |
| ACC 206 Managerial Accounting | 3 |
| BUS 200 Introduction to Business 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 |
| BUS 345 Marketing Management | 3 |
| BUS 346 Managerial Finance | 3 |
| ECO 203 Principles of Contemporary Macroeconomics | 3 |
| ECO 204 Principles of Contemporary Microeconomics | 3 |
| SIM 331 Legal Environment In Sports | 3 |
| SIM 338 Sports Economics | 3 |
| SIM 398 Sales & Retail Management | 3 |
| SIM 404 Fieldwork/Internship | 3 |
| SIM 410 Sports Events Management | 3 |
| SIM 490 Strategic Management | 3 |

GENERAL REQUIREMENTS IN MAJOR

(5) COURSES (15) CREDITS

| | |
|--|---|
| BUS 203 Business Statistics | 3 |
| MA 145 College Mathematics | 3 |
| MIS 205 Spreadsheet Software Microsoft Excel | 3 |
| SIM Elective Upper Level | 3 |
| SIM Elective Upper Level | 3 |

GENERAL EDUCATION REQUIREMENTS

(7) COURSES (21) CREDIT HOURS

| | |
|--|---|
| COM 151 Public Speaking | 3 |
| EN 101 College Writing | 3 |
| EN 102 Writing in the Humanities | 3 |
| GS 101 Foundations Seminar | 3 |
| GS 201 Service Learning and Civic Engagement | 3 |
| PS 402 Junior Symposium | 3 |
| Religious Studies | 3 |

SPECIFIC GENERAL EDUCATION CORE MODULES

(5) COURSE (15) CREDITS

| | |
|--|---|
| American History/Western Civilization Elective | 3 |
|--|---|

| | |
|---------------------------------------|---|
| Humanities Elective | 3 |
| Art Elective | 3 |
| Foreign Culture and Language Elective | 3 |
| Natural Science Elective | 3 |

GENERAL ELECTIVES
(5) COURSES (15) CREDIT HOURS

| | |
|-----------------------|---|
| Liberal Arts Elective | 3 |
| Liberal Arts Elective | 3 |
| All College Elective | 3 |
| All College Elective | 3 |
| All College Elective | 3 |
| All College Elective | 3 |

BEHAVIORAL SCIENCES DEPARTMENT

Degree programs within Behavioral Sciences:

- Human Services: AA, BS
- Psychology: BA
- Psychology Online: BA
- Alcohol and Substance Abuse: AA

The Department of Behavioral Sciences is home to an array of courses in Human Services, Alcohol and Substance Abuse and Psychology. These courses form the basis of a solid liberal arts education, support Hilbert College's Liberal Learning Goals, and General Education Curriculum.

The Department 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 area of social and behavioral sciences enhance student preparedness in the areas of clinical communication, intervention planning, experiential learning, service in the community, leadership skills, 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 with the goal of service in the community.

Students within the Behavioral Sciences Department may pursue degrees in Human Services, Psychology, and Alcohol and Substance Abuse.

ALCOHOL AND SUBSTANCE ABUSE

The Associate of Arts in Alcohol & Substance Abuse Counseling (ASAC) is a degree within the Behavioral Sciences Department specifically designed to prepare students to become knowledgeable, ethical, and

competent entry-level practitioners in the field of alcohol and substance abuse treatment. The program prepares students to meet those competencies outlined by the NYS Office of Alcoholism and Substance Abuse Services (OASAS), in partial fulfillment of the Certified Alcoholism and Substance Abuse Counselor (CASAC) credential.

Grounded in the Disease Model of Addiction, the program provides students with an understanding and appreciation of the role of biology, neurology, genetics, and the environment in the complex nature of addiction. The program emphasizes experiential learning both in the classroom and the field. Students are provided the skills, attitudes, and knowledge to enable them to make meaningful changes in the lives of individuals and their communities. The program plays 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.

Beyond those skills specific to alcohol and substance abuse treatment, students develop competency in personal and professional growth, communication and interpersonal skills, techniques of 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 impacted by substance abuse. Alcohol and substance abuse professionals are employed in a variety of settings, including those providing prevention and treatment services to children and adults through inpatient, outpatient, community-based, and residential programs.

CURRICULUM

In keeping with the college's goal of educating students in the liberal arts, the curriculum offers courses in both the liberal arts and social sciences. Students in the program will complete general education requirements as well as courses in human services, psychology, and sociology. Given the narrow focus on coursework specific to ASAC, a limited number of electives may be selected from those courses identified by the college as meeting general education requirements.

Students in the program will complete a required one-semester internship in a designated program providing substance abuse services. A second semester internship is optional and may be taken by those students who have completed a minimum of 45 credit hours and maintain

a 3.0 GPA in the program. Students opting for a second internship will complete the degree with 63 credit hours and in consultation with their financial aid advisor. Students are required to complete one 3 credit service-learning course as part of the degree program.

ASSOCIATE OF ART IN ALCOHOL AND SUBSTANCE ABUSE ONLINE (60 credits)

REQUIRED COURSES IN MAJOR (14) COURSES (42) CREDITS

| | |
|--|---|
| BI 114 The Human Body | 3 |
| HS 101 Introduction to Human Services | 3 |
| HS 102 Introduction to Chemical Dependency | 3 |
| HS 103 Introduction to Psychopharmacology | 3 |
| HS 201 Prevention & Treatment of Chemical Dependency | 3 |
| HS 202 Trauma & Addiction | 3 |
| HS 207 Family Systems in Addiction Treatment | 3 |
| HS 208 Special Populations in Addiction Treatment | 3 |
| HS 209 Group Work in Addiction Treatment | 3 |
| HS 210 Human Services Methods | 3 |
| HS 310 Human Services Ethics | 3 |
| HS 314 Understanding Mental Illness Through Film | 3 |
| HS 360 Internship I | 3 |
| PSY 101 Introduction to Psychology | 3 |

MAJOR ELECTIVES (2) COURSES (6) CREDITS

CHOOSE TWO:

| | |
|-----------------------------------|---|
| HS 203 Introduction to Counseling | 3 |
| HS 204 Basic Interviewing Skills | 3 |

CHOOSE TWO:

| | |
|--|---|
| HS 205 Interpersonal Communication and Effectiveness | 3 |
| HS 215 Social Issues in Addictions | 3 |

GENERAL EDUCATION REQUIREMENTS (3) COURSES (9) CREDIT HOURS

| | |
|--|---|
| EN 101 College Writing | 3 |
| GS 101 Foundations Seminar | 3 |
| GS 201 Service Learning and Civic Engagement | 3 |

SPECIFIC GENERAL EDUCATION CORE MODULES (1) COURSES (3) CREDIT HOURS

| | |
|----------------------------|---|
| General Education Elective | 3 |
|----------------------------|---|

HUMAN SERVICES

According to the U.S. Department of Labor, employment of social and human service assistants is expected to grow by nearly 16 percent through 2026. 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 Department of Human Services at Hilbert College prepares students to become ethical, competent, and self-reflective practitioners in the field of human services. Central to the curriculum is an appreciation of human beings in all of their diversity. The program emphasizes experiential learning in the classroom and through extensive field experience. The program provides the skills, attitudes, and knowledge for students to make meaningful changes in the lives of individuals and their communities.

The Human Services program plays 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.

BACHELOR OF SCIENCE IN HUMAN SERVICES (120 credits)

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, or family violence.

A fifth 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, 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.

REQUIRED COURSES IN MAJOR (11) COURSES (33) CREDIT HOURS

| | |
|---|---|
| HS 101 Introduction to Human Services | 3 |
| HS 203 Introduction to Counseling | 3 |
| HS/SO 205 Interpersonal Communication & Effectiveness | 3 |
| HS 210 Human Service | 3 |
| HS 308 Group Work in Human Services | 3 |
| HS 310 Human Service Ethics | 3 |
| HS 311 Organization, Policy, & Practice in Human Services | 3 |
| HS 360 Internship I | 3 |
| HS 430 Senior Seminar | 3 |
| HS 460 Senior Internship I | 3 |
| HS 461 Senior Internship II | 3 |

CONCENTRATIONS (4) COURSES(12) CREDIT HOURS

OPTION 1: GENERALIST

CJ 102, CJ 204, CJ 302, HS 315, HS 320, HS 405, CJ 316, HS 317, HS 330, CJ 307, HS/LW 410, HS 215, HS 314, HS/PSY 332, PSY 304, PSY 307, PSY 311, PSY 312, PSY 322, PSY 314, PSY 351, PSY 410, PSY 424, SO 306

OPTION 2: SUBSTANCE ABUSE/CHEMICAL DEPENDENCY

HS 102, HS 103, HS 201, HS 202, HS 207, HS 208, HS 209, HS 215, HS 314

OPTION 3: LAW AND HUMAN SERVICES

CJ 101, CJ 102, CJ 202, CJ 204, CJ 302, HS 314, HS/LW 410, LW 201, LW 355 PH/PS 340, PS 336, PSY 410

OPTION 4: CHILD AND FAMILY PRACTICE

HS 302, HS 314, HS 315, HS 330, HS/PSY/SO 332, HS/LW 410, LW 355, PSY 203

OPTION 5: FAMILY VIOLENCE

CJ 101, CJ 202, CJ 204, LW 206, HS 314, HS 315, CJ 316, HS 317, HS 330, HS/ LW 410

GENERAL REQUIREMENTS IN MAJOR (6) COURSES (18) CREDITS, RESEARCH CENTERED

| | |
|------------------------------------|---|
| MA 200 Topics in Statistics | 3 |
| PSY 101 Introduction to Psychology | 3 |

| | |
|---|---|
| SO 101 Introduction to Sociology | 3 |
| Developmental Psychology Elective | 3 |
| Writing Centered Course: Upper Level (EN 340, EN 341, EN 333, or EN 463) | 3 |
| Research Centered Course (HS/CJ 305) | 3 |

GENERAL EDUCATION REQUIREMENTS
(7) COURSES (21) CREDIT HOURS

| | |
|--|---|
| COM 151 Public Speaking | 3 |
| EN 101 College Writing | 3 |
| EN 102 Writing in the Humanities | 3 |
| GS 101 Foundations Seminar | 3 |
| GS 201 Service Learning and Civic Engagement | 3 |
| PS 402 Junior Symposium | 3 |
| Religious Studies | 3 |

SPECIFIC GENERAL EDUCATION CORE MODULES
(6) COURSES (18) CREDIT HOURS

| | |
|--|---|
| Natural Science Elective | 3 |
| American History/Western Civilization Elective | 3 |
| Humanities Elective | 3 |
| Art Elective | 3 |
| Foreign Culture and Language Elective | 3 |
| General Education Elective | 3 |

UPPER LEVEL ELECTIVES
(2) COURSES (6) CREDITS

| | |
|-----------------------|---|
| Liberal Arts Elective | 3 |
| All College Elective | 3 |

GENERAL ELECTIVES
(3) COURSES (9) CREDITS

| | |
|-----------------------|---|
| Liberal Arts Elective | 3 |
| Liberal Arts Elective | 3 |
| All College Elective | 3 |

ASSOCIATE IN ARTS IN HUMAN SERVICES (60 credits)

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.

REQUIRED COURSES IN MAJOR (15)

| | |
|---|---|
| HS 101 Introduction to Human Services | 3 |
| HS 203 Introduction to Counseling | 3 |
| HS/SO 205 Interpersonal Communication & Effectiveness | 3 |
| HS 210 Human Service | 3 |
| HS 360 Internship I | 3 |

GENERAL REQUIREMENTS FOR MAJOR
(5) COURSES (15) CREDITS

| | |
|------------------------------------|---|
| PSY 101 Introduction to Psychology | 3 |
| SO 101 Introduction to Sociology | 3 |
| Developmental Psychology Elective | 3 |
| Human Services Elective 3 | |
| Human Services Elective 3 | |

GENERAL EDUCATION REQUIREMENTS
(5) COURSES (15) CREDIT HOURS

| | |
|----------------------------------|---|
| COM 151 Public Speaking | 3 |
| EN 101 College Writing | 3 |
| EN 102 Writing in the Humanities | 3 |
| GS 101 Foundations Seminar | 3 |
| Religious Studies | 3 |

SPECIFIC GENERAL EDUCATION CORE MODULES
(2) COURSES (6) CREDITS (6)

SELECT TWO:

| | |
|--|---|
| Natural Science Elective | 3 |
| American History/Western Civilization Elective | 3 |
| Civic Learning and Engagement Elective | 3 |
| Humanities Elective | 3 |
| Art Elective | 3 |
| Foreign Culture and Language Elective | 3 |
| Mathematics Elective | 3 |

GENERAL ELECTIVES
(2) COURSES (6) CREDITS

| | |
|----------------------|---|
| All College Elective | 3 |
| All College Elective | 3 |
| All College Elective | 3 |

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 Behavioral Sciences Department 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, extra-curricular activities and informal interactions with faculty. For the Minor in Psychology, the Behavioral Sciences Department 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

BACHELOR OF ARTS IN PSYCHOLOGY (120 credits)

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.

REQUIRED COURSES IN MAJOR
(13) CREDIT HOURS (39) COURSES

| | |
|---|---|
| EN 341 Advanced Writing | 3 |
| PSY 101 Introduction to Psychology | 3 |
| PSY 102 Topics in Psychology | 3 |
| PSY 240 Biopsychology: The Biological Basic of Human Behavior | 3 |
| PSY 297 Research Design and Analysis I | 3 |
| PSY 298 Research Design and Analysis II | 3 |
| PSY 397 Junior Seminar | 3 |
| PSY 412 Psychological Tests and Measurement | 3 |
| PSY 430 History of Psychology | 3 |
| Clinical Psychology Elective | 3 |
| Cognitive Psychology Elective | 3 |
| Developmental Psychology Elective | 3 |
| Social Psychology Elective | 3 |

MAJOR ELECTIVES UPPER LEVEL
(3) COURSES (9) CREDITS

| | |
|---------------------------|---|
| Psychology Elective Upper | 3 |
| Psychology Elective Upper | 3 |
| Psychology Elective Upper | 3 |

SENIOR CAPSTONE
(2) COURSES (6) CREDITS

| | |
|------------------------------------|---|
| PSY 497 Senior Honors Project | 3 |
| PSY 498 Senior Honors Project -OR- | 3 |
| PSY 496 Senior Project | 3 |
| Psychology Upper Level Elective | 3 |

GENERAL EDUCATION REQUIREMENTS
(7) COURSES (21) CREDIT HOURS

| | |
|--|---|
| COM 151 Public Speaking | 3 |
| EN 101 College Writing | 3 |
| EN 102 Writing in the Humanities | 3 |
| GS 101 Foundations Seminar | 3 |
| GS 201 Service Learning and Civic Engagement | 3 |
| PS 402 Junior Symposium | 3 |
| Religious Studies | 3 |

SPECIFIC GENERAL EDUCATION CORE MODULES
(7) COURSES (21) CREDIT HOURS

| | |
|--|---|
| Mathematics Elective | 3 |
| Natural Science Elective | 3 |
| American History/Western Civilization Elective | 3 |
| Humanities Elective | 3 |
| Art Elective | 3 |
| Foreign Culture and Language Elective | 3 |

General Education Elective
GENERAL ELECTIVES UPPER LEVEL
(3) COURSES (9) CREDITS

| | |
|----------------------------------|---|
| All College Upper Level Elective | 3 |
| All College Upper Level Elective | 3 |
| All College Upper Level Elective | 3 |

GENERAL ELECTIVES LOWER LEVEL
(5) COURSES (15) CREDITS

| | |
|-----------------------|---|
| Liberal Arts Elective | 3 |
| Liberal Arts Elective | 3 |
| All College Elective | 3 |
| All College Elective | 3 |
| All College Elective | 3 |

COMMUNICATIONS DEPARTMENT

Degree programs within Communications:

- Digital Media and Communication: BA
- Digital Media and Communication Online: BA

The mission of the Communications 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, production and all convergent technologies; and integrative research skills, instilling a lifelong commitment in using language and image to confer meaning on experience and to promote the common good.

The Communications 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.

- 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.

