UNIVERSITY COLLEGE DIRECTORY

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UNIVERSITY COLLEGE BULLETIN

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WIDENER UNIVERSITY
MISSION, VISION, AND GOALS

MISSION
As a leading metropolitan university, we achieve our mission at Widener by creating a learning environment where curricula are connected to societal issues through civic engagement. We lead by providing a unique combination of liberal arts and professional education in a challenging, scholarly, and culturally diverse academic community. We engage our students through dynamic teaching, active scholarship, personal attention, and experiential learning. We inspire our students to be citizens of character who demonstrate professional and civic leadership. We contribute to the vitality and well-being of the communities we serve.

VISION STATEMENT
Widener aspires to be the nation’s preeminent metropolitan university recognized for an unparalleled academic environment, innovative approaches to learning, active scholarship, and the preparation of students for responsible citizenship in a global society.

GOALS
• Develop a university community whose diversity enriches the lives of all members and where our students are prepared for living in a pluralistic and ever-changing world.
• Achieve an unparalleled academic environment by promoting rigorous educational programs, productive scholarship, and lifelong learning.
• Create a student-centered living and learning experience that supports the achievement of academic excellence.
• Transform Widener into a university known for distinctive educational programs that effectively use experiential and collaborative learning, mentoring, and engaged teaching to emphasize the link between the curricula and societal needs.
• Expand and diversify the university’s financial resources, and manage its assets in an efficient and effective manner.
• Make Widener an employer of first choice and a place that attracts talented people at all levels to work or volunteer to help us fulfill our unique mission.
• Implement strategies to strengthen the integration of liberal arts and sciences and professional programs, and enrich our general education offerings to ensure that every undergraduate student has common educational experiences involving civic engagement and experiential learning.
• Foster an environment that will encourage innovation in teaching, scholarship, and program development.
• Raise the profile of Widener among metropolitan leaders, the general public, the academic disciplines, and the national higher education community.
• Optimize enrollment to achieve a vital university community at both the undergraduate and graduate levels.
• Address the metropolitan region’s most pressing concerns and enhance our program offerings to respond to the educational needs of our community.
• Actively promote the development of leadership skills and provide opportunities for leadership experiences for members of the university community so that they may become civic and professional leaders of our metropolitan region.

UNIVERSITY COLLEGE
MISSION AND GOALS

MISSION
University College provides quality student-centric undergraduate educational programs and noncredit programming to adults and nontraditional students that will enhance their intellectual, professional, and personal development. Educational programs are theory-based with practical applications that encourage students to respond to the evolving global world. Student-centric services are designed to assist students to become self-directed lifelong learners. Program quality and student learning are continually assessed to ensure that the educational experiences meet or exceed goals.

WE VALUE:
• Lifelong learning
• Our stakeholders: students, faculty, alumni, staff, and community partners
• Academic freedom
• Freedom to learn
• Civic engagement
• Diversity
• Assessment of programs, student learning, and faculty and staff

GOALS
• Outreach: University College conducts outreach to adult learners by overcoming barriers of time, place, and tradition in order to create lifelong access to educational opportunities.
• Life and Career Planning: University College addresses adult learners’ life and career goals before or at the onset of enrollment in order to assess and align its capacities to help learners reach their goals.
• Assessment: University College stakeholders (of which the faculty is the leading body) define and assess the knowledge, skills, and competencies acquired by adult learners both from the curriculum and from life/work experience in order to assure the learning experience is rigorous and relevant.
• Financial: University College promotes choice, using an array of payment options for adult learning in order to expand equity and financial flexibility.
• Teaching/Learning: University College has credit and noncredit programming that prepares students for the global world and is taught by faculty who use multiple methods of instruction.
• Student Support Services: University College assists adult learners using comprehensive academic and student support systems in order to enhance students’ capacities to become self-directed lifelong learners.
• Technology: University College uses information technology to provide relevant and timely information and to enhance the learning experience.
• Strategic Partnerships: University College engages in strategic relationships, partnerships, and collaborations with employers and other organizations to develop and improve educational opportunities for adult learners.
EXPECTATIONS, RIGHTS, AND RESPONSIBILITIES: THE WIDENER COMPACT

Widener University is a corporation, chartered by the Commonwealth of Pennsylvania and the State of Delaware, with authority vested in its Board of Trustees. Appropriate authority, then, is specifically delegated by the president of Widener University, and through the president to other members of the administration and faculty and to individuals and groups throughout the institution. The following policies and procedures articulate specific rights or privileges the university grants students and the expectations it has for them.

The Office of Student Affairs will handle reports of violations of the Widener Compact directly by settlement or by referral to the appropriate hearing boards or administrator. At the discretion of the dean of Student Affairs, parents of students will be notified of disciplinary action or potential problems. Officers and faculty advisors should note that the Office of Student Affairs might withdraw university recognition from student groups or organizations for just cause.

THE RIGHT AND FREEDOM TO LEARN

Widener University is a comprehensive teaching institution. As members of our academic community, our students are encouraged to develop the capacity for critical judgment and to engage in sustained and independent study. Free inquiry and free expression in an environment of individual and group responsibility are essential to any community of scholars. The following guidelines have been developed to preserve and protect that community.

1. IN THE CLASSROOM
   a) Students are responsible for thoroughly learning the content of any course of study, but they should be free to take reasonable exception to the data or items offered, and to reserve judgment about matters of opinion. Therefore, students should be evaluated by their professors solely on the basis of their academic performance.
   b) Widener University is prepared to protect a student through orderly procedures against prejudiced or capricious academic evaluation by a faculty member.
   c) Protection against improper disclosure of information concerning a student is a serious professional obligation of faculty members and administrative staff that must be balanced with their other obligations to the individual student, the university, and society.

2. OUT OF THE CLASSROOM
   a) Campus organizations, including those affiliated with an extra-mural organization, must be open to all students without regard to sex, disability, race, age, color, religion, national or ethnic origin, marital status, status as a veteran of the Vietnam era or other covered veteran, gender identity, or sexual orientation.
   b) Widener University students and university-sponsored or university-recognized organizations are free to examine and discuss any issue and to express opinions, publicly or privately, and are free to support causes by orderly means that do not disrupt the regular and essential operations of the university. Any such expression must comply with university guidelines governing free expression activities (see Student Organizations—Protocols). The participation by any student in any unlawful or disruptive activity that fails to comply with university guidelines or disrupts or interferes with the programs, functions, or conduct of the university is a serious offense punishable by suspension, dismissal, or expulsion.
   c) The student press is free of censorship, and its editors and managers are free to develop their own editorial policies and news coverage; however, Widener expects accurate reporting, correct writing, and good judgments in matters of taste.
   d) As constituents of the academic community, students are free to express their views on institutional policy and on matters of general interest to the student body, provided they do so in a manner that is lawful and organized and complies with university guidelines regulating free expressive activities (see Student Organizations—Protocols). For this purpose, students elect representatives to the Student Government Association. There is also Student Services Committee, chaired by a member of the faculty, on which student members sit.

ADDITIONAL STUDENT RIGHTS AND RESPONSIBILITIES

The policies and procedures contained in this bulletin are premised on several basic rights for all members of the Widener community. In addition to the rights articulated in the “The Right and Freedom to Learn” section of this bulletin, students have the following additional basic rights and responsibilities:

1. THE RIGHT TO SAFETY AND SECURITY
   In order to assist Campus Safety and to promote security on campus, individuals must assume responsibilities for their own safety and security and for those of others. Students share this responsibility by carefully following all university and community rules and regulations.

2. THE RIGHT TO A CLEAN ENVIRONMENT
   All members of the Widener community share the responsibility for maintaining a clean environment.

3. THE RIGHT TO COMMUNAL PROPERTY
   For the general welfare of the university, all students have a responsibility to exercise reasonable care in the use of personal or university property.

4. THE RIGHT TO AN ENVIRONMENT SUITABLE FOR STUDY AND FOR COMMUNITY LIVING
   Academic study requires a reasonably quiet environment. Community living requires that all members of the Widener community respect one another and each person’s property and share a responsibility for maintaining a clean and safe environment.

5. THE RIGHT TO SAFE AND SECURE RECORDS
   The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:
   a) The right to inspect and review the student’s educational records within 45 days of the day the university receives a request for access.
      Students should submit to the registrar, dean, head of the academic department, or other appropriate official written requests that identify the record(s) they wish to inspect. The university official will make arrangements for access and notify the student of the time and place the records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
   b) The right to request the amendment of the student’s educational records that the student believes are inaccurate or misleading.
      Students may ask the university to amend a record that they believe is inaccurate or misleading. They should write to the

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University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the university decides not to amend the record as requested by the student, the university will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

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

One exception which permits disclosure without consent is disclosure to university officials with legitimate educational interests. A university official is a person employed by the university in an administrative, supervisory, academic or research, or support staff position (including, without limitation, law enforcement unit personnel, health staff, athletic coaches and trainers, and admissions counselors and recruiters); a person or company with whom the university has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; a student serving on an official committee, such as a disciplinary or grievance committee; or a person assisting another school official in performing his or her tasks.

A university official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility and/or to perform his or her job duties.

Upon request, the university discloses education records without consent to officials of another university in which a student seeks or intends to enroll.

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

   Family Policy Compliance Office
   U.S. Department of Education
   400 Maryland Avenue, S.W.
   Washington, DC 20202-4605

e) The right to withhold public disclosure of any or all items of “directory information” by written notification to the Registrar’s Office of the university or the school of law, as applicable, within two (2) weeks after the commencement of the fall or spring semesters of any given academic year. Under current university policy, the term “directory information” includes, without limitation, a student’s name, home and campus address, electronic mail address, home and campus telephone number, photograph, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, enrollment status, degrees, honors and awards received, and the most recent previous educational agency or institution attended by the student.

STUDENT CODE OF CONDUCT

University College students must read and adhere to the Widener University Student Code of Conduct, which can be found online at www.widener.edu/uc.
EVENING STUDIES
Courses are offered in fall and spring semesters and in two six-week summer sessions. Classes meet Monday through Thursday.

SATURDAY STUDIES
Most courses meet seven times, approximately every other Saturday, over a full-length semester. Selected courses meet more frequently.

In-class teaching is supported by independent study assignments, to be completed during the time between formal classes. Faculty will schedule phone consultation hours to assist students with individual concerns.

ONLINE STUDIES
University College offers an expanding selection of online (web-based) courses that support a variety of baccalaureate programs, minors, and certificates. This delivery mode enables students to complete course work through a course management system that facilitates threaded e-mail discussions, live chat, audio/video components, testing, and submission of papers in a secure, confidential web environment. Online courses do not meet on campus, but they parallel the same fourteen-week semester as traditional on-campus courses.