DIGITAL MEDIA AND COMMUNICATION

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 students 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;

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

- Film and Visual Effects
- Graphic Design
- Integrated Marketing Communication
- Multimedia Journalism

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

BACHELOR OF ARTS IN DIGITAL MEDIA AND COMMUNICATION (120 credits)

REQUIRED COURSES IN MAJOR (9) COURSES (27) CREDIT HOURS

| | |
|------------------------------------|---|
| COM 110 Introduction to Mass Media | 3 |
| COM 170 Multimedia Production I | 3 |
| COM 180 Multimedia Production II | 3 |
| COM 210 Media Analysis | 3 |
| COM 211 Mass Communication Theory | 3 |
| COM 320 Law and Ethics II | 3 |
| COM 491 Internship | 3 |
| EN 240 The Art of Persuasion | 3 |
| MA 200 Topics in Statistics | 3 |

COURSES IN CONCENTRATION (4) COURSES (12) CREDITS

FILM AND VISUAL EFFECTS CONCENTRATION

| | |
|---------------------------------|---|
| COM 365 Digital Filmmaking | 3 |
| COM 375 Digital Film Editing | 3 |
| COM 385 2D/3D Graphics | 3 |
| COM 455 2D/3D Advanced Graphics | 3 |
| -OR- | |
| COM 478 Documentary Filmmaking | |

GRAPHIC DESIGN CONCENTRATION

| | |
|-----------------------------|---|
| COM 270 Digital Photography | 3 |
| COM 273 Graphic Design | 3 |

COM 281 Web Design 3
 COM 305 Visual Communication 3

INTEGRATED MARKETING CONCENTRATION

COM 261 Concepts of Integrated Marketing 3
 COM 344 Public Relations Writing 3
 COM 348 Advertising Copywriting 3
 COM 362 Integrated Marketing Research 3

MULTIMEDIA JOURNALISM CONCENTRATION

COM 243 Journalism 3
 COM 360 Press Relations 3
 COM 442 Multimedia Journalism 3
 COM 443 Journalism Practicum 3

**COMMUNICATIONS ELECTIVES
 (4) COURSES (12) CREDITS**

Immersive Learning Course 3
 Upper Level Communications Course 3
 Upper Level Communications Course 3
 Lower Level Communications Course 3

**GENERAL EDUCATION REQUIREMENTS
 (7) COURSES (21) CREDIT HOURS**

COM 151 Public Speaking 3
 EN 101 College Writing 3
 EN 102 Writing in the Humanities 3
 GS 101 Foundations Seminar 3
 GS 201 Service Learning and Civic Engagement 3
 PS 402 Junior Symposium 3
 Religious Studies 3

**SPECIFIC GENERAL EDUCATION CORE MODULES
 (5) COURSES (15) CREDIT HOURS**

Natural Science Elective 3
 Social Science Elective 3
 American History/Western Civilization Elective 3
 Foreign Culture and Language Elective 3
 General Education Elective 3

**UPPER LEVEL ELECTIVES
 (6) COURSES (18) CREDITS**

Liberal Arts Elective 300/400 3
 All College Elective 300/400 3
 All College Elective 300/400 3

**GENERAL ELECTIVES
 (5) COURSES (15) CREDITS**

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

**NON-DEGREE PROGRAMS WITHIN THE
 COMMUNICATIONS DEPARTMENT**

The following are subject areas within the Communications Department:

- Art
- Art History
- Film Studies
- Theater

CRIMINAL JUSTICE DEPARTMENT

Degree programs within Criminal Justice

Criminal Justice: AA, BS
 Criminal Justice Online: AA, BS

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. With the skill set developed through our interdisciplinary program, a student can look for employment in law enforcement, corrections, juvenile justice, social services, security or private police, courts, law or law making, or even pursue graduate studies. Within most of these areas there are employment opportunities to be found at the federal, state, or local-level government entities, or students can pursue employment within the private sector.

DEPARTMENT OUTCOMES

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

1. Enhancing oral and written communication skills.
2. Developing abilities in critical thinking, logical assessment and analytical problem solving and encouraging intellectual growth.
3. Instilling an awareness and appreciation for the social and cultural diversity of society.
4. Improving proficiency in multi-media research methods and technological fluency.
5. Advocating service to the community.
6. 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. 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.

BACHELOR OF SCIENCE IN CRIMINAL JUSTICE (120 credits)

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:

REQUIRED COURSES (11) COURSES (33) CREDITS

| | |
|--|---|
| 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 330 Ethics in the Criminal Justice System | 3 |
| CJ 335/SO 306 Diversity Issues in Criminal Justice | 3 |
| CJ 402 Advanced Criminological Theory | 3 |
| CJ 404 Criminal Investigations/Criminalistics | 3 |
| CJ 405 Seminar in Criminal Justice | 3 |
| FS 320 Interview and Interrogation Techniques | 3 |

MAJOR ELECTIVES (3) COURSES (9) CREDITS

| | |
|--|---|
| Upper Level Criminal Justice Elective | 3 |
| Upper Level Criminal Justice Elective | 3 |
| Any Level Criminal Justice Elective | 3 |
| GENERAL REQUIREMENTS IN MAJOR (3) COURSES (9) CREDITS | |
| MA 200 Topics in Statistics | 3 |
| SO 101 Introduction to Sociology | 3 |
| SO 201 Social Problems | 3 |

GENERAL EDUCATION REQUIREMENTS (7) COURSES (21) CREDIT HOURS

| | |
|--|---|
| COM 151 Public Speaking | 3 |
| EN 101 College Writing | 3 |
| EN 102 Writing in the Humanities | 3 |
| GS 101 Foundations Seminar | 3 |
| GS 201 Service Learning and Civic Engagement | 3 |
| PS 402 Junior Symposium | 3 |
| Religious Studies | 3 |

SPECIFIC GENERAL EDUCATION CORE MODULES (5) COURSES (15) CREDIT HOURS

| | |
|--|---|
| Natural Science Elective | 3 |
| American History/Western Civilization Elective | 3 |
| Humanities Elective | 3 |
| Art Elective | 3 |
| Foreign Culture and Language Elective | 3 |

UPPER LEVEL ELECTIVES (5) COURSES (15) CREDITS

| | |
|-----------------------------------|---|
| Upper Level Liberal Arts Elective | 3 |
| Upper Level Liberal Arts Elective | 3 |
| Upper Level Liberal Arts Elective | 3 |
| Upper Level Elective | 3 |
| Upper Level Elective | 3 |

GENERAL ELECTIVES (6) COURSES (18) CREDITS

| | |
|-----------------------|---|
| Liberal Arts Elective | 3 |
| All College Elective | 3 |
| All College Elective | 3 |
| All College Elective | 3 |
| All College Elective | 3 |
| All College Elective | 3 |

CONCENTRATIONS IN CRIMINAL JUSTICE

CONCENTRATIONS IN CRIMINAL JUSTICE
Effective Fall 2018, all criminal justice majors

declare a concentration in criminal justice
by adhering to the following policy:

- Apply by completing a concentration form in Self-Service
- Take eighteen hours of course work in one of the following concentration areas

CORRECTIONS

Required Courses: 3 courses/9 credits

CJ 101 Introduction to Criminal Justice

CJ 200 Introduction to Corrections

CJ 204 Crime & Society

Elective Courses: Choose 3 courses/9 credits

CJ 300 Parole, Probation, & Community-Based Corrections

CJ 302 The Juvenile Justice System

CJ 334 Analysis of Sexual Offenses & the Sex Offender

CJ 400 Advanced Seminar in Corrections

HS 300 Introduction to Chemical Dependency

LW 370 Rights, Liberty & Justice: US Constitution

PSY 410 Forensic Psychology

CRIMINOLOGY

Required Courses: 3 courses/9 credits

CJ 101 Introduction to Criminal Justice

CJ 105 Introduction to Criminology

CJ 204 Crime & Society

Elective Courses: Choose 3 courses/9 credits:

CJ 205 Drugs, Crime & the CJ System

CJ 302 The Juvenile Justice System

CJ 304 Organized Crime & the Career Criminal

CJ 307/HS 307 Gender & the Criminal Justice System

CJ 320 Transnational Crime & Comparative CJ Systems

CJ 334 Analysis of Sexual Offenses & the Sex Offender

CJ 417 Violent Phenomena

FAMILY VIOLENCE

Required Courses: 3 courses/9 credits

CJ 101 Introduction to Criminal Justice

CJ 204 Crime & Society

HS 203 Introduction to Counseling

Elective Courses: Choose 3 courses/9 credits

CJ 205 Drugs, Crime & the CJ System

CJ 316 Family Violence

CJ 317 Family Violence Treatment & Prevention

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

HS 300 Introduction to Chemical Dependency

HS 330 Violent Children

LW 410/HS 410 Child & Family Law

INVESTIGATIONS

Not available to CSI Majors

Required Courses: 3 courses/9 credits

CJ 101 Introduction to Criminal Justice

CJ 202 Introduction to Law & Justice

CJ 204 Crime & Society

Elective Courses: Choose 3 courses/9 credits

CJ 205 Drugs, Crime & the CJ System

CJ 304 Organized Crime & the Career Criminal

CJ 315 Laws & Rules of Evidence

CJ 315 Laws & Rules of Evidence

CJ 321 Terrorism & Homeland Security

CJ 334 Analysis of Sexual Offenses & the Sex Offender

CJ 350 Law of Economic Crime

CJ 404 Criminal Investigation/Criminalistics

FS 320 Interview and Interrogation Techniques

LW 370 Rights, Liberties, & Justice: US Constitution

JUVENILE JUSTICE

Required Courses: 3 courses/9 credits

CJ 101 Introduction to Criminal Justice

CJ 102 Introduction to Juvenile Delinquency

CJ 204 Crime & Society

Elective Courses: Choose 3 courses/9 credits

CJ 205 Drugs, Crime & the CJ System

CJ 302 The Juvenile Justice System

CJ 316 Family Violence

CJ 317 Family Violence Treatment and Prevention

CJ 416 Advanced Issues in Family Violence

CJ 417 Violent Phenomena

HS 330 Violent Children

LW 410/HS 410 Child & Family Law

POLICE MANAGEMENT

Required Courses: 3 courses/9 credits

CJ 101 Introduction to Criminal Justice

CJ 202 Introduction to Law & Justice

CJ 204 Crime & Society

Elective Courses: Choose 3 courses/9 credits

CJ 307/HS 307 Gender & the Criminal Justice System

CJ 310 Introduction to Policing/Professional Entry

CJ 311 Police Management & Organization

CJ 312 Police Human Dimension

CJ 411 Police, Politics, and Professionalism

LW 370 Rights, Liberties, & Justice: US Constitution

SECURITY

Required Courses: 3 courses/9 credits

- CJ 101 Introduction to Criminal Justice
- CJ 203 Introduction to Security
- CJ 204 Crime & Society

Elective Courses: Choose 3 courses/9 credits

- CJ 205 Drugs, Crime & the CJ System
- CJ 303 Asset Protection
- CJ 321 Terrorism & Homeland Security
- CJ 333 Information Security
- CJ 403 Security Administration

GENERALIST

Required Courses: 3 courses/9 credits

- CJ 101 Introduction to Criminal Justice
- CJ 202 Introduction to Law & Justice or CJ 205 Drugs, Crime & the CJ System
- CJ 204 Crime & Society

Elective Courses: Choose 3 courses/9 credits

Choose any three upper-level CJ courses

For a closely related minor, check out the pre-professional programs for the law minor.

ASSOCIATE OF ARTS IN CRIMINAL JUSTICE (60 Credits)

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:

REQUIRED COURSES

(5) COURSES (15) CREDITS

- CJ 101 Introduction to Criminal Justice 3
- CJ 202 Introduction to Law & Justice 3
- CJ 204 Crime and Society 3
- CJ Elective 3
- CJ Elective 3

GENERAL REQUIREMENTS IN MAJOR (2) CLASSES (6) CREDITS

- MA 200 Topics in Statistics 3
- SO 101 Introduction to Sociology 3

GENERAL EDUCATION REQUIREMENTS (6) COURSES (18) CREDITS

- COM 151 Public Speaking 3
- EN 101 College Writing 3
- EN 102 Writing in the Humanities 3
- GS 101 Foundations Seminar 3
- GS 201 Service Learning and Civic Engagement 3
- Religious Studies Elective 3

SPECIFIC GENERAL EDUCATION CORE MODULES (6) COURSES (18) CREDIT HOURS

- Natural Science Elective 3
- American History/Western Civilization Elective 3
- Humanities Elective 3
- Art Elective 3
- Foreign Culture and Language Elective 3
- General Education Elective 3

GENERAL ELECTIVES (1) COURSE (3) CREDITS

- All College Elective 3

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.

- 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:

- Creative Studies-writing
- Creative Studies-film
- Theater
- Graduate School Preparation

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

ENGLISH DEPARTMENT

Degree programs within English:

English: BA

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 instilling a lifelong commitment to 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;

LEARNING OBJECTIVES

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

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

- Understand the key aspects of main literary periods
- Identify significant authors, including those from diverse backgrounds and cultural traditions, and their contributions to the literary canon
- Understand the attributes and characteristics of various literary genres

English students will demonstrate high competency in writing through the ability to:

- Write with grace and precision while avoiding 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

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

ENGLISH

BACHELOR OF ARTS IN ENGLISH (120 credits)

REQUIRED COURSES IN MAJOR (14) CREDIT HOURS (42) COURSES

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

GENERAL EDUCATION REQUIREMENTS (7) COURSES (21) CREDIT HOURS

| | |
|--|---|
| COM 151 Public Speaking | 3 |
| EN 101 College Writing | 3 |
| EN 102 Writing in the Humanities | 3 |
| GS 101 Foundations Seminar | 3 |
| GS 201 Service Learning and Civic Engagement | 3 |
| PS 402 Junior Symposium | 3 |
| Religious Studies | 3 |

SPECIFIC GENERAL EDUCATION CORE MODULES (8) COURSES (24) CREDIT HOURS

| | |
|--|---|
| Natural Science Elective | 3 |
| Social Science Elective | 3 |
| American History/Western Civilization Elective | 3 |
| Mathematics Elective | 3 |
| Humanities Elective | 3 |
| Foreign Culture and Language Elective | 3 |

| | |
|----------------------------|---|
| Arts Elective | 3 |
| General Education Elective | 3 |

UPPER LEVEL ELECTIVES (8) COURSES (24) CREDITS

| | |
|---------------------------------|---|
| Liberal Arts Elective (300/400) | 3 |
| All College Elective (300/400) | 3 |
| All College Elective (300/400) | 3 |

GENERAL ELECTIVES (3) COURSES (9) CREDITS

| | |
|--------------------------------|---|
| All College Any Level Elective | 3 |
| All College Any Level Elective | 3 |
| All College Any Level Elective | 3 |

- 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 495)

FORENSIC SCIENCE DEPARTMENT

Degree programs within the Forensic Science Department:

- Forensic Science-Crime Scene Investigation: BS
- Cybersecurity: BS
- Cybersecurity Online: BS

The mission of the Hilbert College Forensic Science Department is to provide students with a venue for the realistic application of contemporary investigative, laboratory and computer science techniques used in these fields. These programs balance liberal arts, physical/ computer and social sciences along with practical training and experimentation 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, and respect for diversity and fosters commitment to life-long learning and intellectual growth.

VISION STATEMENT

The Forensic Science 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.

CYBERSECURITY

The Hilbert Cybersecurity degree is a four-year program, which prepare students for careers as information systems security professionals, responsible for information systems and security of those systems. There is a great need for qualified individuals in this field as demand far exceeds supply.

Cybersecurity graduates will have the knowledge and skills to:

- Understand the core foundational technology aspects of computing, including the network, hardware and software components of our cyber infrastructure;
- Evaluate and summarize fundamental cybersecurity concepts, theories, and strategies as they apply to the real world;
- Protect an organization’s critical information and assets by ethically integrating cybersecurity risk management best practices throughout an enterprise – including:
 - Assessing risks, vulnerabilities, and threats to cyber systems;
 - Securing a system from various kinds of potential cyber-attacks;
 - Interpreting and applying cyber incident response project plans;
 - Formulate, update, and communicate short- and long-term organizational cybersecurity strategies and policies; and
 - Gain the knowledge required to pass industry recognized cybersecurity certifications, such as the ComptTIA Network+, ComptTIA Security+ and Certified Information System Security Professional (CISSP) examinations.

CYBERSECURITY ONLINE

The online Cybersecurity program is designed as a flexible and engaging asynchronous option for those currently working or not able to come to campus. The curriculum is the same as the on-campus program, however courses are accelerated, and sequencing varies. Courses are built into two 7.5-week half-semester in each of fall, spring and summer, with 2 courses being taken at a time in each half semester.

*Note: Due to pricing differences and sequencing of courses, students may not move fluidly back and forth between on-campus and online programming.

BACHELOR OF SCIENCE IN CYBERSECURITY (120 Credits)

REQUIRED COURSES IN MAJOR (10) CREDIT HOURS (30)

| | |
|---|---|
| CS 131 Computer Science I | 3 |
| CS 132 Computer Science II | 3 |
| CS 231 Computer Organization | 3 |
| CS 254 Computer Networks | 3 |
| CS 354 Introduction To Network Security | 3 |
| CSIA 101 Introduction To Information Security | 3 |
| ECl 333 Information Security | 3 |
| ECl 355 Computer Crime | 3 |
| ECl 450 Senior Seminar | 3 |
| ECl 498 Internship | 3 |

GENERAL REQUIREMENTS IN MAJOR (8) COURSES (24) CREDITS

| | |
|---|---|
| Cybersecurity Upper Level Elective | 3 |
| Cybersecurity Upper Level Elective | 3 |
| MA 145 College Mathematics | 3 |
| MA 200 Topics in Statistics | 3 |
| MA 235 Discrete Mathematics | 3 |
| EN 340 Professional and Technical Writing | 3 |
| ECl/LW/CJ Elective Upper Level | 3 |
| ECl/LW/CJ Elective Upper Level | 3 |

GENERAL EDUCATION REQUIREMENTS (7) COURSES (21) CREDIT HOURS

| | |
|--|---|
| COM 151 Public Speaking | 3 |
| EN 101 College Writing | 3 |
| EN 102 Writing in the Humanities | 3 |
| GS 101 Foundations Seminar | 3 |
| GS 201 Service Learning and Civic Engagement | 3 |
| PS 402 Junior Symposium | 3 |
| Religious Studies | 3 |

SPECIFIC GENERAL EDUCATION CORE MODULES (6) COURSE (18) CREDITS

| | |
|--|---|
| American History/Western Civilization Elective | 3 |
| Humanities Elective | 3 |
| Arts Elective | 3 |
| Foreign Culture and Language Elective | 3 |
| Natural Science Elective | 3 |
| Social Sciences Elective | 3 |

GENERAL ELECTIVES UPPER LEVEL (4) COURSES (12) CREDIT HOURS

| | |
|-----------------------------------|---|
| Liberal Arts Upper Level Elective | 3 |
| Liberal Arts Upper Level Elective | 3 |
| All College Upper Level Elective | 3 |
| All College Upper Level Elective | 3 |

GENERAL ELECTIVES (5) COURSES (15) CREDIT HOURS

| | |
|----------------------|---|
| All College Elective | 3 |

FORENSIC SCIENCE/CRIME SCENE INVESTIGATION

BACHELOR OF SCIENCE IN FORENSIC SCIENCE/ CRIME SCENE INVESTIGATION (120 Credits)

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.