University College also offers another form of distance learning, called NetCampus, that combines weekly class meetings with online learning in a seven-week timeframe (see below).

Students interested in distance learning course formats must have a home computer with internet access capable of meeting minimal technical specifications as noted on the University College web site. For more information on distance learning, call an academic advisor at 610-499-4282 or the director of distance learning at 302-477-2216 or visit the University College web site at www.widener.edu/uc.

NETCAMPUS CLASSES (ACCELERATED STUDIES)
NetCampus courses combine a weekly on-campus three-hour class meeting with instructor-facilitated online learning via an online course management system. NetCampus courses have an accelerated seven-week format. These courses support a variety of baccalaureate and minor programs at University College. Classes are designed for adult transfer students with previous college experience. For more information, contact the University College Delaware Campus office at 302-477-2216, the Exton Campus office at 484-713-0088, or the Main Campus office at 610-499-4282.

ADJUSTMENT OF CHARGES
In case of total semester withdrawal, tuition will be adjusted on a pro rata basis. The specific schedule for adjustment of charges for each academic term is developed in accordance with regulations of the U.S. Department of Education. The adjustment chart can be found online by clicking on “Course Schedules” on the University College web site at www.widener.edu/uc.

NOTICE OF WITHDRAWAL
The effective date used for all adjustment of charges will be the date that a written notice of withdrawal is received by the appropriate program office of Widener University.

FINANCIAL AID ADJUSTMENT
In the case of adjustment due a student who has been awarded financial aid, the adjustment becomes the amount available for distribution to the federal, state, and institutional fund accounts. The amount returned to the funding agencies is determined in accordance with federal and state regulations. Any balance remaining after required repayments to sources of financial aid is refunded to the student. The detailed worksheet of the distribution formula can be obtained from the Student Financial Services Office.

UNIVERSITY COLLEGE SCHOLARSHIPS
University College offers a number of scholarships to eligible adult and nontraditional students. Students can apply for all applicable scholarships offered through University College by submitting the University College General Scholarship Application at any time. Any resulting financial awards are generally made for the semester immediately following the date of submission.

Prospective University College students may be eligible for the Osher Reentry Scholarship, which provides tuition assistance for returning students who have been out of attendance for five years or more at the time of reentry. Students need not have been a student at Widener previously, but must have taken college level courses at a four-year institution.

VETERANS
Widener University is approved for the training of veterans for all degree and internship programs. Veterans enrolling for the first time should contact their local Department of Veterans Affairs to verify benefits. The DVA will authorize an application and provide the veteran with a Certificate of Eligibility. The certificate should be taken to the coordinator of Veterans Affairs to establish receipt of benefits while attending Widener University. Veterans should apply at least six weeks prior to their expected date of enrollment.

Veterans transferring from another institution to Widener University are required to submit VA Form 22-1995 (Request for Change of Program or Place of Training) at least four to six weeks prior to the expected date of change.

Currently enrolled veterans are required to contact the campus coordinator of Veterans Affairs during each semester. This enrollment status requirement is designed to assist in avoiding delays in receipt of monthly benefits.

For more information, visit online at www.widener.edu/vets or contact the coordinator of Veterans Affairs in Enrollment Services at 610-499-4159. The coordinator’s office is open Monday–Friday, 9 a.m. to 5 p.m.

COURSE LOAD
University College provides part-time programs for working adults. The University College course schedule is based on students taking six to nine credits per semester. Students who wish to take more than nine credits in a semester or term must receive written permission from the dean.

CAMPUS SAFETY
Widener University is committed to the safety and security of all members of the Widener University community. The Widener University web site contains information on campus security and personal safety, including crime prevention, university law enforcement authority, crime reporting policies, disciplinary procedures, and other campus security matters. It also contains statistics for the three previous calendar years on reported crimes that occurred on campus, in certain off-campus buildings or property owned and controlled by the university, and on public property within or immediately adjacent to and accessible from campus.
The annual Campus Safety security reports for the Main and Exton Campuses are available online at www.widener.edu by selecting “Quick Clicks,” then “Campus Safety.” The annual security reports for the Delaware and Harrisburg Campuses are available online at www.law.widener.edu by selecting “More Links,” then “Campus Safety.” If you would like a printed copy of these reports, contact the Campus Safety Office at 610-499-4203 to have a copy mailed to you. The information in these reports is required by law and is provided by the Campus Safety Office.

ACADEMIC SUPPORT SERVICES
University College supplies a range of academic support services, including:
- academic advisement
- educational planning
- tutoring
- special series of transitional courses:
  - transitional education, three credits, tuition free, designed to enhance communication and research skills
  - transitional mathematics, noncredit, for the student who is under-prepared for college mathematics

MATHEMATICS AND WRITING CENTERS
Located on the Main Campus in Chester, the facilities of these centers are available to assist students in improving skills. Students may seek these services on their own initiative or at the suggestion of faculty.

Math Center—The Math Center offers individualized and group tutoring at all levels of mathematics. The center's staff includes members of the mathematics faculty and experienced tutors. Faculty may refer students or students may seek assistance on their own at the first sign of a problem. The Math Center is located in Room 273 of Academic Center North.

Writing Center—If a student needs help with any writing assignment, regardless of the course, the Writing Center is the place to go for assistance. Staffed by Widener professors, instruction is designed to deal with the student’s individual needs. The center is beneficial to both the good writer who wants additional polishing and the student who is having difficulty. Appointments are suggested. The Writing Center is located in the Old Main Annex.

TUTORING
Limited tutoring is available for a broad range of topics and courses. In some instances, students serve as peer tutors. In other instances, faculty and graduate students provide assistance. Call the University College office for more information.

CAREER ADVISING AND PLANNING SERVICES
Career Advising and Planning Services (CAPS), located in Victory Hall, is designed to assist students with all aspects of career development from exploring various career options to determining career goals and acquiring effective job search skills.

Numerous services are offered through CAPS. Ongoing and special topic workshops are scheduled to assist students with résumé development, preparation for job interviews, and general career concerns. Individual career counseling sessions are also available. Several career fairs are held annually, and an active on-campus recruiting program affords students completing their degree an opportunity to interview with representatives from a variety of employment fields, as well as state and federal agencies.

DISABILITIES SERVICES
Disabilities Services is a comprehensive support service for students who have physical, learning, and/or psychological disabilities. Disabilities Services offers individual academic coaching and counseling to students enrolled in one of Widener’s standard academic programs. Coaching typically focuses on development of individual learning strategies, academic planning, social or emotional adjustment, and linking students with Widener’s extensive academic support services. Disabilities Services serves as an advocate for disabled students on campus. Disabilities Services is located at 520 E. 14th Street. Disabilities Services' phone number is 610-499-1266.

Any student has the right to request reasonable accommodation of a disability. A student seeking accommodations needs to bring appropriate documentation of his or her disability to Disabilities Services. If the student has any questions or concerns about the response to a request, the student is encouraged to meet with the director to explore and discuss those concerns. If the student and director are unable to reach a satisfactory resolution, the student can meet with the provost to discuss possibilities for resolving the concerns or filing a grievance.

Please see the University College web site for more information on these services.

ACADEMIC AND GENERAL POLICIES
- A student’s degree program and catalog are binding only after the student has been officially accepted into the degree and has enrolled and attended classes at Widener. If the student receives an official degree requirement sheet but delays enrollment, the student will be required to meet any changes that occur in his or her degree program.
- If a student enrolls in classes but does not complete the application process and is not an accepted student, the student will be required to follow the degree program in effect at the time he or she completes the application. For example: If you enroll in classes in fall 2008, but do not send in transcripts from your transfer institution until fall 2010, you would be required to follow the 2010–2011/2012 catalog; you would not be eligible to follow the 2008–2010 catalog.
- Students who drop out for three consecutive years or more must reapply for admission and meet the program requirements in effect at the time of readmission.
- Students are responsible for knowing and meeting the graduation requirements for their degree program. Keeping in contact with the advisor, at least once a year, will help students stay on track.
- After official acceptance at Widener, a student may take a maximum of nine credits at another institution but first the student must obtain written permission from the assistant deans of University College.
- A minimum grade of ‘C’ is required for all transfer credit. Some programs have a time limit on age of transfer courses.
- Students who are not accepted into business administration may take no more than 24 credits, in any combination, from the areas of ACCT, BLAW, BUS, EC, FIN, MGT, MHR, MIS, MKT, OPM, QA, SBAH, or SMGT.
- Graduation is not an automatic process; a student must fill out and submit a graduation petition form with payment. The student’s record is then reviewed and the student notified of his or her graduation status and any requirements that need completion.
ACADEMIC INFORMATION

ADMISSIONS

Requirements—University College maintains an open admission policy for mature (22 years of age and over) students. There is no testing requirement for admission. Some programs may require additional criteria, please see ‘Exceptions’ below.

Exceptions—Students who have been dismissed from Widener or have administrative or academic holds must contact the University College assistant dean. Students with a GPA below 2.0 may be eligible to enroll in the UCAT program. Please call University College at 610-499-4282 for more information.

Legal Education—The open admission policy does not apply to joint programs with the Legal Education Institute. Please contact the Legal Education Institute at 302-477-2205 for more information on paralegal and legal nurse consulting programs.

Business Administration, Education Certification, Management—The open admission policy does not apply to students with transfer credit who are seeking admission with majors in business administration, education certification, or management. Applicants must have a prior grade point average of 2.00 or better (3.00 for education). Applicants not meeting this criterion may enroll as University College academic transition students (UCAT). If, after twelve credits, the student has a grade point average of 2.00 (3.00 for education) or better, he or she may apply to change the major.

International Students—The open admission policy does not apply to international students, or students under the age of 22 who are not direct transfers from a University College articulation institution. International students and those under the age of 22 must apply through the day admissions office at 610-499-4126.

Admission to Degree Status (Matriculation)—Students admitted to degree candidacy are called matriculated students.

- If you have never attended college, matriculated status is attained by submitting to the campus director’s office proof of high school graduation (in the form of a copy of the diploma, transcript, or GED certificate).
- If you have attended college and earned 60 or more credits, matriculated status is attained by submitting sealed transcript(s) from all colleges attended to the University College campus director’s office.
- If you have attended college and earned less than 60 credits, college transcript(s) plus proof of high school graduation are required.

When all documents are received, you are notified by the assistant dean of acceptance as a matriculated student.

Admission to Nondegree Status (Undeclared)—Any individual who can demonstrate a need may be admitted to specific courses on a nondegree basis regardless of prior educational background. Students admitted to specific credit courses on a nondegree basis are called ‘undeclared’ students. All courses successfully completed by undeclared students may be applied toward a degree, if applicable, should the student decide to seek one later. Applicants are notified in writing of the action taken on their applications.