REQUIRED COURSES IN MAJOR (19) COURSES (57) CREDIT HOURS

| | |
|--|---|
| CJ 101 Introduction to Criminal Justice | 3 |
| CJ 202 Introduction to Law & Justice | 3 |
| CJ 204 Crime and Society | 3 |
| CJ 305 Research Methods in Social Sciences | 3 |
| CJ 315 Laws and Rules of Evidence | 3 |
| CJ 330 Ethics in the Criminal Justice System | 3 |
| CJ 404 Criminal Investigations/Criminalistics | 3 |
| FS 101 Introduction to Forensic Sciences | 3 |
| FS 201 Introduction to Photography/Imagery | 3 |
| FS 302 Computer Crime Investigation | 3 |
| FS 318 Special Topics in Forensic Science I | 3 |
| FS 319 Special Topics in Forensic Science II | 3 |
| FS 320 Interview and Interrogation Techniques | 3 |
| FS 400 Photography/Imagery | 3 |
| FS 401 Fingerprint Evidence | 3 |
| FS 402 Trace Evidence/Arson-Firearms/Impression Evidence | 3 |
| FS 403 Bloodstain Pattern Analysis/Crash Management/Report Writing | 3 |
| FS 405 Advanced Seminar in Forensic Science | 3 |
| PSY 410 Forensic Psychology | 3 |

GENERAL REQUIREMENTS IN MAJOR (3) COURSES (9) CREDITS

| | |
|-------------------|---|
| BI 114 Human Body | 3 |
|-------------------|---|

MA 200 Topics in Statistics 3
 PSY 101 Introduction to Psychology 3

GENERAL EDUCATION REQUIREMENTS
 (7) COURSES (21) CREDIT HOURS

COM 151 Public Speaking 3
 EN 101 College Writing 3
 EN 102 Writing in the Humanities 3
 GS 101 Foundations Seminar 3
 GS 201 Service Learning and Civic Engagement 3
 PS 402 Junior Symposium 3
 Religious Studies 3

SPECIFIC GENERAL EDUCATION CORE MODULES
 COURSE (5) CREDITS (15)

American History/Western Civilization Elective 3
 Humanities Elective 3
 Art Elective 3
 Foreign Culture and Language Elective 3
 General Education Elective 3

UPPER LEVEL ELECTIVES
 (1) COURSES (3) CREDITS

Upper Level Liberal Arts Elective 3

GENERAL ELECTIVES
 (5) COURSES (15) CREDITS

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

SUGGESTED ELECTIVES

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

GENERAL STUDIES DEPARTMENT

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) cultural awareness through experiential learning; and (4) health and wellness knowledge and initiatives associated with career success. Through classroom lectures and discussion, group work, and experiential opportunities, students will improve their reading and study skills; will learn different leadership styles in historical perspective, while emphasizing skill development; will consider ways to

fulfill Hilbert’s mission to be informed citizens committed to serving and strengthening their communities; 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 and healthy lifestyles;
- Develop greater cultural awareness and an appreciation for diverse perspectives;
- 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 110: Civic Learning Through Reading and Writing
- GS 111: College Reading and Study Skills
- GS 160: Introduction to Leadership
- GS 260: Lessons of Leadership in Movies
- GS 180: Health and Physical Fitness
- GS 300: Service Learning Abroad—Dominican Republic
- GS 301 Service Learning Abroad—Kenya
- GS 302 Service Learning Abroad—Italy
- GS 460: Leadership Applications
- Note: GS leadership courses contribute to a Leadership Minor administered by the Professional Studies Division.
- PE 102 Introduction to Self Defense
- PE 125 Personal Fitness and Wellness
- PE 202 Introduction to Isshin Ryu Karate
- PE 203 Intermediate Isshin Ryu Karate
- PE 205 Hung Gar Kung Fu
- PE 250 Introduction to Boxing
- PE 260 Yoga and Stress Management

LIBERAL STUDIES DEPARTMENT

Degree programs within Liberal Studies:

- Liberal Arts: AA
- Liberal Studies: BS
- Political Science: BS

A liberal studies education is designed for students who are interested in what ancient educators called the “exercise of the mind.” This approach to learning uses critical inquiry to examine the breadth of human experiences across cultures and throughout history to foster human well-being and to create healthy societies. Students have the opportunity to explore a range of questions about human nature, aesthetics, the natural world, social organization, and justice by taking courses in foreign languages, history, music, philosophy, religious studies, political science, and sociology. Students are encouraged to make connections between these fields to formulate an integrative and comprehensive understanding of humanity and the world, to clarify personal values, and to lead lives dedicated to service and lifelong learning.

MISSION AND VISION STATEMENT

The Liberal Studies Department offers a variety of interdisciplinary and integrative learning experiences to provide students with a comprehensive understanding of human cultures. We prioritize the development of intellectual and practical skills that enable students to become critical interpreters of human societies, to articulate a coherent, values-based world view, and to become advocates for justice through civic engagement.

PROGRAM LEARNING OBJECTIVES:

The Liberal Studies program offers broad-based academic training designed to prepare students to lead informed, thoughtful, and engaged lives. Participants in this course of study will:

- Develop and refine core skills in critical thinking, reading, writing, and listening
- Demonstrate historical and cultural awareness of global communities through interdisciplinary inquiry
- Apply the research methods of various disciplines to analyze and synthesize information both orally and in writing
- Evaluate complex topics and problems that encourage sensitivity to diversity and self-awareness
- Exhibit a commitment to lifelong learning governed by reason, integrity, compassion, and service

LIBERAL ARTS

Studying the liberal arts is an effective way to develop an appreciation for the history of intellectual inquiry and a passion for lifelong learning. Our program gives you the flexibility to create your own educational pathway by exploring ideas in three domains of learning:

- Humanities: art history, communications, English, foreign languages, history, music, philosophy, religious studies, and theater.
- Natural Sciences and Math: biology, chemistry, and mathematics.
- Social Sciences: economics, human services, political science, psychology, and sociology.

This coursework will expose you to the multiple ways that human civilizations have created and organized knowledge and articulated ethical systems that shape social and cultural values. It will also encourage you to determine which ideas are important to you and how you can incorporate them into your life. As you engage ideas from around the globe, you should expect to improve your reasoning and problem-solving skills, expand your appreciation of cultural diversity, develop a mature understanding of the self through personal reflection, and build the skills necessary to become an engaged member of your communities.

ASSOCIATE OF ARTS IN LIBERAL ARTS (60 credits)

GENERAL EDUCATION REQUIREMENTS (6) COURSES (18) CREDIT HOURS

| | |
|--|---|
| COM 151 Public Speaking | 3 |
| EN 101 College Writing | 3 |
| EN 102 Writing for the Humanities | 3 |
| GS 101 Foundations Seminar | 3 |
| GS 201 Service Learning and Civic Engagement | 3 |
| Religious Studies | 3 |

SPECIFIC GENERAL EDUCATION CORE MODULES (8) COURSES (24) CREDIT HOURS

| | |
|--|---|
| Natural Science Elective | 3 |
| Social Science Elective | 3 |
| American History/Western Civilization Elective | 3 |
| Mathematics | 3 |
| Humanities | 3 |
| Arts | 3 |
| Foreign Culture and Language Elective | 3 |
| General Education Elective | 3 |

GENERAL ELECTIVES (6) COURSES (18) CREDITS

| | |
|-----------------------|---|
| Humanities Elective | 3 |
| Liberal Arts Elective | 3 |
| Liberal Arts Elective | 3 |
| All College Elective | 3 |
| All College Elective | 3 |
| All College Elective | 3 |

LIBERAL STUDIES

A liberal arts education is one of the oldest models for learning in the Western world and continues to be excellent preparation for graduate school and professional careers. It provides opportunities to sharpen the critical skills necessary for analyzing complex information from multiple sources, creating new knowledge, and examining values necessary for developing a coherent philosophy of life.

In order to become proficient in these areas, the Liberal Studies major offers students a high degree of flexibility, enabling them to explore different disciplines throughout the curriculum. Students will work closely with their advisors to tailor a course of study that is both interdisciplinary and integrative and supports their academic and personal goals. They are also encouraged to seek out internship opportunities in order to understand how their coursework can be applied to real-world settings and to further their appreciation for leading an examined life.

BACHELOR OF SCIENCE IN LIBERAL STUDIES (120 credits)

REQUIRED COURSES IN MAJOR (5) COURSES (15) CREDITS

| | |
|---|---|
| COM 240 The Art of Persuasion | 3 |
| EN 340 Professional and Technical Writing | 3 |
| EN 341 Advanced Writing | 3 |
| HI 288 World History and Geography | 3 |
| HI 289 World History and Geography II | 3 |

MAJOR ELECTIVES UPPER LEVEL (5) COURSES (15) CREDITS

| | |
|--------------------------------|---|
| Liberal Studies Elective Upper | 3 |

MAJOR ELECTIVES ANY LEVEL (4) COURSES (12) CREDITS

| | |
|--------------------------|---|
| Liberal Studies Elective | 3 |
| Liberal Studies Elective | 3 |
| Liberal Studies Elective | 3 |

| | |
|--------------------------|---|
| Liberal Studies Elective | 3 |
|--------------------------|---|

GENERAL EDUCATION REQUIREMENTS (7) COURSES (21) CREDIT HOURS

| | |
|--|---|
| COM 151 Public Speaking | 3 |
| EN 101 College Writing | 3 |
| EN 102 Writing in the Humanities | 3 |
| GS 101 Foundations Seminar | 3 |
| GS 201 Service Learning and Civic Engagement | 3 |
| PS 402 Junior Symposium | 3 |
| Religious Studies | 3 |

SPECIFIC GENERAL EDUCATION CORE MODULES (8) COURSES (24) CREDIT HOURS

| | |
|--|---|
| Social Science Elective | 3 |
| Natural Science Elective | 3 |
| American History/Western Civilization Elective | 3 |
| Humanities Elective | 3 |
| Art Elective | 3 |
| Foreign Culture and Language Elective | 3 |
| Mathematics Elective | 3 |
| General Education Elective | 3 |

GENERAL ELECTIVES UPPER LEVEL (7) COURSES (21) CREDITS

| | |
|-----------------------------------|---|
| Liberal Arts Upper Level Elective | 3 |
| Liberal Arts Upper Level Elective | 3 |
| Liberal Arts Upper Level Elective | 3 |
| Liberal Arts Upper Level Elective | 3 |
| All College Upper Level Elective | 3 |
| All College Upper Level Elective | 3 |
| All College Upper Level Elective | 3 |

GENERAL ELECTIVES LOWER LEVEL (4) COURSES (12) CREDITS

| | |
|----------------------|---|
| All College Elective | 3 |

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

POLITICAL SCIENCE

There are two rather lengthy introductions here. I think we only need one. Please use the text below and delete the existing two. Delete the Mission and Vision Statement, but keep the Program Learning Objectives and place them after this introduction.

Political science has its origins in Greek and Roman discussions on governance and the creation of a just and harmonious social order. The contemporary field of political science builds upon these ideas by examining the theories that shape our perspectives on government and how political leaders exercise authority on local, national, and international levels. Political scientists explore concepts such as ideology and power to explain the decision-making processes, rules, and laws that characterize the relationships between political institutions and their citizens.

Using the methods of scientific investigation, the Political Science program enables you to analyze the foundations and frameworks of governmental systems and the various ways political forces have shaped our world.

Topics such as civil liberties, globalization, human rights, American foreign policy, international relations, and terrorism all feature prominently in our coursework.

Our program provides you with considerable flexibility in creating an interdisciplinary course of study that is tailored to your specific interests. Yet whichever direction you choose to take, you will become more knowledgeable about our political structures and systems and a more critical analyst of political events and activities. To appreciate government “in action,” you may also choose to participate in an internship related to political advocacy. In the process, you will begin to clarify your own political philosophy and acquire the tools to help you become a more informed and engaged citizen.

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

BACHELOR OF SCIENCE IN POLITICAL SCIENCE (120 credits)

REQUIRED COURSES IN MAJOR (5) CREDIT HOURS (15) COURSES

| | |
|--|---|
| HI/PS 288 World History and Geography I | 3 |
| HI/PS 289 World History and Geography II | 3 |
| PS 101 Introduction to Political Science | 3 |
| PS 102 American Government | 3 |
| PS 224 State and Local Government | 3 |

MAJOR ELECTIVES UPPER LEVEL (5) COURSES (15) CREDITS

| | |
|----------------------------------|---|
| Political Science Elective Upper | 3 |

MAJOR ELECTIVES ANY LEVEL (4) COURSES (12) CREDITS

| | |
|----------------------------|---|
| Political Science Elective | 3 |

GENERAL REQUIREMENTS IN MAJOR (1) CLASSES (3) CREDITS

| | |
|-------------------------|---|
| EN 341 Advanced Writing | 3 |
|-------------------------|---|

GENERAL EDUCATION REQUIREMENTS (7) COURSES (21) CREDIT HOURS

| | |
|--|---|
| COM 151 Public Speaking | 3 |
| EN 101 College Writing | 3 |
| EN 102 Writing in the Humanities | 3 |
| GS 101 Foundations Seminar | 3 |
| GS 201 Service Learning and Civic Engagement | 3 |
| PS 402 Junior Symposium | 3 |
| Religious Studies | 3 |

SPECIFIC GENERAL EDUCATION CORE MODULES (7) COURSES (21) CREDIT HOURS

| | |
|--|---|
| Natural Science Elective | 3 |
| American History/Western Civilization Elective | 3 |
| Humanities Elective | 3 |
| Art Elective | 3 |
| Foreign Culture and Language Elective | 3 |
| Mathematics Elective | 3 |
| General Education Elective | 3 |

GENERAL ELECTIVES UPPER LEVEL (8) COURSES (24) CREDITS

| | |
|-----------------------------------|---|
| Liberal Arts Upper Level Elective | 3 |
| Liberal Arts Upper Level Elective | 3 |
| Liberal Arts Upper Level Elective | 3 |
| All College Upper Level Elective | 3 |
| All College Upper Level Elective | 3 |
| All College Upper Level Elective | 3 |
| All College Upper Level Elective | 3 |
| All College Upper Level Elective | 3 |

GENERAL ELECTIVES LOWER LEVEL (3) COURSES (9) CREDITS

| | |
|----------------------|---|
| All College Elective | 3 |
| All College Elective | 3 |
| All College Elective | 3 |

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

FIVE 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 semesters 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.

NON-DEGREE PROGRAMS WITHIN THE LIBERAL STUDIES DEPARTMENT

The following are subject areas within the Liberal Studies Department:

- Foreign Languages
- History
- Music
- Philosophy
- Religious Studies
- Sociology

NATURAL SCIENCES AND MATH DEPARTMENT

Degree programs within Natural Sciences:

Biology: BA

Forensic Science - Lab Sciences: BS

BIOLOGY

Biology is an essential branch of natural sciences that studies life, living things, and their processes. The field of biology is diverse. The Department of Natural Sciences

and Math is committed to offering a wide range of learning opportunities for biology majors to develop foundational skills and research experience in the biological sciences.

MISSION AND VISION STATEMENT

The mission of the biology program is to provide students with a quality experience in the biological sciences within a strong liberal arts education. Consistent with Hilbert College's mission, the Biology Program aims to provide students with a broad learning experience in the natural sciences and guides them to choose a career path that values strengthening communities through service. After completing the program, Biology students will be able to pursue STEM and health professions such as medicine, dentistry, optometry, pharmacy, nursing, and veterinary services.

LEARNING OBJECTIVES

A Biology student will be able to:

- Demonstrate a breadth of knowledge in biology, with a deeper understanding of specific areas of interest.
- Explain the fundamental biological processes and the interrelationships between the form and function of biological entities at various levels of organizations of life and the living things.
- Recognize and apply basic ethical principles to basic and applied biological sciences research.
- Integrate and apply critical thinking to problem-solving across scientific disciplines.
- Conduct scientific experiments following the appropriate scientific method.
- Analyze and interpret scientific data and literature.
- Demonstrate effective oral and written scientific communication.

CAREER OUTLOOK

A bachelor's degree in biology is the gateway to a wide variety of careers and opportunities, including:

- Health Professions: Medicine, Dentistry, Optometry, Pharmacy, Nursing, Physician Assistant, Physical Therapy, Veterinary medicine, etc.
- Graduate Studies opportunities in Microbiology, Biochemistry, Cell and Molecular Biology, Toxicology, Neuroscience, Neurobiology, Cancer Biology, Immunology, Infectious Diseases, Public Health, and many more.
- Research Assistant/Technician in research labs in universities, medical schools, and government agencies such as NIH, CDC, FDA, USDA, EPA, etc.
- Entry-Level Laboratory Assistant/Technician in Biological Sciences, Chemical, and Environmental Science Labs; Pharmaceutical and Biotech industries.

- Pharmacy Assistant/Technician in pharmacy or drug stores.

BACHELOR OF ARTS IN BIOLOGY (120 credits)

The biology program requires 39 credits of biology-related coursework and 33 credits of physics, chemistry, and mathematics. The remaining 48 credits can be fulfilled by general education and liberal arts electives.

All science courses with a lab in the program are four credits. Students develop essential laboratory skills to conduct scientific experiments using modern scientific instruments and equipment.

REQUIRED BIOLOGY COURSES (10) COURSES (39) CREDITS

| | |
|---|---|
| BI 140 College Biology I with Lab | 4 |
| BI 141 College Biology II with Lab | 4 |
| BI 220 Microbiology I with Lab | 4 |
| BI 300 Genetics with Lab | 4 |
| BI 310 Cell Biology with Lab | 4 |
| BI 320 Biochemistry with Lab | 4 |
| BI 340 Molecular Biology with Lab | 4 |
| BI 420 Human Anatomy and Physiology I with Lab | 4 |
| BI 421 Human Anatomy and Physiology II with Lab | 4 |
| BI 450 Biology Seminar | 3 |

GENERAL REQUIREMENTS IN MAJOR (9) COURSES (33) CREDITS

| | |
|--------------------------------------|---|
| CH 140 College Chemistry I with Lab | 4 |
| CH 141 College Chemistry II with Lab | 4 |
| CH 311 Organic Chemistry I with Lab | 4 |
| CH 313 Organic Chemistry II with Lab | 4 |
| PY 140 College Physics I with Lab | 4 |
| PY 141 College Physics II with Lab | 4 |
| MA 145 College Mathematics | 3 |
| MA 200 Topics in Statistics | 3 |
| MA 205 Survey of Calculus | 3 |

GENERAL EDUCATION REQUIREMENTS (7) COURSES (21) CREDIT HOURS

| | |
|--|---|
| COM 151 Public Speaking | 3 |
| EN 101 College Writing | 3 |
| EN 102 Writing in the Humanities | 3 |
| GS 101 Foundations Seminar | 3 |
| GS 201 Service Learning and Civic Engagement | 3 |
| PS 402 Junior Symposium | 3 |
| Religious Studies | 3 |

SPECIFIC GENERAL EDUCATION CORE MODULES (5) COURSES (15) CREDIT HOURS

| | |
|--|---|
| American History/Western Civilization Elective | 3 |
| Art Elective | 3 |

| | |
|---------------------------------------|---|
| Foreign Culture and Language Elective | 3 |
| Humanities Elective | 3 |
| Social Science Elective | 3 |

General Electives Upper Level (3) COURSES (9) CREDITS

GENERAL ELECTIVES LOWER LEVEL (4) COURSES (12) CREDITS

| | |
|-----------------------|---|
| Liberal Arts Elective | 3 |
| Liberal Arts Elective | 3 |
| Liberal Arts Elective | 3 |
| All College Elective | 3 |

FORENSIC SCIENCE/LAB SCIENCES

The Hilbert Forensic Science/Laboratory Science degree is a four-year program, which provides students with a solid base of knowledge and skills for service in a growing number of laboratory agencies. It also prepares students for the pursuit of advanced degrees in forensic science, the natural sciences, and professional programs such as medical or veterinary schools.

Laboratory forensic science degrees focus on natural sciences in laboratory settings where evidence is analyzed involving the proper instrumental analysis, chain of custody and expert testimony. Hilbert will provide in-depth exposure to and undergraduate mastery of fundamental principles in the natural sciences and their application to forensic casework and the judicial system.

The FS/Laboratory Sciences baccalaureate degree includes coursework in chemical and biological sciences, laws and rules of evidence, and DNA analysis. This background will promote a stronger more precise relationship between the crime scene, the forensic lab analysis and courtroom proceedings. All science courses in the program include a separate 1-credit laboratory section in addition to traditional class meetings, where students will have a chance to gain skills working with modern laboratory equipment and instrumentation. The FS/ Laboratory Sciences program is intended to provide both college students and laboratory personnel with the most current technological knowledge and practical applications in forensic laboratory analysis. These skills will enable students to obtain entry-level positions in a wide array of positions and graduate school opportunities, including:

- Criminalist
- DNA Analyst
- Forensic Serologist/Biologist
- Research Technician – Biological/Chemical
- Health Professions: Medicine, Dentistry, Pharmacy (with additional schooling)

- Laboratory Assistant – Forensic/Research
- Graduate education in Forensic/Biological Sciences, Toxicology

BACHELOR OF SCIENCE IN FORENSIC SCIENCE/ LABORATORY SCIENCES (123 Credits)

REQUIRED COURSES IN MAJOR (21) COURSES (78) CREDIT HOURS

| | |
|--|---|
| BI 140 College Biology I with lab | 4 |
| BI 141 College Biology II with lab | 4 |
| BI 300 Genetics with lab | 4 |
| BI 310 Cell Biology with lab | 4 |
| BI 320 Biochemistry with lab | 4 |
| BI 340 Molecular Biology with lab | 4 |
| CH 140 College Chemistry I with lab | 4 |
| CH 141 College Chemistry II with lab | 4 |
| CH 311 Organic Chemistry I with lab | 4 |
| CH 313 Organic Chemistry II with lab | 4 |
| CJ 202 Introduction to Law & Justice | 3 |
| CJ 315 Laws & Rules of Evidence | 3 |
| CJ 330 Ethics in the Criminal Justice System | 3 |
| FS 101 Introduction to Forensic Science | 3 |
| FS 420 Forensic Biology I with lab | 4 |
| FS 421 Forensic Biology II with lab | 4 |
| FS 430 Forensic Biology Capstone | 4 |
| PY 140 College Physics I with Lab | 4 |
| PY 141 College Physics II with lab | 4 |
| MA 200 Topics in Statistics | 3 |
| MA 205 Survey of Calculus | 3 |

GENERAL REQUIREMENTS IN MAJOR (2) COURSES (6) CREDITS

| | |
|------------------------------------|---|
| MA 145 College Mathematics | 3 |
| PSY 101 Introduction to Psychology | 3 |

GENERAL EDUCATION REQUIREMENTS GENERAL EDUCATION REQUIREMENTS (7) COURSES (21) CREDIT HOURS

| | |
|--|---|
| COM 151 Public Speaking | 3 |
| EN 101 College Writing | 3 |
| EN 102 Writing in the Humanities | 3 |
| GS 101 Foundations Seminar | 3 |
| GS 201 Service Learning and Civic Engagement | 3 |
| PS 402 Junior Symposium | 3 |
| Religious Studies | 3 |

SPECIFIC GENERAL EDUCATION CORE MODULES (5) COURSES (15) CREDITS

| | |
|--|---|
| American History/Western Civilization Elective | 3 |
| Humanities Elective | 3 |

| | |
|---------------------------------------|---|
| Art Elective | 3 |
| Foreign Culture and Language Elective | 3 |
| General Education Elective | 3 |

GENERAL ELECTIVES (2) COURSES (6) CREDITS

| | |
|----------------------------|---|
| MIS Elective | 3 |
| Religious Studies Elective | 3 |

NON-DEGREE PROGRAMS WITHIN THE NATURAL SCIENCES DEPARTMENT

The following are subject areas within the Natural Sciences and Math Department:

- Chemistry
- Mathematics
- Physics

ACADEMIC MINORS

MINORS FOR NON-MAJORS

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:

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

AVAILABLE MINORS

Biology
Digital Media & Communication
Criminal Justice
English
Family Violence
Forensic Science/Crime Scene Investigation
Human Services
History
Leadership
Philosophy
Political Science
Psychology
Sociology
Spanish

ACCEPTANCE CRITERIA

A student who wishes 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.

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.

MINOR REQUIREMENTS

BIOLOGY (20 credits)

A student must complete at least 20 credits of coursework, 12 of which must count only for the minor, to fulfill the requirements. The required courses are BI 140 College Biology I and BI 141 College Biology II with corresponding labs (total of 8 credits). The remaining 12 credits can be fulfilled by one of the following track options.

Pre-health Track: BI 220 Microbiology, BI 420 Human Anatomy & Physiology I, and BI 421 Human Anatomy & Physiology II with corresponding labs (total 12 credits)

Biotechnology Track: BI 220 Microbiology, BI 300 Genetics, and BI 340 Molecular Biology with corresponding labs (total 12 credits)

Biochemistry Track: CH 140 College Chemistry I, CH 141 College Chemistry II, and BI 320 Biochemistry with corresponding labs (total 12 credits)

DIGITAL MEDIA & COMMUNICATION (18 Credits)

COM 110, COM 170, COM 210, and choose three electives (at least two at the upper division level) in communication courses

CRIMINAL JUSTICE (18 Credits)

CJ 101, CJ 204, one from the following: CJ 102, CJ 103, CJ 200, CH 202, CJ 205, and three upper division courses from the following areas: corrections, criminology, family violence, investigations, juvenile justice, police management, or security

ENGLISH (18 Credits)

A C or better must be achieved in one 200 level survey course and five upper-division English electives following this distribution: one American literature course, one British literature course, one genre, period or special

topic course, and two upper division English electives

FAMILY VIOLENCE (18 Credits)

HS 203, HS 315, HS/PSY 330, CJ 316, HS/CJ 317, CJ 334, CJ 416

FORENSIC SCIENCE/CRIME SCENE INVESTIGATION (18 credits)

CJ 101, FS 101, FS 302, FS 318, FS 319; Choose one of the following: CJ 315, CJ 404, FS 320, PSY 410

HUMAN SERVICES

Three of the following: HS 101, HS 203, HS 204, HS 205; HS 310 and 2 upper division Human Services electives

History (18 Credits)

HI 103, HI 104; Students should choose any 4 courses with an HI prefix, with at least 1 at the upper division level. If students prefer, they may replace one of the HI courses with one of the following: PH 301, PH 302, PH 330, PS 205, PS 252, PS 280, PS 333, PS 335, PS 367, RS 300

LEADERSHIP (18 credits)

GS 160, GS 460, and four additional electives selected from a menu of choices designed to complement the various majors. Additional information may be obtained from the chair of the General Studies department

PHILOSOPHY (18 Credits)

PH 101, PH 202, PH 208, PH, 330; Choose 2 from the following: PH 218, PH 301, PH 302

POLITICAL SCIENCE (18 Credits)

PS 101, PS 102, PS 335; Choose 3 courses (1 upper level) from the following: PS 212, PS 220, PS 224, PS 252, PS 300, PS 333, PS 367

PSYCHOLOGY (18 Credits)

PSY 101, plus 5 upper level Psychology electives, (at least one class from each of the following 4 groups): PSY 201, 202, or 203; PSY 312, 322, or 342; PSY 304, 314, 407 or 424; PSY 307, 310, 351, 406 or 408

SOCIOLOGY (18 Credits)

SO 101, SO 102, SO 201; Choose 3 (2 upper level) from the following; CJ 204, CJ 205, HI 207, ECO 309, PS 337, SO 301, SO 306, SO 320, SO 332

SPANISH

SP 101, SP 201, SP 202, SP 301; Choose 2 from the following: SP 102, SP 205, GS 300

GRADUATE PROGRAMS

Hilbert College offers graduate programs in public health, public policy, and criminal justice.

Graduate degree programs:

- Public Administration: MPA
- Public Administration: MPA - Online
- Public Administration: Health Administration: MPA
- Public Administration: Health Administration: MPA - Online
- Criminal Justice Administration: MS
- Criminal Justice Administration: MS - Online

PUBLIC ADMINISTRATION

This program is offered in both a traditional format and fully online. Please reach out to the Director of Graduate Admissions and Student Services for further information.

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 16 month period. Each course is delivered in a five week term in the on campus or online program. 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.

The MPA 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.

PUBLIC ADMINISTRATION (36 CREDITS)

MPA COURSE (7) COURSES (21) CREDITS

| | |
|--|---|
| MPA 625 Introduction to Public Administration | 3 |
| MPA 631 Values and Ethics in Public Administration | 3 |
| MPA 640 Research Methods in Public Administration | 3 |
| MPA 627 Human Resource Management | 3 |
| MPA 637 Marketing and Public Relations | 3 |
| MPA 643 Research Project/Independent Study | 3 |
| MPA 644 Capstone | 3 |

CORE COURSES (5) COURSES (15) CREDITS

| | |
|---|---|
| CC 500 Organizational Theory and Management | 3 |
| CC 510 Program Planning and Evaluation | 3 |
| CC 515 Finance and Budgeting | 3 |
| CC 520 Political and Policy Analysis | 3 |
| CC 505 Introduction to Graduate Statistics | 3 |

PUBLIC ADMINISTRATION: HEALTH ADMINISTRATION

This program is offered in both a traditional format and fully online. Please reach out to Director of Graduate Admissions and Student Services for further information.

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.

The curriculum is an accelerated, cohort format that follows an established sequence of courses over an 16 month period. Each course is delivered in a five week term in the on campus or online program. 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: 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.

PUBLIC ADMINISTRATION: HEALTH ADMINISTRATION (36 CREDITS)

MPA COURSE (8) COURSES (24) CREDITS

| | |
|--|---|
| MPA 627 Human Resource Management | 3 |
| MPA 630 Health Care Administration | 3 |
| MPA 636 Culture of Health Care | 3 |
| MPA 637 Marketing and Public Relations | 3 |
| MPA 640 Research Methods for MPA | 3 |
| MPA 642 Health Care Law and Ethics | 3 |
| MPA 643 Research Project/Independent Study | 3 |
| MPA 644 Capstone Seminar | 3 |

CORE COURSES (4) COURSES (12) CREDITS

| | |
|--|---|
| CC 500 Organizational Theory & Management | 3 |
| CC 505 Introduction to Graduate Statistics | 3 |
| CC 510 Program Planning and Evaluation | 3 |
| CC 515 Finance and Budgeting | 3 |

CRIMINAL JUSTICE ADMINISTRATION

This program is offered in both a traditional format and fully online. Please reach out to Director of Graduate Admissions and Student Services for further information.

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
6. Including administrative, management, budget & finance, and organizational change.

The curriculum is an accelerated, cohort format that follows an established sequence of courses over an 16 month period. Each course is delivered in a five week term in the on campus or online program. 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.

The CJA 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.

CRIMINAL JUSTICE ADMINISTRATION (36 CREDITS)

CJA COURSES

(8) COURSES (24) CREDITS

| | |
|---|---|
| CJA 601 Proseminar in Criminal Justice Administration | 3 |
| CJA 640 Research Methods in Criminal Justice | 3 |
| CJA 645 Nature and Causes of Crimes | 3 |
| CJA 650 Criminal Law and the Courts | 3 |
| CJA 660 Policing in Contemporary Society | 3 |
| CJA 670 Penology | 3 |
| CJA 679 Research Project/Independent Study | 3 |
| CJA 680 Capstone Seminar | 3 |

CORE COURSES

(4) COURSES (12) CREDITS

| | |
|---|---|
| CC 500 Organizational Theory and Management | 3 |
| CC 510 Program Planning and Evaluation | 3 |
| CC 515 Finance and Budgeting | 3 |
| CC 505 Introduction to Graduate Statistics | 3 |

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.

Each course bears a distinguishing number for identification and indication of its academic level. The numbering system is as follows:

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.

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.

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: C or better in ACC 205

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: C or better in ACC 205

ACC 310 3
Advanced 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: C or better in ACC 270

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 and C or better in 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: C or better in ACC 206

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: C or better in ACC 320

ACC 335 3
Accounting Information Systems

This course introduces students to information systems in the field of accounting. Whether students are pursuing a career in public accounting, the private sector or governmental, it is important that they have knowledge of technology

for accumulating, processing and analyzing accounting data. Topics include transaction processing in the revenue, expenditure, production and human resources cycles; financial report processing, database management, enterprise resource planning, electronic commerce and internal controls. Students will learn to use an accounting general ledger software program.

Prerequisite: C or better in ACC 206, MIS 205

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: C or better in ACC 206

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: C or better in ACC 350

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: C or better in ACC 350
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: C or better in ACC 321, ACC/ECI 313.

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.

AHI 320 3
The Art of the Renaissance in Italy

This 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: Upper division 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 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.

Prerequisite: Juinor 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 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: Upper division Status

ART 101

3

Drawing I

A foundations level studio course covering the basic technical and perceptual approaches to drawing. Students will learn to develop an understanding of both formal and conceptual elements as they relate to a traditional and representational manner of drawing. The course will explore various media and techniques through a study of still-life objects; natural and man-made.

ART 102

3

Exploration in Art Media

Exploration in Art Media is comprehensive course available for all students regardless of artistic experience. This course includes interactive activities and multicultural studio projects representing a wide variety of cultures, artistic styles and art media. This course is designed to enrich the lives of its participants through discovery and creative problem solving. It provides students with a broader perception of their environment and cultural perspectives.

BI 110

3

Science in Society: Modern Topics in Biology

This introductory course presents biology to non-majors in the context of significant social, political, religious, legal, and ethical issues. The goal is to provide students with a basic understanding of fundamental biological concepts in the context of the contemporary problems facing society today, such as genetic engineering (gene cloning), genetically modified (GM) foods, genetic disorders (sickle cell disease), cancers, infectious diseases (e.g., Influenza, COVID-19), climate change

and global warming. Upon successful completion of the course, students should: (1) have an appreciation for the importance of biology in their everyday life; (2) understand general biological concepts associated with different levels of organization from cells to whole organisms; and (3) have an understanding of how science interacts with and shapes public policy and affects society at large. Prior knowledge of biology is not required. This course fulfills the general education requirement.

BI 112

3

Environmental Science

Environmental Science course is a survey of ecological principles, human modifications of the environment, population dynamics, environmental pollutants, and their effects on ecological systems. This course investigates local, regional, national, and international environmental issues and, in the process, develops students' capacity for observation, assessment, evaluation, critical thinking and guides them toward a personal awareness and proactive response to their ecological environment. Selected projects and/or seminars concerning topics of current interest are included. An optional service-learning component is available to enrich students' learning experience and community service. All aspects of the course are directed toward reflecting reverence and respect for life and nature. Prior knowledge of biology is not required. This course fulfills the general education requirement and is open to all students.