Undeclared Students—To become a degree-seeking student, an undeclared student must submit official transcripts from all colleges previously attended and proof of high school completion (if prior college work is less than 60 credits). An exception to this is a student who does not meet the grade point average requirements under the academic progress policy. A student may not be admitted to a degree program if he or she does not meet the minimum grade point average for the credits completed. Undeclared students will be accepted into the degree requirements in effect at the time of matriculation, not those that were current at the time of initial enrollment.

Admission Criteria for Master of Arts in Allied Health—Application for admission to this jointly run program should be made to the Committee on Graduate Admissions, Center for Education, Widener University, One University Place, Chester, PA 19013. The following requirements must be met:

- Complete the application form.
- Pay the nonrefundable application fee of $25 (not applicable for online applications).
- Have official transcripts sent from all previous graduate and undergraduate programs.
- Submit two letters of recommendation from colleagues, supervisors, or college professors.
- Complete a writing sample. Contact the Writing Center at 610-499-4332 to schedule an appointment.
- Submit GRE scores.
- Submit proof of current certification in an allied health field.

No decision will be made on an application for admission until all of the appropriate forms and transcripts have been received and filed with the Center for Education. A faculty committee makes admission decisions based on the following criteria:

- Undergraduate GPA of 3.0 (may consider special cases).
- Written recommendations.
- A passing score on the writing sample.
- Scores from the GRE. The scores being used will be those prescribed by the School of Business Administration for non-business majors: 450 GRE—400 verbal, 480 quantitative, and 3.5 analytical.

UNIVERSITY COLLEGE ACADEMIC TRANSITION (UCAT)

The University College Academic Transition (UCAT) program is designed for students needing assistance to meet the requirements of majors that are not available through the University College open admissions policy (business administration, education, and management). Transfer students with a transfer grade point average less than 2.00, and students who are in academic jeopardy.

UCAT PROGRAM REQUIREMENTS

A student in the UCAT program is subject to the following:

- The student is a fully accepted student and eligible for financial aid provided that the student takes a minimum of six credits and meets other financial aid criteria.
- The student must meet with the assistant dean or an advisor designated by the assistant dean to create and sign an academic contract that outlines a two-semester course schedule and a target grade point average. The contract may include but is not limited to mandatory advising appointments with the assistant dean or an advisor assigned by the assistant dean, progress reports, and utilization of campus academic support services. Upon successful completion of the first contract, another one will be created if the student desires to remain in the UCAT program or has not reached the minimum 12-credit level.
- The student must take TRED 100 as his or her first course to gain the academic skills necessary for college level success.
• The student, upon successful completion of 12 credits, may apply for acceptance into a University College major or reapply to day school if he or she was dismissed or rejected.
• The student may remain in the UCAT program for up to, but not more than, 54 credits. At this point, a major must be selected or the student will not be permitted to continue his or her enrollment.
• The student is subject to the Widener University academic progress policy.
• Students in the University College Academic Transition program are assigned the major code UB.UCAT.

**LEAVE OF ABSENCE/READMISSION**

It is assumed that adult learners who are pursuing an associate’s or bachelor’s degree may not be able to enroll in courses continually each semester from the time of matriculation until graduation due to the demands of family, career, or personal issues. If a University College student must stop taking classes, he or she may return to the college without penalty and continue to complete the degree requirements that were in effect at the time of matriculation, providing the absence is less than three consecutive years. A student who does not attend classes for three consecutive years (36 months) will be considered officially withdrawn and must reapply. A student returning to University College after three years or more will have to meet the degree requirements in effect at the time of his or her reapplication and re-enrollment in University College.

Readmitted students are responsible for all qualitative and quantitative requirements for the degree that are in effect at the time of readmission, as opposed to those that might have been in effect during the period of prior attendance. Students readmitted to Widener University following an absence of three or more years may, at their option, have their prior Widener (PMC) credits recognized (in a similar manner to those of transfer students) in accordance with the following:

• All courses completed with grades of C or higher will be recognized as credit with no qualitative value.
• Earlier courses in which a grade of F was earned are not carried forward. For students with a GPA of at least 2.00 at the time of re-entry, courses with grades of C–, D+, or D may be used to satisfy curricular requirements consistent with the school’s/college’s policy on the transfer of C– or lower grades.
• The determination as to which of the courses are acceptable in satisfying specific degree requirements will be made by faculty in the major area into which the student is accepted.
• Calculation of the student’s new GPA will begin at the point of re-entry. All courses taken at Widener will be listed on the transcript.
• Honors will be awarded on the basis of the cumulative GPA under the same conditions applicable for all transfer students.

Students interested in this option should contact the assistant dean.

**MEDICAL WITHDRAWAL/LEAVE OF ABSENCE**

The dean of University College, in consultation with and upon the recommendation of university physicians, psychologists, or psychiatrists or other professionals, may invoke the university’s right to require a student to withdraw from the university or take a leave of absence for medical or psychological reasons. Such reasons include but are not limited to situations where a student may cause imminent harm to himself/herself or others: situations where a student cannot be effectively treated or managed while a member of the university community; or situations where one’s medical or psychological state seriously impedes the academic performance or social adjustment of the students or others in the academic community. Prior to any decision regarding readmittance to the university, the dean of University College may require a student completing a medical leave of absence to be evaluated by the university medical and/or psychological staff or other professionals.

**TRANSCRIPT REQUESTS**

Students needing a transcript of their Widener University academic record should call the Registrar’s Office at 610-499-4140. A fee will be charged for each transcript.

**TRANSFER CREDIT**

University College welcomes students who wish to transfer from other colleges or who have attended college in the past. After completing the University College application and forwarding official transcripts of all prior college work, transfer students will receive complete information showing how the college courses transfer. Students who do not disclose prior college records at the time of application are subject to dismissal or expulsion at any future time when prior attendance is discovered. The following are considered in awarding transfer credits:

• Course work must come from a regionally accredited institution of higher learning recognized by the appropriate professional body. An original transcript with institutional seal and registrar’s signature is required.
• Course work is accepted and placed against requirements of a chosen curriculum either as equivalent to a required course or as an elective. Other eligible courses (not fitting the particular curriculum) are accepted on the transfer credit statement with an appropriate notation. Transferred electives are designated in a particular discipline area such as humanities, science, or social science, if appropriate.
• Credit will not be awarded for developmental, basic, or community service programs.
• Transfer credits will be awarded for not more than one half of the courses required in the major subject area of an academic program.
• Grades of C– or lower may not be transferred if the cumulative GPA from all prior institutions is lower than 2.00.
• No course with a grade of C– or lower may be transferred if it is a required course for the student’s major.
• Credit for English 101 may not be given for a course with a C– or lower grade.
• No course credit may be given for a C– or lower grade to satisfy any general education requirement.
• No course credit may be given for a C– or lower grade in any course for nursing majors.
• In sequential courses in which mastery of the first course is required for success in the second course (e.g. Calculus I and Calculus II), credit will be given if the second course’s grade is equal to or greater than C.
• No D or lower grades are permitted for transfer credit.
• Credit for courses in secretarial science will be awarded only toward the requirements of the professional studies program (see BLOC credit).
• Credit will be awarded to graduates of hospital-based programs in approved allied health professions. The amount of credit awarded will be determined by the dean based upon specific technical certification (see BLOC credit).
• There is no time limit on transfer credit, except that the content of accepted courses must be such as to contribute to the readiness of students to progress through the program in the major area of study. (There is an exception to this for nursing students who must have completed anatomy and physiology courses within five years of their junior year.)
• Transfer credit decisions are guided by flexibility and common sense and have as a central concern the educational well-being of the student, the student’s educational goals, and the goals of University College.
• The final determination of transfer credit awarded is made by the dean.
• University College maintains articulation agreements with many colleges and programs on the national level.

ACADEMIC CREDIT FOR PRIOR LEARNING
University College recognizes that college level learning may occur in settings other than the traditional classroom. University College students may be awarded credit for learning acquired as the result of work experience or other self-directed learning activities. Not more than one half of the total credits required in the major subject area of an academic program can be earned through nontraditional methods. Also, it should be remembered that students still must satisfy the in-residence requirements of University College—the final 30 credits for a bachelor’s degree and 15 credits for an associate’s degree.

Credit may be earned in the following ways (since no grades are given for credit earned from these sources, such credit has no effect on a student’s academic average):
• Advanced placement.
• Advanced standing (BLOC credit)—for approved programs.
• Educational experiences in the Armed Services—verified by The American Council on Education.
• Training programs—“The National Guide to Educational Credit for Training Programs” and “The Directory of the National Program on Non-Collegiate Sponsored Instruction” (PONSI) verified by The American Council on Education.

Portfolio Assessment—Credit may be earned through the development of a portfolio that provides evidence and documentation that the student has achieved in a nontraditional setting the learning outcomes of specific courses. A portfolio is a file or folder of information compiled by the student about specific past experiences and accomplishments. The portfolio is evaluated by a faculty member who is expert in the field of the student’s area of learning. An advising/counseling session is required prior to the development of a portfolio. Contact the assistant dean for more information.

TRANSFER CREDIT AFTER ACCEPTANCE
Once accepted into a degree program, a student is expected to continue his or her course work at Widener University. A student may request to take courses at another institution, and the assistant dean of University College may approve petitions for transfer back of credit under the following conditions:
• The student is in good standing with a GPA of 2.0 or better.
• No more than nine credits may be transferred back.
• No more than six credits in the major remain to be completed elsewhere.
• The student submits a catalog from the transfer institution and receives written approval to take specific courses prior to registration.
• The normal regulations for transfer credit apply.

Courses taken at other institutions have no effect on the student’s cumulative average at Widener since quality grade-point credits will not be transferred. A minimum grade of C must be earned in a course to have the credits transferred to Widener.

GRADING SYSTEM
The following are the scale of grades and their equivalent in quality points:

- A (Excellent) .......................... 4.00
- A- ......................................... 3.70
- B+ ......................................... 3.30
- B (Good) ................................. 3.00
- B- ......................................... 2.70
- C+ ......................................... 2.30
- C (Average) ............................. 2.00
- C- ......................................... 1.70
- D+ ......................................... 1.30
- D (Passing)* ............................. 1.00
- F (Failure) ............................... 0.00
- P (Pass: pass/no pass course) ...... 0.00
- NP (No Pass: pass/no pass course) 0.00
- AU (Audit: no credit) ............... 0.00
- I (Incomplete) ......................... 0.00
- W (Withdrawn) ....................... 0.00

*Passing but below the required average for graduation.

The plus/minus grading system is optional, the decision resting with each instructor.

Students receiving W or F in any course are required to repeat the course to obtain credit. They cannot enroll in any course for which the failed/withdrawn course is a prerequisite until the prerequisite course is successfully completed.