BI 114

3

The Human Body

This introductory study of the human body makes the biology non-major students more aware of scientific inquiry about body structures and functions. The systems of the body and their related anatomy and physiology are covered in this course. In addition, relevant pathophysiological issues

and current developments in the medical and health fields are also investigated to provide students with immediate and meaningful application of the subject matter and the opportunity to develop and apply critical thinking skills. This course makes applicable links that are relevant to many major programs at the College. This course fulfills the general education requirement and is open to all students.

BI 115

3

Nutrition

This course introduces students to the basic principles of nutrition, describes functions of essential nutrients, examines the relationship between nutrients and human health, and includes a relevant discussion of the basic structure and function of the human body. Health foods, additives, weight control, and current issues in nutrition are also explored. Upon successful completion of this course, students will understand how nutrition relates directly to health and daily lives, assess individual nutritional status, and critically evaluate nutritional claims in the mainstream media. Prior knowledge of biology is not required. This course fulfills the general education requirement and is open to all students.

BI 140

3

College Biology I

This course is designed for students majoring in the biological sciences and considering careers in the professional sciences, biomedical, environmental, and academic areas. BI 140 is the first of a two-semester sequence of College Biology courses. The course will cover a variety of biological topics as well as their interdisciplinary applications. Topics include the scientific method, the chemistry of life, biomolecules, cell structure, cellular respiration, photosynthesis, cell division, Mendelian genetics, structure and functions of nucleic acids, and biotechnology. The required

laboratory component will allow for the hands-on exploration of concepts covered in the lecture. This course serves as a pre-requisite for nearly all Biology courses and fulfills a science, liberal arts, or all college elective.

BI 141 3
College Biology II

This course is designed for students majoring in the biological sciences and considering careers in the professional sciences, biomedical, environmental, and academic areas. BI 141 is the continuation of a two-semester sequence of College Biology courses. The course will cover a variety of biological topics as well as their interdisciplinary applications. Topics include evolution, the survey of microorganisms, animal kingdoms, anatomy and physiology of the human body's major organs and organ systems. The required laboratory component will allow for the hands-on exploration of concepts covered in the lecture. This course fulfills a science, liberal arts, or all college elective.

Prerequisite: C or better in BI 140.

BI 220 3
Microbiology

This course examines the basic concepts of microorganisms with particular emphasis on bacteria and viruses. Lectures also include discussions on microbial growth, structure, morphology, genetics, diversity, physiology, and control of microorganisms. Special topics include human microbiota, mechanisms of pathogenicity, host defense mechanisms, antimicrobial chemotherapy, emerging infectious diseases, and the development of microbial drug resistance. The required laboratory will provide students hands-on learning experience on the aseptic transfer of microorganisms, simple and differential staining procedures, culture technique, isolation, identification, and enumeration of bacteria, and control

of growth using disinfectants and antimicrobial compounds. This course is a required course for all biology majors and fulfills science, liberal arts, or college elective requirements.

Prerequisite: C or better in BI 141.

BI 300 3
Genetics

This course introduces classical, molecular, and population genetics and their central importance in biological sciences. The course focuses on the basic principles governing the transmission of traits from generation to generation in humans, structure and functions of DNA, RNA, proteins, and chromosomes in eukaryotes, the mode of transmission of genes, how genes are damaged and repaired, use of recombinant DNA technology as a treatment option, and the consequences of mutations and chromosomal abnormalities in producing human disorders. Lectures also include discussions on determinations of gene and allele frequencies in populations and how they affect evolution. The required laboratory provides students a chance for hands-on exploration of topics covered in class. This course fulfills science, upper-level liberal arts, or all college elective requirements.

Prerequisite: C or better in BI 141

BI 310 3
Cell Biology

Cell biology is the study of the structure and function of prokaryotic and eukaryotic cells. This course will emphasize the experimental foundations of our understanding of cells and cellular functions. It will examine many different areas of cell biology, including cellular architecture, cell division and reproduction, cell motility, cellular energetics and metabolism, and cell signaling. An additional laboratory will provide a chance for hands-on exploration of topics covered in class and

introduce techniques and procedures commonly utilized in modern cell biology laboratories. Since chemical and physical principles dictate the nature of molecular interactions, the student should be prepared to engage the class topics with these in mind. Physics is not required for this course but recommended. Having taken Organic Chemistry and/ or Biochemistry, or be concurrently enrolled in either of these courses, is also recommended. This course also fulfills science, upper-level liberal arts, or all college elective requirements.

Prerequisite: C or better in BI 300 & CH 140

BI 320 3
Biochemistry

Biochemistry is the branch of science that explores the chemical processes within and related to living organisms. This course will provide an overview of cellular chemistry and covers topics such as the structure and function of biological molecules, including nucleic acids, enzymes, and other proteins, carbohydrates, lipids, and vitamins. The course further discusses metabolic pathways and bioenergetics, including glycolysis, fermentation, respiration, oxidation of fatty acids, and photosynthesis. An additional laboratory will provide students a chance for hands-on exploration of topics covered in class and introduce and reinforce standard biochemical techniques and procedures. This course fulfills science, upper-level liberal arts, or all college elective requirements.

Prerequisite: C or better in BI 140 & CH 140

BI 340 3
Molecular Biology

Molecular Biology is the branch of biology that studies the structure and function of biological molecules, such as nucleic acids and proteins essential to life. This course reviews

the structure of nucleic acids and proteins. It explores how they function together to carry out the central processes of gene expression, including transcription and translation, RNA processing, and the complex regulatory mechanisms governing these processes. An additional laboratory is required to provide students a hands-on exploration of topics covered in class and mastery of standard molecular biology techniques and procedures. This course fulfills science, upper-level liberal arts, or all college elective requirements.

Prerequisite: C or better in BI 300

BI 420 3
Human Anatomy and Physiology

This course provides a systematic study of the structure and function of the human body. The human body systems and their related anatomy, physiology, and pathology are the focus of this course. BI 420 is the first of a two-semester sequence of Human Anatomy and Physiology courses. Discussion topics include cell structure and chemistry and several body systems, including human integumentary, muscular, skeletal, nervous systems and their applications to human health and fundamental pathology to each organ system. In addition, students will develop competency in the language of anatomy and physiology and describe and explain anatomical features using appropriate terminologies. An additional laboratory will provide students hands-on exploration of topics covered in the lectures, including laboratory study of human anatomical models and skeletal components and the dissection of appropriate animal models. This course fulfills science, upper-level liberal arts, or all college elective requirements.

Prerequisite: C or better in BI 141

BI 421 3
Human Anatomy & Physiology II

This course provides a systematic study of the structure and function of the human body. The human body systems and their related anatomy, physiology, and pathology are the focus of this course. BI 421 is the continuation of a two-semester sequence of Human Anatomy and Physiology courses. Discussion topics include the circulatory, immune, respiratory, digestive, urinary, endocrine, and reproductive systems and their applications to human health and fundamental pathology to each organ system. In addition, students will develop competency in the language of anatomy and physiology and describe and explain anatomical features using appropriate terminologies. The associated laboratory part will provide students hands-on exploration of topics covered in the class, including laboratory study of human anatomical models and the dissection of appropriate animal models. This course fulfills science, upper-level liberal arts, or all college elective requirements.

Prerequisite: C or better in BI 420

BI 450 3
Biology Seminar

This senior seminar course serves as the capstone in biology. The main objective of this seminar is to integrate previous learning experiences as a biology major to help students explore topics of interest to them within the guidelines of the course. The seminar offers a wide range of biological topics within biology to engage students with scientific inquiry in a field of study. Upon completion of the research, students will present a public seminar to discuss their research findings.

Prerequisite: C or better in BI 320 & BI 340

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 203 3
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.

Prerequisite: Completion of 30 credits or more

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: Completion of 30 credits or more

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.

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.

Prerequisite: BUS 200

BUS 303 3
Data Analytics

In a world of information technology, there is a growing need for skills and uses related to the vast accumulation of data in many different fields. Data Analytics helps us to sift through big data to determine what has happened, why it has happened, how to predict what may happen in the future and what possibly courses of action may be possible. Specifically, this course looks at the areas of data mining, data management

or warehousing, statistical analysis and data visualization.

Prerequisite: BUS 203 or MA 200

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.

Prerequisite: BUS 200 or Equivalent, completion of 45 credit hours or permission of division.

BUS 310 3
Management Skills

This course 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: Upper division Status

BUS 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: Upper division Status

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

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.

Prerequisite: BUS 200, completion of 45 credit hours or permission of division.

BUS 335 3
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.

Prerequisite: BUS 200, and completion of 45 credit hours

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.

Prerequisite: BUS 200, completion of 45 credit hours

BUS 345 3
Marketing Management

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.

Prerequisite: BUS 200, completion of 45 credit hours or permission of division.

BUS 346 3
Managerial Finance

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.

Prerequisite: MA 200 or BUS 203

BUS 361 3
Workplace Ethics

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 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: Upper division Status

BUS 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.

Prerequisite: Juniors 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: Upper division status

BUS 404 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.

Prerequisite: Instructor permission
BUS 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: Upper division 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: Upper division status

BUS 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: Upper division status

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.

Prerequisite: Senior status

CH 110 3
Science in Society: Modern Topics in Chemistry

This introductory course presents chemistry to non-majors in the context of significant social, political, economic, and ethical issues. This course covers current topics like ozone depletion, global climate change, alternative energy sources, nuclear power, drug design, and the underlying chemical principles needed to understand these issues. Upon successful completion of CH

110, students will be capable of making informed decisions about many of the issues prevalent in modern society based on fundamental concepts in chemistry. Prior knowledge of chemistry is not required. This course fulfills the general education requirement.

CH 140 3
General Chemistry I

The course is designed for students majoring in the sciences and considering careers in the professional sciences, biomedical, environmental, and academic areas. CH 140 is the first of a two-semester sequence of College Chemistry courses. This course will examine topics in chemistry, including 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 the chemical change. The required laboratory component will allow for the hands-on exploration of concepts covered in the lecture. This course fulfills a science, liberal arts, or all college elective.

CH 141 3
General Chemistry II

The course is designed for students majoring in the sciences and considering careers in the professional sciences, biomedical, environmental, and academic areas. CH 141 is the continuation of a two-semester sequence of College Chemistry courses. This course will examine topics in chemistry, including liquids, solids, bonding, solutions, acids, bases, chemical equilibrium, REDOX, nuclear chemistry, organic chemistry, and biochemistry. The required laboratory component will allow for the hands-on exploration of concepts covered in the lecture. This course fulfills a science, liberal arts, or all college elective.

Prerequisite: C or better in CH 140

CH 311 3
Organic Chemistry I

Organic chemistry is the chemistry of carbon compounds. This course will emphasize what makes organic chemistry unique within the branches of chemistry and carbon compounds different from other compounds. CH 311 is the first of a two-semester sequence of Organic Chemistry courses. The course discusses the concepts of structure and bonding in organic molecules. It explores various organic molecules and their reactions, such as alkanes, alkenes, alkynes, alkyl halides, and carbonyl compounds. An additional laboratory will provide a chance for hands-on exploration of topics covered in class and introduce techniques and procedures commonly used by chemists to probe the structure of organic molecules, such as nuclear magnetic resonance, mass spectroscopy, and infrared spectroscopy. This course also fulfills science, upper-level liberal arts, or all college elective requirements.

Prerequisite: C or better in CH 141

CH 313 3
Organic Chemistry II

Organic chemistry is the chemistry of carbon compounds. CH 313 is the continuation of a two-semester sequence of Organic Chemistry courses. It will build upon the concepts learned in CH 311 by thinking about structures in 3-dimensions and analyzing data to understand the basic principles to solve problems. The course covers the concepts of organic reactions and mechanisms. An additional laboratory will provide students a chance for hands-on exploration of topics covered in class and introduce techniques and procedures commonly used by chemists, such as condensation and nitration. This course also fulfills science, upper-level liberal arts, or all college elective requirements.

Prerequisite: C or better in CH 311

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. Prerequisite: 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.

Prerequisite: 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.

Prerequisite: CIS 170

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, and Forensic Science (CSI) 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 will examine the concept and application of private security as it relates to the business world and the criminal justice system. A survey of security theory and techniques will be applied to a variety of business, institutional and industrial settings. The evolving technological tools of private security will be discussed, as will the importance of security to protecting assets and maintaining

profitability. This course will expose the student to the historical evolution and modern rationale for security, as well as the fundamental concepts upon which to base more advanced course work. In addition, the basic organizational structure of the United States Department of Homeland Security will be introduced to students.

CJ 105 3
Introduction to Criminology

This course will begin with an exploration of tools and techniques used by scientists studying human and social behavior, followed by a close examination of the rich theoretical traditions in the field of criminology. Throughout the semester priority will be given to understanding policy implications associated with each school of thought and mechanisms that can be used to evaluate policy options. We will review the history of criminology, including subfields such as victimology and penology.

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 criminal justice majors

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 Criminal Justice and Forensic Science/CSI majors.

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, Forensic Science/Crime Scene Investigation 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 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.

CJ 303 3
Asset Protection

An advanced study and application of security/loss prevention theory and methods as they relate to the retail business and supply chain. Physical and procedural measures for

protecting people, money, merchandise and other assets are explored, along with the role of evolving technology. Particular attention is given to preventing, deterring and detecting both internal and external theft, as well as programs for training, auditing and inventory control. Emphasis is placed on the avoidance of civil liability, compliance with regulatory obligations and the coordination of efforts with corporate partners and criminal justice agencies. A problem-solving research project is required.

Prerequisite: CJ 103 or permission of department.

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 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.

CJ 311 3
Police Management and Organization

This course exposes the student to a broad spectrum of law enforcement organizations that exist in our society today. The focus is on the organization of law enforcement and certain management styles that have been utilized to deal with policing our society. The issues and areas covered 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.

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 and 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 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. A required course for Forensic Science/CSI majors.

Prerequisite: Upper division status and CJ 202 or other law-related class

CJ 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 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 Criminal Justice and Forensic Science/CSI majors.

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 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.

Prerequisite: CJ 200.

CJ 402 3
Crime and Deviance: Advanced Criminological Theory

This 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 Criminal Justice and Forensic Science/CSI majors.

Prerequisite: CJ 204 and upper level status.

CJ 405 3
Advanced Seminar in Criminal Justice

The focus of this capstone experience 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 Criminal Justice majors.

Prerequisite: CJ 305, senior status.

CJ 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

Prerequisite: CJ 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 or designee during the pre-registration period to make arrangements for appropriate placement in a criminal justice agency. A required course for Criminal Justice 4+1 majors.

Prerequisite: Senior status and approval of Instructor.

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 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.

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.

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, COM 170 is also recommended for any student who wants to increase their professional viability in the new digital marketplace.

COM 180 3
Advanced Multimedia Explorations

Intended as a complement to COM 170, 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, COM 180 is also recommended

for any student who wants to further their professional viability in the new digital marketplace.

Prerequisite: COM 170

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.

COM 211 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 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.

Prerequisite: EN 102

COM 243 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.

Prerequisite: 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 270 3
Digital Photography

This course looks at the art and practical applications of still photography using digital tools. Students will use digital cameras and image manipulation tools such as Adobe Photoshop to create both artistic and practical images.

COM 273 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.

Prerequisite: COM 170

COM 281 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.

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 courses offered by the department, and are helpful to anyone interested in a career in the visual arts or communication.

COM 320 3
Communications Law and Ethics

A course in 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 communicate, both in terms of style, and in terms of message.

COM 325 3
Special Topics in Communications

The course will focus on the effect of the moving image in contemporary America vis-à-vis criminology. Film and television studies will provide a framework to view the manifestations of crime and punishment in the

media. Activities in class will include the viewing of film and television clips, discussion about the ideas behind these representations and writing response papers.

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.

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.

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.

Prerequisite: EN 102

COM 345 3
Sports Reporting

This course covers the methods of reporting on and writing for sports coverage.

Prerequisite: COM 243

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.

Prerequisite: EN 102

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.

Prerequisite: 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).

Prerequisite: EN 102

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.

Prerequisite: MA 200

COM 365 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.

Prerequisite: COM 180

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 screenings and lectures. The lectures will be devoted to a number of concepts that will be explicated further via the screenings.

Prerequisite: EN 102

COM 374 3
Lighting for Film and Video

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.

Prerequisite: COM 170

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.

Prerequisite: COM 365

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.

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.

Prerequisite: Upper division status

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.

Prerequisite: COM 373

COM 442 3
Multimedia Journalism

The purpose of this course is to provide intermediate and advanced training on multimedia journalism, especially regarding the creation of new storytelling techniques developed on digital platforms. Besides this hands-on training, the course will also examine the Digital Revolution and the creation of a global Information Society, with a special focus on the effects these phenomena are having on the media in general, and on journalism in particular. The class has two components: a seminar session, based on lectures, readings, case studies and discussions about the ongoing transformations in the media and journalism environments; and a computer lab session dedicated to hands-on experience with the development of multimedia journalism projects for digital platforms. The first component helps students understand the rapidly changing media environment where journalism is practiced currently, and the creation of a new media ecosystem. The second component intends to give the students tools to work with multimedia narratives more attuned with this new "mediascape." Students will learn

how to develop multimedia projects, working with different formats, such as text, hypertext, photos, video, animation, databases, etc. The digital technology training will be placed within journalistic contexts, such as responsible reporting, clear writing, critical thinking, ethical principles, etc.