Pass/No Pass Grading Option (P/NP)—Students may elect to take certain courses on a pass/no pass basis. Pass/no pass forms are available in the University College office and must be submitted to the assistant dean before the end of the second week of a semester, or before the end of the first week of a summer session. Whether a student receives a grade of pass or fail, the course and grade will be recorded on the transcript, but will not affect the cumulative grade-point average. The following conditions apply to pass/no pass:

- A student must have matriculated status and may elect the pass/no pass option after having completed 30 semester hours of study.
- No more than one course each semester or summer session may be graded on the pass/no pass basis.
- The course cannot be (1) within the major field, (2) one that is required for graduation, (3) one that satisfies Widener University general education requirements, or (4) an education course that is required for teacher certification.
- A maximum of six courses may be taken under the pass/no pass option.
- The student may request that a course be graded pass/no pass—or, if pass/no pass was originally opted, that the prerequisite course is successfully completed.

Auditing (AU)—A student may elect to audit a course, that is, to enroll but receive no academic credit. Such a student must
formally register, paying the same tuition and fees as if the course was taken for credit. The student is not subject to any of the usual academic requirements (class attendance, examinations). A decision to audit a course must be made when registering. Once enrolled as an audit student, one cannot seek to change status and receive credit.

Incomplete (I)—A grade of I is given to a student who has failed to complete course requirements because of excusable reasons. To receive a final grade for the course, the student must complete all requirements by the midterm of the next semester following the semester in which the Incomplete was given. This date will be printed in the academic schedule. The next working day after this date, the Registrar’s Office will change all remaining Incompletes to Failures. The instructor may stipulate that the work be made up prior to the midterm date.

Any student who receives an incomplete grade (I) in two consecutive semesters or terms will be subject to the following:
- The student will be limited to six credits for the following two semesters/terms (six credits for the entire summer term).
- The student must sign an academic contract prior to registration and meet at least twice during the semester with an academic advisor during which time strategies for successful completion of the contract and the student’s academic progress is discussed.

Credit—The unit of credit is the semester hour.

DEAN’S LIST AND HONORS
At the close of each semester, University College publishes a Dean’s List of students who have earned academic distinction. To be selected, the student must be in a degree program, have carried at least six semester hours, and have achieved a semester grade point average of not less than 3.50. Students who carried at least six semester hours in the semester and earned an average of 3.00 to 3.49 will be awarded Academic Honors for that semester.

STANDARDS FOR ACADEMIC INTEGRITY

ACADEMIC INTEGRITY STATEMENT
Widener University strongly supports the concepts of academic freedom and academic integrity and expects students and all other members of the Widener University community to be honest in all academic endeavors. Cheating, plagiarism, and all other forms of academic fraud are serious and unacceptable violations of university policy, as specified in the Student Handbook. Widener University expects all students to be familiar with university policies on academic honesty, and will not accept a claim of ignorance—either of the policy itself or of what constitutes academic fraud—as a valid defense against such a charge.

This statement was adopted by the Faculty Council on February 24, 1998, upon recommendation of the Academic Affairs Committee.

DEFINITION OF VIOLATIONS OF THE STANDARDS OF ACADEMIC INTEGRITY
Violations of the Standards of Academic Integrity constitute academic fraud. Academic fraud consists of any actions that serve to undermine the integrity of the academic process, including but not limited to:
- unauthorized inspection or duplication of test materials.
- cheating, attempting to cheat, or assisting others to cheat in a classroom test, take-home examination, or final examination.
- post-test alteration of examination responses.
- plagiarism.
- electronic or computer fraud.

Additionally, each university program may have specific acts particular to a discipline that constitute academic fraud.

DEFINITION OF PLAGIARISM
One of the most common violations of the Academic Standards for Academic Integrity is plagiarism. Plagiarism can be intentional or unintentional. However, since each student is responsible for knowing what constitutes plagiarism, unintentional plagiarism is as unacceptable as intentional plagiarism and commission of it will bring the same penalties. In many classes, faculty members will provide their definitions of plagiarism. In classes where a definition is not provided, students are invited to follow the standards articulated in the following statement.

STATEMENT ON PLAGIARISM
Plagiarism—passing of the work of others as one’s own—is a serious offense. In the academic world, plagiarism is theft. Information from sources—whether quoted, paraphrased, or summarized—must be given credit through specific in-text citations. All sources used in the preparation of an academic paper must also be listed with full biographic details at the end of the paper. It is especially important that paraphrase be both cited and put into one’s own words. Merely rearranging a sentence or changing a few words is not sufficient.

CHEATING, ACADEMIC FRAUD, STUDENT APPEAL

Definitions
Academic fraud consists of any actions that serve to undermine the integrity of the academic process, including computer fraud, unauthorized inspection or duplication of test materials, cheating, attempting to cheat, or assisting others to cheat in a classroom test, take-home examination, or final examination, post-test alteration of examination responses, plagiarism, or comparable acts. In addition, each university program may have specific acts particular to the discipline which constitute academic fraud.

Penalties
The minimum penalty for individuals convicted of academic fraud shall be failure in the course. A second offense will result in failure in the course and expulsion from the university. Students convicted of stealing or attempting to steal an examination shall be failed in the course and expelled from the university.

Procedures
- A faculty member who obtains evidence of academic fraud should inform the student of this evidence, either orally or in writing. The faculty member may also provide the student with the opportunity to respond to the charges. If the faculty member cannot resolve the matter satisfactorily with the student, he/she may file a formal complaint against the student through the Office of the Dean.
- Upon receiving the complaint, the dean shall thereupon notify the student in writing of the complaint, the evidence upon which the complaint is based, the penalty to be imposed, and of all rights of appeal.
- If a student wishes to contest the allegations of the complaint, he/she may do so according to the process stipulated in the bylaws of the college. In such a case, the student will also be informed of the time and location of a hearing on the charges and of all rights of appeal.
- Upon determination that sufficient evidence exists to support the allegation contained in the complaint by the college committee that hears the initial appeal, or in cases in which
the student chooses not to contest the complaint, the prescribed penalty shall be imposed.
- The dean will notify the assistant provost in writing of the name of the student who has been found to have engaged in academic fraud.
- Appeals beyond an individual college body may be made by the student to the University Academic Review Board. Appeals to the Academic Review Board must be initiated by the student through the Office of the Assistant Provost.
- If a complaint is filed against a student and the student is not enrolled in the course in which academic fraud is alleged, action will be taken by the dean’s office of the college in which the student is matriculated.
- When a student is found to have engaged in academic fraud under Widener’s academic fraud policies, the student is then prohibited from exercising either the repeat-of-course or the retroactive pass/no pass options to remove the “F” grade [given as a result of fraud] from the grade point average (GPA) calculation. This restriction always applies to the particular course for which the “F” grade was given, as a result of academic fraud, in a particular semester. Equivalent courses taken during other semesters are not in general restricted. An “F” for academic fraud will supersede any other mark including a “W” for withdrawal.
- A confidential, centralized listing of students disciplined for academic fraud will be maintained by the Office of the Provost. In the event of the filing of a complaint alleging a second offense, the student will be informed, in writing, by the Office of the Provost of such complaint. Names will be dropped from the list of first offenders upon graduation or at the end of seven years after the last attendance.

The above articulated steps constitute due process when students are accused of academic fraud.

ATTENDANCE
Since it is assumed that learning cannot take place without regular communication between the student and teacher, class attendance is important. It is recognized that some adults will find it necessary to miss a class for serious reasons such as illness or job responsibility. No indiscriminate absence from classes is permitted. Instructors are within their prerogative to consider a student’s attendance when assigning a final grade.

All class work, quizzes, examinations, and other assignments missed because of absence must be made up to the satisfaction of the instructor. At the instructor’s request, warning letters will be sent to those who are excessively absent.

MISSED EXAMINATIONS AND QUIZZES
Students who miss any examination or quiz given during a scheduled class, may, with the permission of the instructor, take the missed examination or quiz in the University College office during regular office hours. This is done by appointment only. Since space is limited, the student must call the University College office to schedule an appointment. No exams or quizzes can be taken on a walk-in basis.

ACADEMIC GRIEVANCE APPEAL PROCEDURE
If a student has a grievance concerning a class in which he/she is enrolled, he/she will first try to resolve the problem with the instructor of the class. If it is impossible to resolve the matter at this level, the student must place the grievance in writing and can then appeal to the next higher level, the University College program director or assistant dean.

ACADEMIC REVIEW BOARD
The Academic Review Board consists of the provost, the assistant provost, the deans of each school/college, the vice chair of the University Council, and the chair of the University Council Academic Affairs Committee. Duties of the board include: (1) hearing petitions for the waiver of academic regulations which transcend a single school/college (e.g., withdrawal from a course, distribution or residency requirements, walk-through policy); (2) serving as the appeal body in cases where there is an alleged violation of procedure in school/college Academic Council hearings.

COMPUTATION OF ACADEMIC AVERAGE UPON CHANGE OF MAJOR
Students who change their major must meet all the requirements of the new curriculum.
- The student may request, when changing to the new major, that the grades earned for no more than four courses completed under the former major and not required in the new major be omitted from the computation of the cumulative grade-point average and changed to pass/no pass. Such courses may be applied to the new major only as free or limited electives.
- All course work and grades received under the former major remain as part of the student’s permanent academic record. However, the student’s cumulative academic average will be recomputed effective with the change to the new major. (Original grades will be used to compute academic honors at commencement.)
- Students should consult with their academic advisor and submit a written request to the assistant dean.

DROPPING AND ADDING OF COURSES
All dropping and adding of courses can be accomplished only by contacting the appropriate University College office. Notice to the instructor of intention to drop is not acceptable. A student who does not drop a course officially will receive a grade of F (failure) for the course. Students who are veterans and who have changed the number of credits (semester hours) for which they are enrolled as a result of dropping or adding must immediately notify the coordinator of Veterans Affairs. For specific dates and the effect of dropping and adding courses on the transcript, please consult the academic calendar or call the University College office.

REPETITION OF COURSES (VOLUNTARY)
A student may repeat any course, regardless of the grade, to change a cumulative GPA on the permanent record. The conditions are:
- No course may be repeated more than once without written permission from the assistant dean.
- Courses previously taken under the standard grading system (A through F) may be repeated under the pass/no pass option. However, they must fall within the regulation for pass/no pass, and the student must receive a passing grade in order to effect any change on the transcript.
- When a course is repeated, the former grade remains on the transcript but carries no credit and is not used in calculating
the student’s cumulative GPA. The latter grade replaces the original grade for credit and quality points on the transcript. This applies even when the latter grade is lower than the former. If a student withdraws from a repeated course, no change will be effected. Please note that in cases of academic fraud, this policy does not apply.

- Permission to repeat a course for cumulative GPA change must be approved by the academic advisor.
- A student may not repeat a course to earn academic honors.
- “Repetition of Course” forms are available in the appropriate campus office. The completed form must be presented to that office when the student enrolls in the course.

Courses, once attempted at Widener, cannot be repeated at another institution without the permission of the assistant dean, and in no case can the repeat affect the Widener University cumulative grade-point average.

**SUBSTITUTION OF COURSES**

Another course may be substituted for a required course under special circumstances. This requires approval of the University College assistant dean. Students desiring this option should consult with their academic advisor and submit a written request.

**WAIVER OF COURSES**

Certain courses may be waived if a student has achieved a passing grade in a higher level course in the same subject. Only a required course can be waived. In lieu of the waived course, a course of the same credit value is to be scheduled, such course to be determined by the academic advisor in consultation with the assistant dean. Approval of a course waiver is made by the assistant deans. Students must submit the request in writing.

**CREDIT BY EXAMINATION**

**Challenge Examinations**—A student may earn credit by “challenging” selected courses through a comprehensive examination, for which a fee is charged.

- The examination shall be given only if there is no CLEP examination offered in that subject and a faculty member within the subject area has determined that the course may be challenged.
- A challenge exam may not be taken in a course that covers at an elementary level the subject matter of a more advanced course for which the student has received credit.
- A challenge exam may not be taken in a course previously attempted by the student, either at Widener or another institution, regardless of the previous grade.
- A failed challenge exam may not be repeated.
- A student must be enrolled in University College when taking a challenge exam. For more information, contact the program assistant in the University College office.

**College-Level Examination Program (CLEP)**—Any student may take CLEP tests to demonstrate college-level competency. There are two test categories. The “Subject Examination” measures achievement in college courses that University College equates to its offerings. The “General Examination” measures achievements in subject matter that can be credited as electives. If an upper-level course has been taken, a student cannot register for a CLEP test at a lower level in the same subject area.

**DANTES Subject Standardized Tests (DSSTs)**—The DANTES program is a testing service conducted by Educational Testing Service. These tests have been used by U.S. military personnel to obtain credit toward a degree. In 1983, the tests were made available for the first time for use by civilians. University College recognizes the recommendation for credit made by the American Council on Education, and awards credit for subjects that can be equated to University College courses.

**THE UNDERGRADUATE WRITING PROGRAM**

Writing is more than simply a means of communication, and good writing is a skill that should be mastered by all students. Writing is also a means of thinking and learning, and as such it is an important tool that faculty can use as part of the learning process. To help students develop good writing, Widener University has developed a university-wide writing program that consists of:

- **Freshman Composition Course**—All students must complete ENGL 101 Composition and Critical Thought. Students who do not have transfer credit for ENGL 101 are required to complete a 30-minute writing sample prior to placement in ENGL 101. Students who score below level 3 on the National Teachers Exam (NTE) Scoring Guide, which ranges from 0 to 6, must complete ENGL 100 Fundamentals of English before they can take ENGL 101.

- **Initial/Periodic Writing Sample**—All incoming students, who do not need to take ENGL 101, will need to complete the writing sample during their first semester on campus. Designated times that the sample will be offered will be posted by the University College Office. Each school/college periodically uses a writing sample administered by the Writing Center to follow and document the writing progress of their students. Students who need to raise their level of writing have the opportunity to complete a personal writing instruction plan coordinated by the Writing Center. Alternatively, students with a serious deficiency also have the option to take an appropriate course that addresses the deficiencies.

The following table lists the timeframe during which a University College student must complete the writing sample administered by the Writing Center. The table gives the minimum scores students are expected to obtain without having to complete additional work. Certain majors may require higher scores than those listed.

<table>
<thead>
<tr>
<th>Credits Toward Degree</th>
<th>Minimum Score</th>
</tr>
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<tbody>
<tr>
<td>1 - 27</td>
<td>3</td>
</tr>
<tr>
<td>28 - 73</td>
<td>4</td>
</tr>
<tr>
<td>74 and above</td>
<td>5</td>
</tr>
</tbody>
</table>

**Writing Enriched Courses**—All students must complete courses that are designated as “writing enriched.” A writing enriched course has three or more writing assignments that include student editing and revision so that students learn to correct their writing errors. The multiple writing assignments, including revisions, total at least 25 pages. Writing enriched courses are specifically designated on the schedule of course offerings with the notation “WE.” Certain programs may require specific courses to satisfy this requirement and a student may have to take more than four writing enriched courses to complete his or her degree. Students may be required to take as many as four writing enriched (WE) courses according to the following:

<table>
<thead>
<tr>
<th>Credits Toward Degree</th>
<th>Must Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 27</td>
<td>4 WE courses</td>
</tr>
<tr>
<td>28 - 73</td>
<td>3 WE courses</td>
</tr>
<tr>
<td>74 and above</td>
<td>2 WE courses</td>
</tr>
</tbody>
</table>

Please note: Transfer courses may not count toward writing enriched courses.
Writing Requirements for Graduation—Associate’s degree candidates must complete a minimum of one writing enriched course and attain a level 4 competency on the writing sample to graduate. Bachelor’s degree candidates must complete the number of writing courses based on the credits at the time of enrollment (see table above) and attain a level 5 competency on the writing sample to graduate. All final writing samples must be completed within 18 months of graduation.

MATH PROFICIENCY
All students must demonstrate proficiency in mathematics prior to graduation by successfully completing a mathematics course (MATH 111 or higher).

ACADEMIC PROGRESS POLICY

STANDARDS FOR CUMULATIVE GPA
To be in good standing, students must meet the following academic progress standards:

<table>
<thead>
<tr>
<th>Semester Hours Completed</th>
<th>Minimum GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>15.5 or fewer</td>
<td>1.70</td>
</tr>
<tr>
<td>16 - 30.5</td>
<td>1.80</td>
</tr>
<tr>
<td>31 - 60.5</td>
<td>1.90</td>
</tr>
<tr>
<td>61 and more</td>
<td>2.00</td>
</tr>
</tbody>
</table>

University College students who do not meet these standards will have their records reviewed by the assistant dean to determine if they should be dismissed or if they should be allowed to continue their studies. If students are allowed to continue, they may be required to meet specific conditions established by University College administrators.

In addition, students may be required to submit a written academic plan on improving their academic average and meet on a regular basis with the director of recruitment and retention. This provision may be continued until a 2.00 cumulative GPA is attained.

MANDATORY REPETITION OF A COURSE
Any student falling below the appropriate minimum GPA standard who fails a required course in his or her major, must repeat the course in the next regular semester (i.e., fall or spring) that it is offered. This mandatory repetition of course policy applies to students who are accepted or re-entered in fall 2003 or later.

STANDARDS FOR SEMESTERLY PROGRESS
Grounds for dismissal for academic failure include:

- Failing to achieve the minimum GPA necessary for good standing consistent with “Standards for Cumulative GPA.”
- Failing nine or more credits in one semester.
- Failing to meet the specific requirements and conditions stipulated by University College.

Note that the two summer sessions comprise one semester.

Students who are dismissed have the option to petition University College for reinstatement under specific requirements and conditions.

STANDARDS FOR ELIGIBILITY FOR JUNIOR LEVEL COURSES
Some programs require a GPA higher than the minimum GPA on the progress ladder in “Standards for Cumulative GPA” or stipulate other conditions for continuation into the junior year. To learn about such standards and conditions, students should consult with their academic advisor.

ACADEMIC RESIDENCY POLICY
A University College student seeking a bachelor’s degree must be enrolled for the last 30 semester hours (15 semester hours for the associate’s degree or a minor/certificate program) in courses offered by Widener University through University College or one of its other schools or colleges.

- Not included in the last 30 semester hours is academic credit earned through prior learning (such as successful scores attained in the College Level Examination Program or the awarding of credit for life/learning experiences) or credit awarded for courses taken at other institutions.
- A minimum of 50 percent of credits in the student’s major program area must be taken at Widener.
- A student is expected to continue his/her studies at University College once matriculated status has been established.
- Requests for “transfer back of credit” occur in cases in which a student who is close to completion of a degree must withdraw from University College because of a move to another geographical part of the country, or a student needs a course to graduate that is not being offered (requests in this case must be completed prior to the final semester). This policy provides for exceptions to be made to the college’s residency rule, which states that the last 30 credits (15 credits for associate’s degree) must be taken at Widener University.

GRADUATION INFORMATION
A student who anticipates qualifying for graduation should arrange for an advising session when 90 credits have been earned if seeking the bachelor’s degree, or 50 credits if seeking the associate’s degree. At this session, remaining course requirements will be confirmed.

When the student has determined the expected graduation date, a graduation petition is completed and submitted to the appropriate University College office. The university confers degrees three times a year but only one ceremony is held (in May). If the expected graduation date is May, the petition must be submitted by November 1 of the previous year; if August, by March 1 of that year; and if December, by July 1 of that year.

When the graduation petition is received, the student’s academic record is reviewed. The student is notified by mail regarding approval or denial of the petition. If denied, the student must re-petition, indicating the new expected graduation date.

Students are notified by mail of all details regarding the commencement exercises.

GRADUATION CRITERIA
To graduate from University College, a student must:

- Satisfactorily complete all required courses in curriculum and have cleared any “I” (incomplete) grades.
- Have at least a 2.00 overall GPA and, if applicable, the minimum GPA for the major courses.
- Satisfy residency requirement by taking the last 30 credits of classroom instruction at Widener University.
- Take at least 50 percent of the major courses at Widener University.
- Take the required number of writing enriched courses.
- Earn the required score on the writing sample within 18 months of graduation.
- Submit no more than three credits of successfully completed developmental courses toward fulfillment of his/her graduation requirements.
• Demonstrate math proficiency by completing MATH 111 or higher.
• Submit a Petition to Graduate form with payment by the deadline.

Any student who intends to take a CLEP examination, a challenge examination, or who needs a score of 5 on the writing sample (4 for associate’s degree students) must do so by March 1 for a May graduation date, August 1 for an August graduation date, and November 1 for a December graduation date.

AUGUST GRADUATE PARTICIPATION POLICY
Students who have a cumulative grade-point average equal to or greater than 2.00 and who have no more than nine credits (bachelor’s degree) or four credits (associate’s degree) remaining to complete the requirements for the degree may petition for permission to participate in the May commencement ceremony. To petition for permission to participate in the ceremony, the student must, before February 1:
• Verify through consultation with the University College assistant dean that the minimum academic requirements as stated above are met.
• Submit for approval a written summer course plan to the assistant dean detailing completion on or before August 30 of these credits.
• Receive written permission from the assistant dean to participate in the commencement exercises.
• At the time of the participation petition, the student must also petition for August graduation.
• If a grade of “F” or “I” is received for a course taken during that final summer, the student must re-petition for a later graduation date.