Prerequisite: COM 243

COM 443 3
Journalism Practicum

The main purpose of this course is for students to write, design and publish the school's online newspaper. Students participate in all aspects of journalism through the hands-on experience of interviewing, writing, designing and creating media. The practicum requires intensive reporting, writing, workplace collaboration and reflection on ethics, the role of public writing and the liberal arts education in the real-world experiences of the journalist. As writers they will generate relevant questions about readings and issues that can be researched, and refine their skills in using precise language, action verbs and sensory details. The skills of this course (research, critical thinking, process writing in a variety of genres, photography, layout design, etc.) empower students to continue reporting for, writing and creating the school's online newspaper. The practicum will serve as an experience builder and also as catalyst for further learning in ways that other classroom experiences do not. This practicum will provide the context for what students have previously learned in their disciplines and through liberal arts electives. To be successful, the journalist must know the foundations of many different disciplines: history, science, art, languages are just the beginning. The practicum is designed to illuminate the value of liberal arts courses in a real and meaningful way.

Prerequisite: COM 243

COM 455 3

Advanced 2D/3D Animation

This course is designed to give students an advanced look into the world of 2D and 3D animation. Over the course of the semester students will explore various software packages ranging from Adobe's After Effects, to Maxon's Cinema 4D, expanding their repertoire as designers. Upon completion of the class students will have the ability to produce professional grade animation effects and packages, as well as the ability to manipulate and effect pre-recorded footage via the principles discussed in class.

Prerequisite: COM 385

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.

Prerequisite: 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.

Prerequisite: COM 375

COM 478 3
Documentary Filmmaking

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.

Prerequisite: COM 365

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 Department Chair

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.

Prerequisite: Permission of Department Chair

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.

Prerequisite: Permission of Department Chair

COM 499 3
Senior Film Project

Seniors may work, as a group, on a capstone experience producing a substantial video production.

Prerequisite: Permission of the Department Chair

CS 131 3
Computer Science I

This is the first course in the computer science major sequence. The course introduces the object-oriented approach to software design using the programming language Java. Topics covered are software design, implementation and testing, basic computer organization and source code translation. No previous programming experience is presupposed. The course consists

of three lecture hours and one two-hour laboratory per week.

CS 132 3
Computer Science II

This is the second course in the computer science major sequence. The course utilizes the object-oriented design approach to building applications, which emphasizes the creation and utilization of reusable software tools. Students are introduced to data structures that are commonly encountered in building software applications and to the analysis of the efficiency of algorithms used to solve problems. The programming language Java is used to implement software designs. The course consists of three lecture hours and one two-hour laboratory per week.

Prerequisite: CS 131 or equivalent.

CS 231 3
Computer Organization

A study of the organization of computer systems. Topics include the representation of information, conventional machine and assembly language, circuit design, and organization of the major components of a computer, e.g. the CPU, memory, I/O devices, etc. Students will become familiar with assembly language programming and will use simulators to learn about hardware components. The course includes three lecture hours and one two-hour laboratory period per week.

Prerequisite: CS 132.

CS 254 3
Computer Networks

A study of computer networks based on the OSI model of a layered network architecture. The TCP/IP protocol suite is used to illustrate network protocols. The course includes an overview of local area networks, routing algorithms and network applications. The course consists of three lecture hours and

one two-hour laboratory per week. The laboratory component provides experience in network programming using sockets.

Prerequisite: CS 132.

CS 354 4
Introduction to Network Security

Introduction to network security auditing. Student will learn how to perform the different phases of an audit, including discovery and penetration, as well as how to prevent hackers from controlling your network. This course introduces various tools to help students in the auditing process. Students will be exposed to international standards, along with time-tested methods for auditing a network efficiently, and they will be able to use specific, practical tools for counteracting network attacks. Finally, they will be able to analyze all findings and make informed recommendations for establishing the best security possible in a given scenario.

Prerequisite: CS 254.

CSIA 101 3
Introduction to Computer Security

This course is an elective to introduce students in any major to the Computer Security field. Students will be introduced to Main domains of Information Security and Information Assurance as represented in the COMPTIA Certification exam Security Plus.

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 completed, ACC 205.

ECI 333 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.

Prerequisite: Upper division status or permission

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.

Prerequisite: 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.

Prerequisite: CIS 170, CIS 270.

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 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

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.

Prerequisite: Upper division status in CSIA, Business or Accounting majors or permission of department

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.

Prerequisite: Upper division status, MA 235 (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: senior status.

ECI 498 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 120 hours at the intern site and participate in weekly seminars.

Prerequisite: CSIA or Cybersecurity major, senior status, approval of the internship coordinator, and a minimum GPA of 3.0

ECI 499 6
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: CSIA or Cybersecurity

major, senior status, approval of the internship coordinator, and a minimum GPA of 3.0

ECO 203 3
Macroeconomics

The aggregate economic model will be developed and studied to better understand contemporary macroeconomic conditions. Comparative static modeling of unemployment, government spending, the deficit, price, growth and international trade will be covered in detail. The monetary system, along with banking, and role of government regulation will be developed in the aggregate economy as well. Finally, particular emphasis will be given to the role international transactions (trade and investment) play in shaping today's global economic environment

ECO 204 3
Microeconomics

While the macroeconomics course focuses on larger picture (economy at the global and national levels), the discipline of microeconomics examines individuals, organizations, and industrial sectors that make up the larger economy. Topics such as demand and supply, industry structure and competition, and consumer consumption behavior will be discussed. In addition to taxation and transfer payments, international commerce and behavior of multinational firms in the global economy will also be explored.

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: Upper division status

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: Upper division status
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.

Prerequisite: Upper division 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: Upper division status

ECO 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.

Prerequisite: ECO 203, ECO 204, and upper division 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: Upper division status

ECO 352 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.

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: Upper division status

EN 101 3
College Writing

This course emphasizes the writing of formal expository and argumentative essays and provides an introduction to basic research techniques. The study of rhetorical principles and analysis of sample essays are among the methods used to assist students to write clear, unified, coherent papers about interesting

topics for specific audiences. In class workshops are utilized to help students acquire a greater control of methods of development, apt vocabulary, mature sentence structure, and standard English usage.

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 104 3
Advanced College Writing

This course emphasizes advanced academic writing and original arguments. Students will work with complex readings that will challenge their reasoning abilities and encourage debate. As they develop projects on a topic of their choice, students will engage in academic conversations and make connections, choose the most effective ways to reach audiences, and support their claims with both literary and research-based sources.

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.

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.

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 215 3
Survey of British Literature and History

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. Depending upon the semester, the course will cover the Middle Ages to Restoration Period or Romanticism to the present. Though the historical frame may change from semester to semester, the objectives will not change.

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.

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 course will trace some of the significant formalistic 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. Prerequisite: 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. Prerequisite: 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. Prerequisite: 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.

Prerequisite: 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 250 3
Creative Writing I

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.

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| <p>EN 257 3 Art, Literature, and the Examined Life</p> | <p>Irish writers such as Patrick McCabe. Prerequisite: EN 102</p> | <p>EN 303 3 Shakespeare I: The Historical Plays and Comedies</p> |
| <p>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.</p> | <p>EN 275 3 Representations of the Holocaust</p> <p>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.</p> | <p>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.</p> |
| <p>Prerequisite: GS 101 and EN 102</p> | <p>Prerequisite: EN 102</p> | <p>Prerequisite: EN 102.</p> |
| <p>EN 270 3 Irish Literature, Culture, and Language</p> | <p>EN 302 3 Renaissance Literature</p> | <p>EN 304 3 Shakespeare II: Tragedies and Romances</p> |
| <p>This 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</p> | <p>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.</p> | <p>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.</p> |
| <p>Prerequisite: EN 102, upper division status.</p> | <p>Prerequisite: EN 102.</p> | <p>EN 305 3 Restoration and 18th-Century Literature</p> |

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. Prerequisite: 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 is 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, aesthetic 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.

Prerequisite: 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
Autobiography

This course is a study of the literary form of autobiography. Autobiography is both a very personal form of expression and a very public one, done with an audience in mind. Questions of identity, subjectivity, and history intersect with issues of style and format. In addition, the genre of autobiography is subject to interpretation as well—does it include simply written texts, or are there a variety of ways in which people tell us about themselves? How does technology influence how people tell the story of their lives? How does the blurring of the lines between fiction and nonfiction influence our understanding of autobiography? Is there such a thing as a “true” story? These are some of the issues that will be explored in the class.

Prerequisite: EN 102

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 and the desire to find an authentic means of representation have played an important role in ethnic literature and continue to do so to this day, even though the form has changed from the oral to the written. For many of the writers we'll be studying, questions of identity, society, and culture are matters of great importance because some see themselves as existing in two separate spheres: the "American" world and their "ethnic" world. How to bridge that gap between the spheres—and whether to bridge that gap—is one of the key issues addressed in the class. Questions like the following will be addressed: how do ethnic writers maintain their ethnic identity while at the same time asserting their "Americanness"? What role does writing by minorities play in the larger category of American literature? What differences and/or similarities are there among the writing of ethnic writers? Do ethnic writers make use of different literary techniques and approaches that differentiate their literature from more traditional Western literature? The ultimate goal of the course is to help students gain an understanding of the great diversity of American literature and the social and political forces that have helped 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 Money-makers: 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, Mary Wilkins Freeman, Charles Chestnutt, and Theodore Dreiser, among others. In addition, the photography of Matthew Brady and paintings 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.

Prerequisite: EN 102

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 pre-cursors 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

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.

Prerequisite: EN 102 and successful completion of 45 credit hours

EN 340 3
Professional and Technical Writing

English 340 offers instruction in the uses and techniques of writing as a career tool in business and administration, thus emphasizing the skillful writing of expository and persuasive job-related communications within a variety of professional contexts. The course enables students to attain mastery of writing skills responsive to a broad range of professional and technical demands in the workplace, from researched technical reports to written business communications. The course provides report-related research skills and greater mastery of the rhetorical principles and mechanics needed to develop an organized, concise, lucid writing style.

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.

Prerequisite: 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.

Prerequisite: 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 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 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 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.

Prerequisite: EN 102 and permission of instructor

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. Prerequisite: EN 102, 45 credit hours.

EN 419 3
Victorian Literature

This course explores the literature of the Victorian 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. Recent semesters have focused on postcolonial “hauntings” throughout the texts and “the criminal mind” in literature. While ideal for English majors, course texts and themes also complement coursework in Criminal Justice, Psychology, and Political Science.

Prerequisite: 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.

Prerequisite: 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

This course is a highly interactive, advanced seminar on a special topic—which will vary 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. It is designed to mirror a graduate level seminar.

Prerequisite: Senior status in the English 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.

Prerequisite: Upper division 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.

Prerequisite: 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.

Prerequisite: Senior status in English Department, permission of Thesis Director.

EN 495 3
English Capstone

This course is designed to provide students with a culminating capstone experience that will require them to display their understanding of literature, their writing skills, and their awareness of their own scholarly growth while at Hilbert College. Students will be asked to show that they have mastered the departmental objectives and possess the skills needed to graduate as an English major from Hilbert College. Prerequisite: English major; senior status

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.

Prerequisite: senior status; permission of division chair and instructor

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.

Prerequisite: ACC 206, MA 146, and BUS 203 or MA 200

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: BUS 346

FM 101 3
Introduction to Film Studies

This course 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

FM 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

FM 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.

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.

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.

Prerequisite: FR 101 or two years of high school French

FR 201 3
Intermediate French

This course is a continuation of the material begun in FR 102. Emphasis is placed upon principles of grammar, aural comprehension and the further development of oral

and written communication skills.

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 Frye 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.

Prerequisite: FS 101 and 30 credit hours completed

FS 302 3

Computer Crime Investigations

This course is designed to familiarize students with the technology and software currently used in the field of computer forensics. It will cover core topics, including defining the different types of cybercrime, conducting an investigation, the process of retrieving and analyzing digital evidence, network forensics, and laws relevant to electronic evidence. Additionally, it will address computer forensics investigations and the technical and legal difficulties involved in searching, extracting, maintaining, and storing electronic evidence, while simultaneously looking at the legal implications of such investigations as well as the rules and legal procedures relevant to the field of computer forensics.

Prerequisite: FS 101 and 54 credits 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.

Prerequisite: 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.

Prerequisite: FS 101 and upper level status

FS 320 3
Interview and Interrogation Techniques

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: FS 101, COM 151 and 54 credits completed

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.

Prerequisite: 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.

Prerequisite: FS 101, 6 credit 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.

Prerequisite: FS 101, 6 credit 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. Prerequisite: FS 101 and 6 hours of Forensic Science courses and upper level status.

FS 405 3
Advanced Seminar in Forensic Science

This capstone experience 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.

Prerequisite: FS 400, FS 401, FS 402, & FS 403

FS 420 4
Forensic Biology with Lab

Forensic Biology I will cover methods of forensic DNA analysis. This course will provide a comprehensive overview of DNA collection and storage, extraction, quantitation, amplification, separation and detection methods used for forensic DNA analysis. It will also introduce students to legal aspects of DNA testing to prepare them for expert witness testimony. An additional laboratory is required which will provide a chance for hands-on exploration of topics covered in class as well as provide students an opportunity to master and apply techniques commonly utilized in modern Forensic Biology laboratories.

Prerequisite: BI 300 and BI 340

FS 421 4
Forensic Biology II with Lab

Forensic Biology II will cover statistical analysis and interpretation of the complex data obtained from forensic DNA profiles. This course will also emphasize the importance of communicating results and conclusions of DNA analysis, and will begin to prepare students for expert witness testimony. An additional laboratory is required which will provide a chance for hands-on exploration of topics covered in classes as well as providing students a chance to interpret actual DNA profiles.

Prerequisite: FS 420 and MA 200.

FS 430 4
Forensic Biology Capstone with Lab

Forensic Biology Capstone will provide students a chance to review and apply what they have learned to perform two complete forensic DNA analyses case studies. The required lab will provide students an opportunity to perform the analysis from start to finish, including: DNA collection, extraction, quantitation, amplification, separation and detection. Each case study will conclude with the student writing a professional forensic laboratory report, and a mock court room presentation of the student’s interpretations and conclusions about the DNA profile they obtain. Class time will be spent preparing students for expert witness testimony, discussing the practical aspects of forensic lab work, the role of forensic scientists in the courtroom, scientific integrity, ethical behavior, ethics standards and misconduct in the forensic science community. Additionally, students will prepare a resume and cover letter and learn important interview skills to prepare them to enter the workforce.

Prerequisite: FS 420 and COM 151

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.

Prerequisite: Senior Status, 18 hours upper level forensic science courses and approval from instructor

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 110 3
Civic Learning through Reading & Writing

This course will explore the successful reading and writing skills, as well as study habits, needed to excel academically. Through exposure to complex situations and problems, students will learn how to think through and analyze information critically, while exposing students to issues and differing perspectives

in our world. This course will also incorporate Franciscan values with a presentation culminating the course. Vocabulary development, the writing process, revision and editing skills and proper grammar and syntax will also be developed through class activities. The combination of readings, group work, independent projects, essays, reflective journaling, lecture, as well as online and in-class discussions will enable students to take ownership of their learning.

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.

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).

GS 201 3
Service Learning and Civic Engagement

This course provides students with an opportunity to explore one or more social concerns within the local community. Catholic social teaching principles and Hilbert’s Catholic, Franciscan heritage provide a framework for students to understand their own personal experiences and to develop a critical perspective on civics and justice. Knowledge gained through in-class activities, readings, and lectures is applied through participation in a service-learning experience with a community partner. This service-learning experience will help address the immediate needs of the community and develop a student’s sense of civic responsibility. Students will demonstrate their learning achieved through structured reflection activities.

Prerequisite: 28 credits

GS 260 3
Lessons of Leadership in Movies

This course will examine both

Leadership theory and practice. Part of the course will be devoted to an “outline” of leadership practices and a review of the empirical data that supports the outline. The multidisciplinary nature of this course will lead students to potentially address topics in Psychology (group dynamics), Organizational Management, Organizational Communication, History, Culture and Political Change and/or Social Issues in America. Various films can be viewed and analyzed in the context of Leadership theory. Different films may be used depending on the semester’s schedule and current issues.
No Prerequisites

GS 300 3
Service Learning Abroad:
Dominican Republic

This course combines in-class instruction with an experiential service learning component in the Dominican Republic. The in-class portion of the course will focus on the following: the history, literature, geography, culture, and economics of the Dominican Republic; 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.

Prerequisite: Permission of instructor

GS 301 3
Service Learning Abroad: Kenya

This course combines in-class instruction with an experiential service learning component in the Kenya. The in-class portion of the course will focus on the following: the history, literature, geography, culture, and economics of Kenya; 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.

Prerequisite: Permission of instructor

GS 302 3
Service Learning Abroad: Italy

This course combines in-class instruction with an experiential service learning component in the Italy. The in-class portion of the course will focus on the following: the history, literature, geography, culture, and economics of Italy; 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.

Prerequisite: Permission of instructor

GS 380 3
Health and Physical Fitness

A specialized fitness course for students that will emphasize a healthy lifestyle and its direct application to career success. Specific instruction will cover health-related topics, such as nutrition, stress management, and physical fitness. The course will allow students to self-evaluate their lifestyle and develop an individual exercise program. Because many students in particular lines of work are required to pass medical and physical 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. This course counts as an all-college elective only

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, GS 460 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.

Prerequisite: GS 160 and upper-division status

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 130 3
The Ancient Mediterranean World

This course will explore the cultures located around the Mediterranean Sea from approximately 2000 BCE to 500 CE, including the Middle East, Egypt, Greece, Italy, and North Africa. The focus will be on a broad overview of these cultures and their most significant developments, as well as the numerous and complex interactions between these cultures which spread wealth and knowledge throughout the Mediterranean.