Note: Graduation honors are not announced for students who are participating in the ceremony under this policy. Honors are not calculated until the degree is completed and the student’s graduation is approved.

CONFERRING OF DEGREES
Students who complete their graduation requirements by the end of the spring semester and petition to graduate will have degrees conferred at the commencement exercises in May. Students who complete their work and petition to graduate during either the summer or fall semester will be listed as having completed work in either August or December of that year, respectively. There will be no graduation exercises at that time, but students may elect to attend the commencement exercises the following May.

ACADEMIC HONORS
For graduation with the bachelor’s degree, honors will be calculated on all work completed at University College, including the original grades in the case of substitute and repeated courses and approved course work taken at other schools while a University College student. A minimum of 45 credits of registered in-class course work must be taken at University College to be eligible for honors.

The minimum grade-point averages for honors are:
- 3.50 Cum Laude (with distinction)
- 3.70 Magna Cum Laude (with high distinction)
- 3.85 Summa Cum Laude (with highest distinction)

For students with transfer credit, the average of all courses taken at University College (a minimum of 45 registered credits) will be considered for a preliminary review. For those who have averages indicating honors at University College, and only those, the grades of all prior courses taken at other institutions will be averaged in to determine final eligibility. The final average may not exceed the average earned at University College.

For transfer or re-entry students who have been out of college for three or more consecutive years, the prior record will be omitted for honors calculation, provided the student has at least 45 credit hours of classroom work at University College. If a former University College student has not earned the minimum 45 credits since reentering, all prior University College classroom work and transfer credit will be included in the honors calculation.

FINANCIAL INFORMATION
A University College student who enrolls in Widener University day courses during the fall or spring semesters will be charged the part-time rate for each credit hour. If 12 or more credits of day courses are scheduled, full day tuition is charged. A student who is auditing a course pays full tuition and appropriate fees. The charges per credit hour for University College courses is competitive with other private colleges in the Delaware Valley and less than the per credit hour rate charged for a Widener day class.

DEFERRED PAYMENT PLANS FOR TUITION AND FEES
FALL AND SPRING SEMESTERS
• One-half payable prior to the beginning of classes.
• One-half of the balance payable by the end of the 4th week.
• Balance payable by the end of the eighth week.

SUMMER SESSIONS
• One-half payable prior to the beginning of classes.
• Balance payable by the mid-point of the session in which the student is enrolled.

STUDENT FINANCIAL AID
Widener supports University College students by participating in a wide variety of financial aid programs. The Student Financial Services Office helps students who are unable to meet the full cost of attendance to access these programs. The office staff is available daily to discuss options and financial aid planning.

ELIGIBILITY
The first step in the financial aid process is determining the student’s eligibility. The student must be enrolled in an eligible degree or certificate program as a matriculated student, be a U.S. citizen or an eligible noncitizen, make satisfactory academic progress, meet all deadlines, and meet the individual requirements of each assistance program.

Widener offers financial aid programs that are both need-based and non-need-based. Need is the difference between the student’s cost of attendance and the federally calculated student contribution. The cost of attendance includes tuition, fees, room and board, and average costs for books and supplies, as well as travel and personal expenses. When a student’s contribution is higher than the cost of attendance, the student’s eligibility is restricted to non-need-based aid. Need-based aid may not exceed financial need. The total of all aid may not exceed the cost of attendance.

To the extent possible, the Student Financial Services Office will help students cover reasonable costs for approved study abroad. The Student Financial Services Office reviews each student’s application in order to identify which of the available programs will best meet the student’s objectives.
APPLICATION PROCESS
To apply, students must submit the following forms:

• Free Application for Federal Student Aid (FAFSA).
• Transfer students must submit financial aid transcripts from any postsecondary institution attended during the year of transfer. Financial aid transcripts are required from the financial aid office of the previous institution even if the student did not receive aid at the prior institution.
• If requested by the Student Financial Services Office, students and the parents of students who are dependent aid applicants should be prepared to submit copies of their previous year federal income tax returns with all W-2 forms, schedules, and attachments. If no tax return was filed, they should be prepared to submit a Widener Non-Tax-Filer Statement.

The Widener priority deadline for institutional and federal campus-based funds is March 1. Students are encouraged to apply as soon after January 1 as possible. University College students interested in attending school during the summer should apply no later than February 15. University College students who apply for financial aid after the March 1 deadline may only be reviewed for Federal Pell Grant, Federal Stafford Loan, and state grant eligibility.

Note: The financial aid process takes six weeks. The Student Financial Services Office cannot guarantee that any aid application received after six weeks prior to registration will be processed in time for the start of classes. Students who complete the FAFSA within six weeks of the start of classes should contact the Bursar’s Office to make alternate payment arrangements.

MINIMUM SATISFACTORY STANDARDS OF ACADEMIC PROGRESS FOR CONTINUANCE OF FINANCIAL AID

FEDERAL AND INSTITUTIONAL AID
To receive Federal Title IV and institutional financial aid, students must progress toward the completion of their program of study at a rate that will ensure graduation in a reasonable length of time. Widener University has established a minimum standard that measures academic progress both quantitatively (by credit hours) and qualitatively (by grades) at the end of each semester.

Students must meet the following minimum academic progress standard to receive Federal Pell Grant, Federal SEOG, Federal Work-Study, Federal Perkins loan, Federal Stafford loan, Federal PLUS loan, and Widener institutional funds.

QUANTITATIVE MEASUREMENT—An undergraduate student must successfully complete a minimum of 67 percent of the total credits attempted while enrolled at Widener. Successful completion is based on the percentage of total (i.e., cumulative) credit hours attempted compared to the total credit hours completed. Earned credits for a course cannot be counted more than once. Grades of “I” (Incomplete), “W” (Withdrawal), “F” (Failure), and “NP” (No Pass) count as credits attempted, but do not count as credits completed. For a full definition of attempted and completed credits, please contact the Student Financial Services Office.

QUALITATIVE MEASUREMENT—An undergraduate student must achieve the cumulative grade point average below:

<table>
<thead>
<tr>
<th>Credit Hours Completed</th>
<th>Minimum GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>15.5 or fewer</td>
<td>1.70</td>
</tr>
<tr>
<td>16 – 30.5</td>
<td>1.80</td>
</tr>
<tr>
<td>31 – 60.5</td>
<td>1.90</td>
</tr>
<tr>
<td>61 and more</td>
<td>2.00</td>
</tr>
</tbody>
</table>

An undergraduate student who fails nine credits in one semester may be dismissed for academic failure.

MAXIMUM TIME FRAME REQUIREMENTS—The maximum time frame to complete the credits required for graduation is measured in credit hours attempted. The maximum time frame may not exceed 150 percent of the published length of the academic program. The maximum time frame for a transfer student may not exceed 150 percent of the published length of the program minus the number of credits accepted for transfer at the point of matriculation. A student who has exceeded the maximum time frame will lose eligibility for financial aid.

MEASUREMENT OF PROGRESS—Academic progress is measured at the end of each year. The summer sessions comprise one semester. Measurement will take place in May. The first time a student fails either the quantitative or qualitative standard, he or she will be issued a warning for the subsequent semester. A student who fails to make progress by May will lose eligibility for financial aid.

DISMISSAL/SUSPENSION/READMISSION—Academically dismissed or suspended students are ineligible for financial aid while suspended and must appeal or request reinstatement upon readmission to regain financial aid eligibility for subsequent semesters. Academic readmission does not automatically grant reinstatement of financial aid eligibility.

REINSTATEMENT—Reinstatement of financial aid eligibility is possible once a student has earned 67 percent of total credit hours attempted and achieved the required grade-point average, either at the student’s own expense or by completing unfinished class assignments, except when aggregate hours are the cause of ineligibility. A student is responsible for making certain that the completed credits and grades have been properly posted with the registrar before requesting reinstatement of financial aid. To request reinstatement, the student may either submit the “Reinstatement” form available from the Student Financial Services Office, or submit a written request accompanied by supporting documentation and an advising transcript to the Student Financial Services Office. Requests for reinstatement should be made as early as possible after the student’s transcript has been updated.

APPEALS—A student may appeal for a waiver from the academic progress rules and regulations based on such mitigating circumstances as the death of a relative, a serious personal illness/injury, change of educational objective, or other extenuating circumstances. The student must be able to demonstrate that the illness/injury, or extenuating circumstances had a direct impact on academic performance. The form for appeal is available online under “Forms and Publications” on the Student Financial Services web site.

STANDARDS OF ACADEMIC PROGRESS FOR THE PENNSYLVANIA STATE GRANT PROGRAM
The Pennsylvania Higher Education Assistance Agency (PHEAA) has its own academic progress policy for students who receive Pennsylvania state grants. To continue to receive a Pennsylvania state grant, a student must meet PHEAA’s policy. PHEAA sends a copy of its policy to each state grant recipient. In brief, a student is required to successfully complete a minimum of 12 credits per semester for each full-time state grant received and a minimum of 6 credits per semester for each part-time state grant received. Academic progress for the continuation of state grant is measured at the end of the spring semester. A full copy of PHEAA’s policy is also available upon request from the Student Financial Services Office.
FINANCIAL AID PROGRAMS

FEDERAL PELL GRANT is a federally administered program that awards grants to undergraduate students on the basis of exceptional need. Full- and part-time students may be eligible. Award amounts vary based on enrollment. Eligibility is limited to students who have not previously earned a bachelor’s degree.

STATE GRANTS vary based on the state offering the award. Program eligibility criteria and award levels are controlled by the awarding state. Students should contact their state agency for details on eligibility requirements and filing deadlines. State agency addresses are available from the Student Financial Services Office.

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (FSEOG) is a federal grant administered by the University. FSEOG is awarded to undergraduate students demonstrating exceptional need. Priority is given to full-time Federal Pell Grant recipients who meet the priority deadline. Eligibility is limited to students who have not previously earned a bachelor’s degree.

FEDERAL WORK-STUDY (FWS) is the opportunity to earn funds through employment and is awarded as part of the student’s aid package. The amount of FWS awarded represents a maximum eligibility amount determined by the Student Financial Services Office. Students may work up to 15 hours per week during any week in which classes are held and up to 40 hours per week during vacation periods. Actual earnings will depend on the number of hours worked and the wage rate, but may not exceed the FWS award amount. Paychecks are processed biweekly. Students cannot be paid less than minimum wage. Students who meet Widener University’s March 1 filing deadline are given priority.

The rights and responsibilities of students receiving financial assistance pursuant to federal work-study programs and a statement of the federal requirements for the return of assistance provided thereunder is set forth in the Financial Aid Handbook, which is available online at the Student Financial Services web site.

WIDENER EMPLOYMENT is on-campus employment funded from university resources for students who do not demonstrate need.

FEDERAL PERKINS LOAN is a low-interest federal loan program administered by the university and awarded to students with exceptional need. Recipients must sign a promissory note each semester. Award amounts at Widener University are determined by financial need and funds available. Repayment begins nine months after graduation or termination of at least half-time enrollment. (Students who have outstanding NSL loans begin repayment in six months.) Students who qualify may be eligible to have their loans deferred or partially cancelled for participation in certain volunteer service activities. For more information, please contact the Student Financial Services Office for a copy of the Financial Aid Handbook. Students who meet Widener University’s April 1 deadline are given priority.

The Unsubsidized Stafford Loan is available to students who demonstrate financial need according to federal criteria. The federal government subsidizes the interest due on the loan funds while the borrower is enrolled in school on a half-time basis and during grace and deferment periods.

The Unsubsidized Stafford Loan is available to students who do not demonstrate financial need, but who require loan funds to help meet their educational expenses. The borrower is responsible for the interest due on the loan while enrolled in school and during periods of deferment. The borrower has the option of paying the interest or allowing the lender to add the accrued interest to the loan principal (capitalization). Borrowers may borrow up to the grade-level maximums shown for the subsidized loan program less any subsidized funds received. Independent students may borrow additional unsubsidized loan funds up to the yearly maximums.

For all Stafford Loan borrowers, repayment of interest and principal generally begins six months after graduation or the last date of half-time enrollment. Students who qualify may be eligible to have their loans deferred or partially canceled for participation in certain volunteer service activities. For more information, please visit the Student Financial Services web site or contact the Student Financial Services Office for a copy of the Financial Aid Handbook.

ALTERNATIVE LOAN PROGRAMS are offered by a variety of private lenders and organizations. The repayment terms and eligibility requirements vary widely. Students are encouraged to carefully review the provisions of the loan before incurring additional obligations. Contact the Student Financial Services Office for a partial listing of lenders and programs.

<table>
<thead>
<tr>
<th>Federal Stafford Loan Monthly Payments at 8.25% Over 10 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Loan</strong></td>
</tr>
<tr>
<td>$2,600</td>
</tr>
<tr>
<td>5,000</td>
</tr>
<tr>
<td>7,500</td>
</tr>
<tr>
<td>10,000</td>
</tr>
<tr>
<td>15,000</td>
</tr>
</tbody>
</table>

Typical monthly payments and total interest charges over a 10-year period based on 8.25 percent interest rate.

The Subsidized Stafford Loan is available to students who demonstrate financial need according to federal criteria. The federal government subsidizes the interest due on the loan funds while the borrower is enrolled in school on a half-time basis and during grace and deferment periods.

The Unsubsidized Stafford Loan is available to students who do not demonstrate financial need, but who require loan funds to help meet their educational expenses. The borrower is responsible for the interest due on the loan while enrolled in school and during periods of deferment. The borrower has the option of paying the interest or allowing the lender to add the accrued interest to the loan principal (capitalization). Borrowers may borrow up to the grade-level maximums shown for the subsidized loan program less any subsidized funds received. Independent students may borrow additional unsubsidized loan funds up to the yearly maximums.

For all Stafford Loan borrowers, repayment of interest and principal generally begins six months after graduation or the last date of half-time enrollment. Students who qualify may be eligible to have their loans deferred or partially canceled for participation in certain volunteer service activities. For more information, please visit the Student Financial Services web site or contact the Student Financial Services Office for a copy of the Financial Aid Handbook.

ALTERNATIVE LOAN PROGRAMS are offered by a variety of private lenders and organizations. The repayment terms and eligibility requirements vary widely. Students are encouraged to carefully review the provisions of the loan before incurring additional obligations. Contact the Student Financial Services Office for a partial listing of lenders and programs.
BACHELOR’S DEGREE PROGRAMS

GENERAL EDUCATION REQUIREMENTS

THE PURPOSE OF GENERAL EDUCATION
Widener University cultivates critical, creative, and independent thinking to develop undergraduates who demonstrate intellectual integrity, civic engagement, and potential for leadership. General education at Widener promotes awareness and synthesis of different strategies of knowing, questioning, and understanding. Through the integration of experiences both inside and outside the classroom, students learn to act as responsible citizens and to pursue knowledge beyond the boundaries of the university.

THE DISTRIBUTION REQUIREMENTS FOR GENERAL EDUCATION
Widener’s general education curriculum requires students to fulfill a set of distribution requirements. These courses provide students with diverse learning experiences, enabling them to engage fully in the world beyond the university. To this end, all undergraduate students at Widener are required to take 12 credits in each category:

Humanities
- art history
- English (excluding ENGL 100, 101, 111, 112)
- history
- humanities
- modern languages
- music
- philosophy

Science and Mathematics
- biology
- chemistry
- CSCI 131 or higher
- earth and space science
- environmental science
- MATH 111 or higher
- physics
- PSY 355
- science

Social Science
- anthropology
- COMS 130, 180, 275, 290, 390
- sociology
- EC 201, 202*
- criminal justice
- government and politics
- social science
- psychology (excluding PSY 381 and higher)
  * Will not satisfy 200-level social science requirement.

Please note that ENGL 101 is a university-wide requirement and cannot be used to fulfill any distribution requirement. Also, courses taken on a pass/no pass basis may not be used to satisfy any general education requirement.

Each major within the university uses a combination of required and elective courses for students to fulfill distribution requirements. The required courses contribute directly to each student’s academic major. Elective courses enable students to explore other areas of interest and provide a well-rounded educational experience. Distribution courses frequently serve as a foundation for other courses within the majors. These courses contribute significantly to students’ ultimate success by helping them develop intellectual qualities, cognitive (thinking) strategies, and practical skills.

Students should work closely with advisors in selecting courses appropriate to their interests and academic needs. Depending on the major, specific courses may be required within each of the three areas.

Requirements for students majoring in allied health, education, paralegal studies, and professional studies—Any courses may be selected from among the three areas of humanities, science and mathematics, and social science, resulting in the completion of 12 semester hours in each area. One humanities course must be 300 level or higher. One social science course must be 200 level or higher. See education programs for specific requirements in each area. Students must complete a 3 or 4 credit mathematics course, MATH 111 or higher. Students who intend to seek a business related minor or go on to graduate studies in business should take EC 201 and EC 202 as one of the social science and one of the free electives. Allied health and professional studies majors are also required to complete ASC 401. Professional studies majors must take one social science or humanities course with a global focus.

Requirements for students majoring in criminal justice, English, liberal studies, organizational development and leadership, and psychology—English 101 is required to ensure writing skill. Students must complete a 3- to 4-credit mathematics course. Majors may have a computer course requirement.

Humanities (12 credits): At least one course in humanities must be at an advanced level (300 level), except for students taking two semesters of modern language.
  - Any history course (3 credits)
  - Any one course from any of these four areas: English literature (130 level or above), art history, music, or philosophy (3 credits)
  - Two additional courses in humanities (6 credits)

Science/Mathematics (12 credits): One semester of a science course with an associated laboratory, one semester of mathematics (MATH 111 or above), plus additional courses in science or mathematics (MATH 111 or above).

Social Science (12 credits):
  - Two introductory social science courses in different fields, which will give a societal/cultural perspective (6 credits)
  - Two additional courses in social science, one of which must be at an advanced level (200 level and above) (6 credits)

Students are encouraged to take further courses in social science or humanities about other cultures and societies.

ASC 401: Values Seminar in University College (3 credits): An upper-level interdisciplinary course that involves a discussion of values as affecting individual and societal decision making. Students must have completed a minimum of 60 credits, with six semester hours in each of the following: science and mathematics, humanities, and social science.

Requirements for students majoring in management

Humanities (12 credits):
  - English 102 (3 credits)
  - Philosophy 352 (3 credits)
  - Two additional humanities courses (6 credits)

Science/Mathematics (12 credits):
  - Math 117 and 118 (8 credits)
  - Additional science/mathematics course(s)—no laboratory requirement (4 credits)
**Social Science (12 credits):**
- Economics 201 and 202 (6 credits)
- An introductory social science course (3 credits)
- One social science course, 200 level or above (3 credits)

**Note for all non-business majors**—Students not matriculated into the bachelor of science in business administration (management) may take no more than 24 credits, in any combination, from the areas of ACCT, BLAW, BUS, EC, FIN, MGT, MHR, MIS, MKT, OPM, QA, SBAH, or SMGT.

**GENERAL EDUCATION GOALS**
By completing these requirements, students at Widener fulfill the university’s general education goals, which state:
- Students communicate effectively.
- Students use quantitative methods effectively.
- Students understand the world from multiple perspectives.
- Students cultivate an awareness of themselves and their role within the human community.
- Students cultivate an awareness of their relationship to the natural world.
- Students understand ethical theories and how to apply them personally and professionally.
- Students understand and apply methods of inquiry and interpretation.
- Students think critically.

Moreover, graduates become liberally educated, possessing knowledge beyond the boundaries of a chosen field or discipline.

**ACCELERATED BUSINESS PROGRAMS**
For outstanding students in the School of Business Administration undergraduate programs, this is an accelerated path to obtaining bachelor’s and master’s degrees. Students in their junior year may apply for acceptance to the program. This applies to the MBA and MS programs.
- All foundation courses should be completed in the bachelor’s degree program.
- An acceptable GMAT score must be achieved prior to enrollment in any graduate class.
- The graduate course(s) must be taken within the last 30 credits of the bachelor’s degree.
- Upon acceptance, two graduate courses can be taken to complete the bachelor’s degree and be counted toward the MBA or MS degree.
- First contact your undergraduate advisor. After determining your eligibility, contact the Office of Graduate Business Programs in Quick Center.
- To comply with AICPA’s 150-hour requirement, accounting majors may count two graduate courses completed in the BS program toward the MS in Taxation.

**ALLIED HEALTH**
This program is open only to those holding associate’s degrees or hospital certificates in approved allied health professions. Two tracks are offered. The science and professional track provides the academic preparation required for admission to various graduate programs, including Widener University’s graduate program in physical therapy (admission to the bachelor of science in allied health does not guarantee admission to the graduate program in physical therapy).

The general track permits students to complete a minor or select courses that will enhance personal and professional goals.

Advanced standing of 51 semester hours of credit is awarded to graduates of approved hospital programs in radiologic technology who are also certified by the American Registry of Radiologic Technologists and to graduates of approved hospital programs in respiratory therapy who are also certified by the National Board for Respiratory Care. For those who have qualified for either of the above certifications through course work completed at either a community or four-year college, advanced standing of 30 semester hours will be awarded in addition to transfer credit on a course-by-course basis. Total credit awarded for radiologic technology and respiratory therapy courses may not exceed 51 semester hours.

Advanced standing of 40 semester hours of credit is awarded to those who have completed approved programs and are registered as dental hygienists.