HI 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: EN 102

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, 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 210 3
Political Thought and History

in Modern Europe

This is an interdisciplinary course that examines the philosophical roots, historical content and cultural manifestations of major political movements which dominated modern European history. The course seeks to highlight major political/philosophical trends to better student understanding of how a civilization evolves, providing a conceptual framework within which to comprehend Western Civilization in particular, and to help them better understand the contemporary world and the cultural heritage of Europe.

HI 213 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.

HI 214 3
African American History, Part II

Part I of African American History (HI 213) 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: EN 102

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 223 3
Emergence of Modern America: 1900-1945

Focusing on the years 1900-1945, this course explores emerging economic, political, social and diplomatic characteristics of modern, 20th century America. Through rapid industrialization, immigration and urbanization, America transitioned from a relatively self-sufficient, agrarian economy to an interdependent, propertiless urban one. Immigration from ethnically diverse Eastern and Southern Europe, the "great migration" of African Americans northward, and the concentration of population in the urban centers changed the demographics and challenged the cultural and social conventions of the dominant Victorian culture. Race, gender and class emerged as complex issues that would become the focus of the mid- and later-twentieth century.

Evolving political philosophies and governmental policy moved from close cooperation with business (presidents McKinley, Harding, Coolidge, Hoover), to progressive strategies for government responsibility and intervention (presidents Theodore

Roosevelt, Wilson, FDR). The identification of political parties with particular economic and political perspectives solidified in the 1920s and 1930s. Laissez faire economic policies of the turn-of-the-century seemed validated in the prosperity of the Gilded Age and 1920s, only to be challenged and reformed during the Depression and New Deal.

In foreign affairs, we mobilized to "save the world for democracy" in World War I, only to retreat into isolationism in its aftermath. Once more entering the global arena to fight fascism in World War II, America emerged in sole possession of the atomic bomb and committed to internationalism in a precarious Cold War.

HI 224 3
Cold War America

Focusing on the years 1945-2000, this course explores the origins of the Cold War and its dominating influence not only on U. S. foreign policy, but on domestic political, economic, social and cultural history as well. Containing communism saw the United States investing heavily in Western Europe, fighting surrogate cold war battles in Korea and Vietnam, engaging in constitutionally dubious clandestine incursions elsewhere, and suffering the humiliation of the Iranian hostage crisis. The Cold War ended with the century, but not without first taking us to the nuclear "brink.

At home, Cold War paranoia contributed to the consensus and conformity of post-World War II social and cultural norms and expectations, as well as the outbursts against those restraints that came in the 1960s and 1970s. The defining events of the 1960s—the Civil Rights Movement and the War in Vietnam, challenged both our inequities at home and the morality of overseas commitments. Politically, the second half of the century saw wild pendulum swings. From Eisenhower's "moderate" Republicanism to the Democratic liberalism of JFK and

LBJ, from a government-funded War on Poverty to supply-side economics, from “Momism” to second-wave feminism. Issues of race, gender and class were confronted head on, first in liberal movements for equality, and later in radical confrontations. America’s “reform impulse” went from one extreme to another—from Johnson to Reagan, from progressivism to a New Federalism.

As the century came to a close, the Cold War was over, but Americans were left confused about our world role and “American Exceptionalism.” The country also had new issues: deindustrialization, globalization, a contested presidential election, and confronting potential new enemies, all in all, a fitting end to “America’s Century.”

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.

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 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 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: Completion of 30 credits or more

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.

Prerequisite: Completion of 30 credits or more

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: Completion of 30 credits or more

HI 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.

Prerequisite: Upper division status

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 inter- disciplinary 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.

HON 330 3
Reading and Writing Buffalo

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.

Prerequisite: membership in the Honors Program; permission of the instructor.

HON 400
Capstone Preparation

This one credit course is designed to prepare students for their Honors Program capstone presentation, which is a requirement in the Program. Through revision, peer review, and practice, students will fine tune their capstone presentations and reflect on their Honors experiences.

Prerequisite: membership in the Honors Program; senior status.

HS 101 3
Introduction to Human Services

Human service professionals are skilled 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 face 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. This course will benefit any major students are pursuing as the content relates to working with all types of people in a community.

HS 102 3
Introduction to Chemical Dependency

This course offers an overview of addictive behaviors pertaining to substance use disorders. Students will learn about the prevalent models of addiction, major categories of commonly used substances, their epidemiology (incidence and prevalence rates), etiology (origin), the psychological and physiological effects, and age-related substance use and abuse. Students will also be introduced to available interventions and treatment options.

HS 103 3
Introduction to Psychopharmacology

This course will provide students with an understanding of legal and illicit drug use in America from both an historical perspective as well as from the perspective of the user. Major types of psychoactive substances will

be explored including their effects on the user. Contemporary treatment approaches will be explored within the context of medication-assisted substance abuse treatment.

HS 201 3
Prevention and Treatment of Chemical Dependency

Drawing from evidence-based research, students of this course will explore various approaches to the assessment and treatment of substance use disorders. Topics will include assessment and treatment planning, Motivational Interviewing, helping clients change, steps used to empower clients to maintain change.

HS 202 3
Trauma and Additction

Drawing upon the pioneering work of Bessel van der Kolk and other contemporary trauma researchers, this course will introduce students to various theories associated with early trauma, disrupted attachment, and adverse child experiences in the development of substance use disorders. Students will explore attachment theory, the role of neurobiology, family systems, and early trauma in the development of such disorders and their subsequent application to treatment.

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.

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. 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.

HS 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: Completion of 30 credits or more

HS 207 3
Family Systems in Addiction Treatment

In this course, students will explore and identify predominant theories associated with the dynamics within family systems and, more specifically, the role of family and individual dynamics in substance abuse treatment and relapse prevention. Students will be guided to apply theory to the work of helping families and individuals impacted by substance abuse.

HS 208 3
Special Populations in Addiction Treatment

This course will focus on the unique needs of diverse populations within the context of substance abuse

treatment and recovery. While it may be true that many of the dynamics and precursors of substance use disorders are consistent across diverse groups of people, understanding the unique needs of these groups stands to improve both long and short-term outcomes in treatment. What is the role of age, gender, socioeconomic status, sexual orientation, race and ethnicity, education, and geographic location in the development and treatment of substance use disorders? How can we best serve those in the criminal justice system? This course will highlight the need for cultural competence in the delivery of services to those impacted by substance abuse.

HS 209 3
Group Work in Addiction Treatment

Group treatment is one of the most effective means by which those with substance use disorders can build upon their work in individual treatment in order to assist them on the road to recovery. Knowledge of the dynamics of group work coupled with understanding the unique needs of those in recovery will enable students in the field of addiction to improve their skills in assessment, interpersonal communication, ethical practice, and clinical intervention strategies. Students will learn the common approaches to group treatment including psychoeducational and process-oriented group treatment.

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.

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.

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
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 102

HS 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

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.

Prerequisite: HS 101, completion of 30 credits or more.

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.

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.

Prerequisite: HS 101, completion of 30 credits or more.

HS 312 3
American Sign Language II

This course is intended to serve as a continuation of the American Sign

Language (ASL) I course (HS 206). Classes will be conducted in ASL from the start of the course. Students will continue to develop their vocabulary with progression to facilitating communication and interaction with persons from the Deaf community in the hearing world. Interactive and experiential activities will reinforce learning to develop student skills in handling idioms of both languages in preparation for the service learning component that will be an integral part of this course. Students will assist at the adult Deaf services agency; assist senior citizen Deaf citizens; and spread awareness of Deaf culture with student and/or Scout groups.

Prerequisite: HS 206

HS 314 3
Understanding Mental Illness Through Film

Interdisciplinary in its approach, this course will rely upon a combination of film, online learning modules, and empirical research to explore mental illness and human behavior from the perspective of "normal". The depiction of mental illness in film will be used to examine issues of social (in)justice as students challenge preconceived notions and critically analyze plot and character development as it influences misconceptions about people with mental illness.

Prerequisite: EN 101, PSY 101

HS 315 3
Child Abuse and Neglect

While open to all students, this course may have particular relevance to those in the helping professions and criminal justice. This course will explore the abuse and neglect of children including physical abuse, sexual abuse, psychological abuse, and neglect. Among the topics included will be the historical treatment of abused/neglected

children, types of abuse and neglect, reporting and investigation, the role and responsibility of child protection and law enforcement, treatment of victims, the legal rights of children, and the treatment of juvenile offenders.

Prerequisite: 30 Credit Hours

HS 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

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: Completion of 30 credits or more

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

HS 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: 30 credit hours.

HS 360 3
Internship I

A supervised short-term internship experience in a human services 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 programs. All prospective students are required to have a meeting with the HS Internship Coordinator to arrange an appropriate placement.

Prerequisite: Completion of 45 credit hours and Human Services major

HS 405 3
Human Services for the Older Adult

This course is developed to sensitize students to many of the unique issues which arise in working with older clientele and their families. Topics may include the parameters of human services work with the elderly, problem solving and case management, and optimizing the quality of life toward the latter stages of the life cycle.

HS 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 420 3
American Sign Language III

American Sign Language I and II established the vocabulary base and the syntax featured in American Sign Language. However, the language is a concept based language. That means that signs are chosen by the meaning of the word; not the sound of the work. Hence the word "right" has four signs: correct, right (direction), legal rights, and to write with a pen. ASL III will begin to address the dilemma of what sign to use in a given sentence. As with all languages, the use of idioms, in the source language or the target language is always a challenge. English and American Sign Language both have idioms. This class will introduce and help students grow more comfortable with conveying the meanings of the idioms into the target language.

Prerequisite: HS 312

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.

Prerequisite: Senior status, Human Services major.

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 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 program.

Prerequisite: HS 360, upper division status, and Human Services major

HS 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.

Prerequisite: HS 460, upper division status, and Human Services major

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.

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.

Prerequisite: ITA 101

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 and online legal research sources as a primary objective. The student will study legal analysis, research and writing skills and strategies, and complete a legal research project.

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.

Prerequisite: LW 101, LW 103

LW 207 3
Civil Litigation

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

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.

Prerequisite: LW 101, LW 103.

LW 300 3
Internet Research for the Professions

Open to students in all majors, the course focuses on teaching students to research effectively in scholarly print and electronic sources available at the Hilbert College Library, on the Internet and in scholarly databases. Students will learn to plan search strategies, locate, evaluate and cite scholarly sources through hands-on research assignments and collaborative learning activities. Liberal arts or all college

elective. May be used as research-centered course for Human Services or Rehabilitation Services majors.

Prerequisite: Completion of 45 credits

LW 302 3
Introduction to Criminal Law and Procedure

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

LW 303 3
Advanced Legal Writing

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

LW 308 3
Estate Administration

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.

Prerequisite: ACC 205, 12 credit hours in legal specialty courses or upper division status.

LW 309 3
Business Organizations Law

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.

LW 310 3
Administrative Law

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: Upper division status

LW 312 3
Environmental Law

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: Upper division status

LW 315 3
Labor Law

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.

Prerequisite: Upper division status

LW 320 3
Intellectual Property Law

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.

Prerequisite: Upper division status

LW 330 3
Immigration Law

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: Upper division status

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.

Prerequisite: Upper division status

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.

Prerequisite: Upper division status

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. .

Prerequisite: Upper division status

LW 391 3
Consumer Law: Regulating Business and Protecting the Public

Consumer related issues, fueled by unemployment, foreclosures, credit card interest rate increases and predatory lending practices, are emerging areas of law. Students will learn the important concepts in consumer law and protection and its regulatory instruments through lectures, readings, assignments and projects. The course is a legal specialty course for Legal Studies majors, and an upper level elective for other majors.

Prerequisite: Upper division status

LW 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.

Prerequisite: Upper division status

LW 404 3
Law Office Management

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

LW 406 3
Bankruptcy Law

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.

Prerequisite: Upper level status

LW 407 3
Advanced Civil Litigation

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

LW 408 3
Employment Benefits

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 410 3
Child and Family Law

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.

Prerequisite: Upper division status.

MA 101 3
Survey of Mathematics

This course is designed to increase an understanding of basic mathematical principles and to develop quantitative literacy for application in the modern world. Course topics will include elements of critical thinking, problem solving, number theory, algebra, functions, and statistics. It will build foundational skills in order to better prepare a student to take further college courses in any of these areas, or it can be used as a stand-alone general education mathematics course. Mathematical study skills, along with the use of technology such as calculators, computers, and spreadsheet software will also be emphasized, in order to maximize student success.

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.

MA 145 3
College Mathematics

This course provides students with the study of fundamental algebraic and pre-calculus concepts and techniques applicable to many fields of study, as well as further courses in mathematics. An understanding of, as well as the ability to work with, the equations and graphs of

various functions (linear, quadratic, rational, exponential, logarithmic, and inverses) will also be emphasized. Students will utilize and enhance their problem solving and critical thinking skills throughout this course.

Prerequisite: Any math class or a high school GPA of 88 or higher

MA 145 3
College Mathematics with Lab

This course has the same goals as MA 145 but includes an additional lab component to provide students with additional instruction time to further develop their skills.

Prerequisite: Any math class or a high school GPA between 83-87

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.

Prerequisite: Any math class or a high school GPA of 88 or higher

MA 200 3
Statistics with Lab

This course has the same goals as MA 200 but includes an additional lab component to provide students

with additional instruction time to further develop their skills.

Prerequisite: Any math class or a high school GPA between 83-87

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 part.

Prerequisite: MA 145 or permission of instructor

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: Any math class or a high school GPA of 88 or higher

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: Upper division 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.

Prerequisite: Upper division status

MGT 331 3
Legal Environment of Business

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. Prerequisite: Upper division status

MGT 332 3
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.

Prerequisite: ACC 206, ECO 203, ECO 204

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.

Prerequisite: BUS 200

MGT 335 3
Information and Communication Technology

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.

Prerequisite: BUS 200

MGT 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.

Prerequisite: BUS 200, ECO 203, ECO 204

MGT 355 3
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.

Prerequisite: BUS 200, completion of 45 credit hours.

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.

Prerequisite: BUS 200, completion of 45 credit hours

MGT 404 3
Management Field Work/Internship

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.

Prerequisite: Senior 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: Upper division 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.

Prerequisite: MA 146, MA 200

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.

Prerequisite: BUS 200, completion of 75 credit hours

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.

Prerequisite: Senior status

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.

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.

MIS 206 3
Database Software: Microsoft Access

This course will provide a full semester introduction to data management. An emphasis will be placed on practical problems and the proper way to solve them using database tools. Topics will include creating, querying, and maintaining a database as well as generating reports and forms. 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: Upper division 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: Upper division 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: Upper division 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: Upper division status

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| <p>MKT 335 3 Sport/Event Marketing</p> | <p>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.</p> | <p>music and to understand when and why socially certain styles emerged.</p> |
| <p>This course 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.</p> | <p>MU 205 3 World Musics</p> | <p>MU 281 3 History of Rock & Roll</p> |
| <p>Prerequisite: Upper division status</p> | <p>The primary purpose of this survey course in World Musics is to acquaint students with representative musics from all the major geographic areas of the world including Europe, Asia, Africa, North and South America and Australia in order to enable students to appreciate world musics and to place Western tonal music in a world perspective through critical listening to and interaction with various musics from around the world.</p> | <p>The History of Rock and Roll is designed to introduce students to the history of Rock and Roll (1940 – 1985). The focus will be on understanding the social realities and aesthetic questions that led to the emergence of a particular style of Rock and Roll at a particular time. For instance, the electronification of musical instruments, especially in the 1950s, made possible the appearance of new forms of music in the 1960s and beyond. If the electronics revolution never occurred, Rock and Roll never would have been developed – or at least it would be very different. Similarly, the lyrical content of much Rock and Roll can best be understood through looking at the social conditions of the time. Listening to the lyrics sung at the famous Woodstock festival, for example, one can identify values and life philosophy of the 60s generation. Therefore, this course introduces a music history but does so by highlighting why certain styles emerged in certain time periods.</p> |
| <p>MKT 410 3 International Marketing</p> | <p>MU 280 3 The History of Popular Music</p> | <p>MU 283 3 The History of Jazz</p> |
| <p>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.</p> | <p>The History of Popular Music is designed to introduce students to the history of popular music in the United States, from 1900 to the present. The focus will be on understanding the social realities and philosophic questions that led to the emergence of a particular style of popular music in a particular time-period. For instance, much of the U.S. popular music that was popular in the mid-1800s to the beginning of the 1900s relies on elements that can be found in West African music even today. Funk rhythmic structure, Blues microtones and Soul phrasing have an ancestry most likely tracing back to West African musics. The student will learn to “hear” as a music historian and will be able to associate different styles of music both with the relevant social conditions of the time-period in which the style emerged as well as “hear” the auditory ancestry of particular styles. American popular music has given birth to many subgenres of music. A goal of this course is also for students to learn to hear auditory traditions in a style of</p> | <p>The History of Jazz introduces non-music majors to the history and development of Jazz. The course begins with the emergence of musics that would unite to become Jazz. Particular focus will be on the music of New Orleans and of New York City in the 1920s. Then, the development and evolution of the form is traced through the compositions and styles of the greats: Count Basie and Duke Ellington to John Coltrane and Miles Davis. Lastly, this course connects themes in Jazz history to the Jazz of the today.</p> |
| <p>Prerequisite: Upper division status</p> | | <p>PE 250 3 Introduction to Boxing</p> |
| <p>MU 103 3 Music Appreciation</p> <p>This course is an overview of the sources, media, and functions of</p> | | <p>This course will focus primarily on the</p> |

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

PH 101 3
Introduction to Philosophy

Introduction to Philosophy is designed to introduce students to classic questions and concept history of Western Philosophy, from approximately 500 BCE to the present. The material will be presented "topically." That is, framework ideas, question and theories will be presented for each new section, and then students will be asked to reflect and evaluate each new framework. In addition, students will be asked to take a position with respect to each new question and defend the position. The course, therefore, not only introduces students to classic debates and ideas in the Western philosophic tradition, but in addition teaches students how to think and argue philosophically.

PH 202 3
Introduction to Ethics I

Philosophic Ethics address not just the

study of right actions but also theories of the human good life, what motivates us, how we can construct a meaning fulfilled 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 208 3
Street Logic

This course teaches students a critical thinking system that can be used very effectively to evaluate and construct arguments. Students can immediately apply their new skills to assessing arguments that they encounter in articles and books, and they can use the system in the construction of their own arguments in their writing assignments. Moreover, this course can help greatly with graduate school admission tests, especially the LSATs. So, there is considerable use-value in developing one's skills in Critical Thinking – both in school and in real-life.

PH 218 3
Introduction to Ethics II

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: Completion of 30 credits or more

PH 301 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

PH 302 3
The Making of the Modern Mind II

This 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 330 3
Conflict and Cooperation

This 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.

Prerequisite: EN 102

PH 336 3
Justice

Most, if not all, people want to live in a just society. However, determining what exactly makes a society just is by no means easy. This course will begin by introducing students to some of the concepts of justice that have influenced Americans historically and currently. More specifically, this course will focus on economic justice. Some of the questions to be addressed are the following: are the resources of our society justly distributed; is there a minimum level of education, healthcare, or housing to which any citizen is entitled; to what extent should a society guarantee that economic justice be enforced across race, class and genders lines? This course will begin by analyzing some of the most important theories that

affect the American conception(s) of economic justice. Students will then learn how these theories have been implemented or resisted by current and historical US economic policy.

Prerequisite: EN 102, completion of 30 credits or more

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 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

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.

Prerequisite: EN 102

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 226 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 nondemocratic 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 228 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 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 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 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 300 3
The Politics of Technology

Mobile devices, including cell phones, iPhones and tablets, Google Glass, WiFi, smart classrooms, self-driving cars: these are all examples of technologies currently in use. This course would function to introduce political science majors and non-majors to the primary role that technology has assumed in shaping human interactions. Given technology's prevalence and student association with it, this course should enlighten students to the uses of technology beyond mere description. Through the assigned readings, lectures, discussions and in-class presentations, students will begin to understand the following: technology's historical roots; the necessity of technology and how technology has changed and developed over time. In addition, students will, by the end

of the semester, be able to assess technology in political terms, balancing its positive and negative effects.

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

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

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.

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 Clausewitz'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 policy makers 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 398 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 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: Senior status,
Political Science major

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.

Prerequisite: upper level status

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 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 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 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, BI 114 and Completion of 30 credits or more PSY 297 and 298
6
Research Design and Analysis I and II

This two semester series of courses will introduce Psychology majors to research design, methodology and statistical analysis of data and communication of research findings in an integrated fashion. It takes the place of MA 200 (Statistics) and PSY 305 (Research Methods). The first semester will introduce the student to scientific thinking, research

ethics, critique of scientific ideas, variables, sampling and probabilities, summarizing data, and hypothesis testing. In the second semester, quasi, single-case, between and within experimental designs, t-tests, chi-square tests, ANOVA, and correlational research will be explored. In addition, survey design and research, naturalistic and qualitative designs, data analysis and interpretation, and the communication of research findings will be considered.

Prerequisite: PSY 101

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.

Prerequisite: PSY 101

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.

Prerequisite: PSY 101, 30 credit hours

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.

Prerequisite: PSY 101

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.

Prerequisite: PSY 101 and upper division status

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: PSY 101 and upper division Status

PSY 314 3

Personality Psychology

Personality psychology is concerned with the differences among and 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.

Prerequisite: PSY 101

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: Completion

of 30 credits or more

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.

Prerequisite: PSY 101 and upper division Status.

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: Completion of 30 credits or more

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.

Prerequisite: PSY 101

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.

Prerequisite: PSY 101, completion of 30 credits or more

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: PSY 101, completion of 30 credits or more

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 PSY 497-498.

Prerequisite: PSY 298

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 and upper division Status

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.

Prerequisite: 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

Prerequisite: PSY 101, upper division 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 upper division status

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 298

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 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.

Prerequisite: 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,
upper division Status.

PSY 496

3

Senior Project

This one semester Psychology Capstone course requires students to synthesize skills and knowledge that has been gained throughout their study of Psychology. The student will be required to choose an area for study and research from a list of approved topics. A research proposal will be presented to a panel of faculty to simulate an ethics committee review. Data will be collected, and then statistically analyzed using SPSS. An APA style manuscript will be prepared, along with a poster or oral presentation of the project

Prerequisite: PSY 397

PSY 497 and 498

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 397

PY 140

3

College Physics I

The course is designed for students majoring in the sciences and considering careers in the professional sciences, biomedical, and academic areas. PY 140 is the first of a two-semester sequence of College Physics courses designed to provide the student with an overall view of the concepts by setting up and solving simple problems in physics. The course will include concepts and applications of the following topics: kinematics, dynamics, gravitation, energy, momentum, heat, and selected topics in modern and biophysics. The required laboratory will provide the student with practical knowledge of Physics and enhance the knowledge gained in the classroom. This course fulfills a science, liberal arts, or all college elective.

PY 141

3

College Physics II

This course is designed for students majoring in the sciences and considering careers in the professional sciences, biomedical, and academic areas. PY 141 is the continuation of

a two-semester sequence of College Physics courses designed to provide the student with an overall view of the concepts by setting up and solving simple problems in physics. Students will develop an understanding as they explore the topics such as fluids, thermodynamics, electrical force, field, and potential, electric circuits, magnetism, electromagnetic induction, geometric and physical optics, and quantum, atomic, and nuclear physics. The required laboratory will provide the student with practical knowledge of Physics and enhance the knowledge gained in the classroom. This course fulfills a science, liberal arts, or all college elective.

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 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.

RS 200 3
Jesus in Early Christianity

“Who do people say that I am?” Jesus’ question elicited a variety of responses in the ancient world. To his supporters, Jesus was a teacher of wisdom, miracle worker, prophet, king, and son of God. His detractors, however, dismissed him as a charlatan, sorcerer, vagabond, and criminal. In our modern age, biblical scholars are also divided in their views of Jesus, identifying him as a philosopher, magician, apocalyptic prophet, social revolutionary, and mystic. What can we know about the person of Jesus, and how was he remembered by his followers and opponents? A critical examination of the New Testament gospels, other Christian, Jewish, and pagan testimonies, archaeology, and iconography will introduce students to the varied perceptions of Jesus in the ancient world.

RS 202 3
Religion and Social Justice

Social justice is a field of study that analyzes the social systems and cultural values that contribute to injustice and develops strategies to create new social structures that offer fair treatment for all. This course will examine the ideas and theories that shape a critical approach to social justice and explore how religious traditions have engaged and applied them to create positive changes in society. Special attention will be given to the principles of Catholic Social Teaching, which provide a framework for assessing current advocacy work on topics such as the preservation of human dignity and community solidarity, the rights of workers, poverty, and ecological sustainability.

Students will deepen their social justice literacy by participating in a service learning project that addresses current social justice problems.

RS 206 3
Franciscanism

This course is intended to serve as a religious studies elective. It will provide those students who have chosen and are going to a Franciscan college, a deeper understanding of St. Francis, St. Clare and the eight Franciscan traditions that are the core of the college identity: respect, service, hope, vision, joy, integrity, compassion, and peace.

RS 299 3
Special Topics in Religion

The philosopher Aristotle located the source of human motion in the mind’s pursuit of an object of desire: we move because we seek to attain something of value. More recent historical and cross cultural studies have shown that mobility is a component of human activity that seems to be “hard-wired” into our natures. This course will explore how a specific type of movement—pilgrimage—represents a human impulse to experience the sacred. Using ancient and contemporary theories of religious travel as our guides, we will examine the origins of Christian pilgrimage and trace its social, cultural, and spiritual dimensions in the Western world from antiquity to the present. Special attention will be given to the way that journeying to the sacred shapes religious identities and topographies through the complex intersections of scripture, material culture, and piety.

RS 300 3
American Religious History

This course traces the religious history of the United States from the Age of Exploration to the present by examining how religious ideals influenced and were shaped by the social, political, and cultural contexts

of American life. Specific attention will be given to themes such as religious freedom and oppression, the relationship between church and state, the interpretation of scripture, religious dissent, and toleration, diversity, and pluralism. The investigation of these topics will provide students with an understanding of the imprint that religious traditions have made on American culture and an appreciation for the country's ever-shifting religious landscape.

RS 316 3
Christian Centered Leadership

This is a multidisciplinary course that explores world religions, the history and evolution of Christianity, Biblical excerpts, a survey of Saints, principles of Catholic Social Teaching, Franciscan values, servant leadership, Christian centered leadership, contemporary Christian leaders, and personal spiritual reflections.

SIM 329 3
Venue Management

This course will review and examine the principles and practices associated with managing a public assembly venue and the nature of the business surrounding it. The emphasis will be on assisting the student in understanding the concepts related to this relatively new professional field. Real world examples will be used to illustrate the concepts and principles. Ideally visits to local venues and guest speakers from the industry would be part of the course.

Prerequisite: BUS 200 and completion of 45 credit hours

SIM 331 3
Legal Environment in Sports Industry

This course focuses on legal aspects of sports and leisure industry, including tort and contract law, civil litigation, product and personal liability laws, athletic licensing and intellectual property laws, and contractual law

framework use by sports and leisure organizations. Using legal case studies as a framework, students will further explore sports law and sports ethics, and the complex and interdependent relationship the two areas have when dealing with issues in sports and leisure management.

Prerequisite: BUS 200 and completion of 45 credit hours

SIM 338 3
Sports Economics

This course applies basic macro and micro economic theories to the analysis of economic issues in sports, leisure, and recreation industries. Topics covered include the history of the development of sports markets, the role of economics in the analysis of these markets, and the demand for activities, facilities, equipment, travel, and other related operations. Issues and functions related to sports and leisure management such as pricing of products/services, financial management, long-term capital investment, and capital and operational budget management are addressed in detail.

Prerequisite: BUS 200 and completion of 45 credit hours

SIM 343 3
Marketing Strategies in Sports Industry

This course focuses on sales, marketing and marketing communication functions in sports, leisure, and recreation management environments. In addition to market research process for target market and market segmentation, students will examine marketing communication and sales strategies essential for sports and related industries in effectively communicating their message and promoting their products and services in an integrative and synergistic manner.

Prerequisite: SIM 331

SIM 348 3
Financial Management in Sports Industry

Building on knowledge acquired from financial and managerial accounting courses, students will study financial decision making process utilized by management in sports and related industries. Short term as well as long term corporate finance and managerial decisions of sports and leisure organizations will be examined in detail. The economic model of financial risk and the time-value of money as well as capital structure and operational budgeting will be explored. Using case studies as learning tool, this course will attempt to explain corporate finance and financial decision making in the context of sports and related industries.

SIM 398 3
Sales and Retail Management

This course prepares management students in sports and other industries to become effective sales and retail managers in today's hyper-competitive, unpredictable, and culturally diverse economic environment by integrating current technology, research, and strategic thinking. Topics like sales and retail planning, customers and market analyses, retail inventory management, and sales force development are explored in detail.

Prerequisite: BUS 200, completion of 45 credit hours

SIM 401 3
Sports Communication

This course focuses on the main aspects of managing sport facilities including arenas, stadiums, gymnasiums and health centers, and athletic complexes. Students will focus on acquiring business, operational, and logistical skills and techniques in managing sports facilities. The emphasis is on strategic and functional aspects of managing sports and leisure

facilities of various sizes and scope.

Prerequisite: SIM 348

SIM 402 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: PSY 101 and upper division status

SIM 403 3
Technology in Sports

This course examines the multiple dimensions of technology in the sport industry today. Students will be introduced to the field of sports technology by exploring the strategies and innovations being used within the field, while analyzing the reasons and decisions for doing so in today's highly competitive industry. Additionally, some of the topics students will explore throughout the course are advancements and leading technologies in the different sports today, technology and consumer impact today, apparel implementation and design, ethical decision making and the use of technology, etc. and the impact these have on today's competitive industry.

Prerequisite: Upper division status

SIM 404 3
Sports Industry Management Internship/Fieldwork

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.

Prerequisite: SIM 348

SIM 410 3
Sports Events Operations Management

This course focuses on skills and competencies required in the designing, planning, implementing, and evaluating of sport events. Students focus on acquiring business, operational, and logistical skills and techniques in managing sports events. The central focus is on the experience of the sports event consumer, which ultimately determines the level of success sports and recreation events achieve.

Prerequisite: BUS 200, completion of 75 credit hours

SIM 490 3
Strategic Management in Sports Industry

This capstone course for the B.S. degree in Sports Industry Management examines how organizations in sports, leisure, and related industries develop strategies for new products and markets, while simultaneously balancing sustainability and efficiency of their current operations. Main component of strategic management including environmental assessment, strategy formulation, strategy implementation, and strategic control will be used as a framework to examine short-term and long-term strategies of sports businesses. Strategic issues and concerns specific to sports industry will also be investigated through a case-study based strategic

audit of sports businesses.

Prerequisite: Senior status, SIM major

SO 101 3
Introduction to Sociology

The purpose of this course is to introduce students to the basic concepts, methods and theoretical perspectives that sociologists use to understand human society. To meet this goal, we will explore various aspects of human life, some mundane, some controversial, some absurd, but all relevant to an understanding of how we are shaped by the world around us, and how that world came to be shaped in the first place. Throughout the semester, you will be challenged to examine the values and norms of American culture, the family you come from, the people you surround yourself with, and the life you live. The goal of this exploration is to help you become aware of the assumptions and perspectives that shape your view of everything from "good" music to gay marriage.

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.

SO 230 3
Hip-Hop in America and Beyond

Hip-Hop in America and Beyond examines the socio-cultural, economic and political aspects of hip-hop as a social movement from the early 1970s to present. There are three primary focuses in this course. First, it examines the history of hip-hop and its elements (i.e., breakdancing, DJing, MCing, graffiti, etc.), as it relates to its emergence in the South Bronx, New York. Second, it explores the continually evolving connections of hip-hop lyrics and its impact on youth and society and vice versa. Third, because of hip-hop's wide-spread popularity, it is important to consider how it has spread to other countries such as: Ghana, France, Britain, and China as means of resistance and display of voice.

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 focuses on dimensions of cultural and cross-cultural diversity and relations within the context of US social, political, and economic systems. The emphasis is on the socially constructed categories of culture, race, and ethnicity that

differently shape the lived experiences and perspectives of people. A variety of socio-cultural concepts, including racialization, intersectionality, and colorblindness are explored.

Prerequisite: SO 101

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: Completion of 30 credits

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: Completion of 30 credits

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.

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.

Prerequisite: SP 101 or two years of high school Spanish.

SP 201 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.

Prerequisite: SP 102 or comparable high school background.

SP 204 3

Spanish Literature in Translation

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.

SP 205 3
Spanish for Law Enforcement Officials

This course is open to all majors, although students in criminal justice, crime scene investigation, and human services will find it especially useful. 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 type 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.

Prerequisite: SP 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 301 3

Conversation and Composition

Building on grammar and vocabulary learned in SP 202, this advanced - intermediate course continues the focus on grammar and vocabulary and increasing competence in the four linguistic skills and gaining an overview of Hispanic cultures. There is an emphasis on communication skills with exclusive use of Spanish in class. Prerequisite: SP 201

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 301 3
The Theoretical Revolution: Perspectives

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.

Prerequisite: EN 101 and upper division 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.

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.

TH 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.

Prerequisite: TH 320

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.

Prerequisite: EN 102

GRADUATE COURSES

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 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.

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 is available to students in the MPA and CJA program as 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 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 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 3
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 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.

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 679 3
Research Project/Independent Study

This course is an independent study involving partnering with the project mentor in preparation of the completion of the Capstone Research Project. This course is a prerequisite to CJA 680. The project must conform to the content and format outlined in the graduate student project handbook. This course will provide the student the guidance and support in developing the necessary components to prepare the defense of the student's research proposal. Upon successful completion of this course the student will be able to defend their research proposal, and upon IRB clearance begin their data collection. This course is graded Pass/Fail.

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.

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 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 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 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 643 3
Research Project/Independent Study

This course is an independent study involving partnering with the project mentor in preparation of the completion of the Capstone Research Project. This course is a prerequisite to MPA 644. The project must conform to the content and format outlined in the graduate student project handbook. This course will provide the student the guidance and support in developing the necessary components to prepare the defense of the student's research proposal. Upon successful completion of this course the student will be able to defend

their research proposal, and upon IRB clearance begin their data collection. This course is graded Pass/Fail.

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.

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Banker, Retired

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Bishop John Nevin Venice, Florida

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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
Allegheny 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
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 Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104, 267-284-5000. 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.

CONTACT INFORMATION

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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

HILBERT COLLEGE

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

Inquiries may also be directed to the United States Department of Education - Office for Civil Rights.

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 New Era Field, 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 Touring artists, major concerts, a philharmonic orchestra, a professional city. 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 Hafner Veterans Center, the Communication Media Lab, the Honors Lounge, the Center for Graduate and Online

Studies, 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. 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 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 Counseling Office can also be found in St. Joseph Hall.

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 is 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.