Advanced standing of 30 semester hours of credit is awarded to those who have completed approved programs in other recognized allied health fields. A list of approved programs is available from the allied health advisor. Registered nurses who are no longer working in the field of nursing may be admitted with advanced standing of 30 semester hours to the allied health degree program with permission of the allied health academic advisor.

Students enrolled in either of the two tracks must satisfy certain general education requirements in the areas of humanities, social science, and science/mathematics. See pages 17–18 for details. (Note: Students receiving any segment of advanced standing of less than 51 hours may have to take up to 12 semester hours of science/mathematics to satisfy the 12 semester-hour requirement in this area.)

The degree awarded is the bachelor of science in allied health.

**LEARNING OUTCOMES**
- Students will integrate core course concepts with discipline-specific practices.
- Students will demonstrate effective oral and written communication skills with their colleagues and in the wider community.
- Students will apply principles of critical thinking and problem solving to the discipline scope of practice.
- Students will evaluate the expanding professional role of the technically trained health care worker in a diverse and changing society.
ALLIED HEALTH (GENERAL TRACK)
123 semester hours of credit required for degree

<table>
<thead>
<tr>
<th>number</th>
<th>course name</th>
<th>sem. hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>See course descriptions for required prerequisites and corequisites</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Advanced Standing—BLOC Credit</td>
<td>30, 40, or 51</td>
</tr>
<tr>
<td>ALLH 220</td>
<td>Health Care &amp; the Law</td>
<td></td>
</tr>
<tr>
<td>APSU 215</td>
<td>Legal Aspects of Supervision</td>
<td>3</td>
</tr>
<tr>
<td>ALLH 421</td>
<td>Issues in Allied Health Care</td>
<td>3</td>
</tr>
<tr>
<td>ASC 401</td>
<td>Values Seminar in University College</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>Composition &amp; Critical Thought</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>Advanced Composition &amp; Literature</td>
<td>3</td>
</tr>
<tr>
<td>PRWR 215</td>
<td>Effective Communication</td>
<td>3</td>
</tr>
<tr>
<td>PSY 105</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 105</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Humanities area courses*</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Social Science area courses***</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Free electives***</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>Limited electives†</td>
<td>33, 23, or 12</td>
</tr>
<tr>
<td></td>
<td>TOTAL SEMESTER HOURS</td>
<td>123</td>
</tr>
</tbody>
</table>

*See General Education Requirements.

**Students who pursue a business-related minor or intend to pursue a graduate program in business should take EC 201 and EC 202 as social science electives.

***Selection of a minor is strongly recommended.

†33 credits of limited electives are taken by students who have been awarded advanced standing of 30 credits. Those awarded 40 credits of advanced standing take 23 limited elective credits. Those having 51 credits of advanced standing take 12 limited elective credits. Students who do not have 12 credits of science/mathematics area courses within their BLOC credit must take 12 credits of science/mathematics area courses within the limited electives.

ALLIED HEALTH (SCIENCE AND PROFESSIONAL TRACK)
127 semester hours of credit required for degree

<table>
<thead>
<tr>
<th>number</th>
<th>course name</th>
<th>sem. hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>See course descriptions for required prerequisites and corequisites</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Advanced Standing—BLOC Credit</td>
<td>30</td>
</tr>
<tr>
<td>ALLH 421</td>
<td>Issues in Allied Health Care</td>
<td>3</td>
</tr>
<tr>
<td>ASC 401</td>
<td>Values Seminar in University College</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>Composition &amp; Critical Thought</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>Advanced Composition &amp; Literature</td>
<td>3</td>
</tr>
<tr>
<td>IS 101</td>
<td>Introduction to Personal Computers</td>
<td>3</td>
</tr>
<tr>
<td>PSY 105</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 385</td>
<td>Statistical Methods for Social Sciences</td>
<td>4</td>
</tr>
<tr>
<td>SOC 105</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 310</td>
<td>Medical Sociology (or PT 710)</td>
<td>3</td>
</tr>
<tr>
<td>Anatomy &amp; Physiology (2 semesters with lab)</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Biology elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Chemistry (2 semesters with lab)</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Physics (2 semesters with lab)</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Professional Courses</td>
<td>27</td>
<td></td>
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<tr>
<td>Social Science area courses*</td>
<td>6</td>
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<tr>
<td>Humanities area courses*</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>TOTAL SEMESTER HOURS</td>
<td>127</td>
<td></td>
</tr>
</tbody>
</table>

*See General Education Requirements.

CRIMINAL JUSTICE
120 semester hours of credit required for degree

The criminal justice major is intended to prepare students for careers in criminal corrections, the courts system, police work, probation, and other law-related professions. The program is also intended as a good preparation for graduate work in law, public and criminal justice system administration, and the social sciences in general.

The major provides a solid theoretical understanding of the administration of justice in the United States at local, state, and federal levels. Its goals are to have students understand the changing nature of the relationship between criminal justice institutions and the persons and groups that make up the environment of these institutions and to explore historically and comparatively the social forces that shape differing kinds and rates of criminal conduct.

The major is broad based, emphasizing the study of crime within the context of the larger disciplines of sociology, government and politics, and psychology.

LEARNING OUTCOMES

Written Communication: Students will demonstrate the ability to:
- Organize thoughts appropriately.
- Use appropriate vocabulary and sentence/paragraph structure.
- Use appropriate documentation.
- Format bibliographies correctly.

Oral Communication: Students will demonstrate the ability to:
- Organize thoughts appropriately.
- Use visual aids appropriately.
- Have an effective demeanor.
- Engage the audience.
- Display good listening skills.

Critical Reasoning: Students will demonstrate the ability to:
- Examine the elements of an argument.
- Evaluate the clarity, breadth, accuracy, and logic of an argument.
- Compare and contrast arguments.
- Develop arguments that are clear, accurate, appropriate in scope, and logical.

Computer Skills: Students will demonstrate the ability to:
- Appropriately and effectively use basic word processing software.
- Appropriately and effectively use basic spreadsheet software.
- Appropriately and effectively use statistical package software.
- Appropriately and effectively use the inter/intranet as a research and communication tool.

Research Skills: Students will demonstrate the ability to:
- Critically examine previous research.
- Develop a research usable research hypothesis.
- Formulate a data collection plan.
- Implement a data collection plan.
- Prepare data for analysis.
- Use appropriate statistical tools.
- Analyze data.
- Draw appropriate conclusions.

MASTER OF ARTS IN ALLIED HEALTH EDUCATION

Students who complete the bachelor of science in allied health are encouraged to apply for admission to the master of arts in allied health education (see page 39).
Specific Knowledge Relating to a Range of Criminal Justice Topics: Students will demonstrate the ability to:

- Identify and articulate major issues within a topic including legal issues, management issues, policy issues, and diversity/cultural issues.
- Identify and articulate specific historical trends within a topic.
- Identify, articulate, and critically analyze policies relating to specific issues.
- Identify and articulate relevant data within a topic.

<table>
<thead>
<tr>
<th>number</th>
<th>course name</th>
<th>sem. hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>See course descriptions for required prerequisites and corequisites</td>
<td></td>
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<tr>
<td>ASC 401</td>
<td>Values Seminar in University College</td>
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<tr>
<td>CJ 105</td>
<td>Introduction to the Criminal Justice System</td>
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<tr>
<td>CJ 205</td>
<td>Law Enforcement &amp; Police in Society</td>
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<tr>
<td>CJ 210</td>
<td>Criminal Courts</td>
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<td>CJ 215</td>
<td>The Correctional System</td>
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<td>CJ 315</td>
<td>Juvenile Delinquency &amp; Juvenile Justice</td>
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<tr>
<td>CJ 325</td>
<td>Criminal Law &amp; Procedure</td>
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<tr>
<td>CJ 382*</td>
<td>Research Methods in Criminal Justice</td>
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<tr>
<td>CJ 409-410*</td>
<td>Senior Research</td>
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<tr>
<td>CJ 405</td>
<td>Ethics in Criminal Justice</td>
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<td>CJ 423</td>
<td>Criminal Justice Internship</td>
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<tr>
<td>CJ electives</td>
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</tr>
<tr>
<td>PSY 105</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 385*</td>
<td>Statistical Methods with Laboratory for Social Sciences</td>
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<tr>
<td>ENGL 101</td>
<td>Composition &amp; Critical Thought</td>
<td>3</td>
</tr>
<tr>
<td>GP 101</td>
<td>American Government &amp; Politics</td>
<td>3</td>
</tr>
<tr>
<td>SOC 105</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 201</td>
<td>Criminology</td>
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<tr>
<td>Select any ONE from the following four courses:</td>
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</tr>
<tr>
<td>GP 205*</td>
<td>American Public Policy &amp; Politics</td>
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</tr>
<tr>
<td>GP 206</td>
<td>Ethics, Politics, &amp; Policy</td>
<td>3</td>
</tr>
<tr>
<td>GP 315*</td>
<td>State and Local Government</td>
<td>3</td>
</tr>
<tr>
<td>GP 321</td>
<td>Public Administration</td>
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<tr>
<td>Select any ONE from the following three courses:</td>
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<tr>
<td>GP 218</td>
<td>Law &amp; Society</td>
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</tr>
<tr>
<td>GP 319</td>
<td>Introduction to Constitutional Law</td>
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</tr>
<tr>
<td>GP 320</td>
<td>Constitutional Rights and Liberties</td>
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<td>Select any ONE from the following three courses:</td>
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<tr>
<td>SOC 235*</td>
<td>Minorities in American Society</td>
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</tr>
<tr>
<td>SOC 266</td>
<td>Class Society</td>
<td>3</td>
</tr>
<tr>
<td>SOC 315</td>
<td>Poverty &amp; Society</td>
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<td>Select any ONE from the following three courses:</td>
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<td>Social Deviance</td>
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<tr>
<td>SOC 355</td>
<td>Social Theory</td>
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<tr>
<td>SOC 405</td>
<td>Sociology Seminar</td>
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<tr>
<td>Humanities area courses**</td>
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<tr>
<td>Science/Mathematics courses**</td>
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<td>Free electives</td>
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</tr>
<tr>
<td>TOTAL SEMESTER HOURS</td>
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<td></td>
</tr>
</tbody>
</table>

*The research sequence begins in the fall semester (weekend in odd number years, evening in even number years) and covers four semesters (two years—with no research courses offered in the summer). Students should consult with an academic advisor to ensure timely completion of the sequence.

**See General Education Requirements.

EDUCATION—TEACHER CERTIFICATION

The State Board of Education adopted changes specific to elementary education programs. New certification guidelines will apply January 1, 2013, regardless of a candidate’s enrollment date. Candidates seeking current certifications must complete their program by December 31, 2012.

The Center for Education prepares teacher candidates to become “knowledgeable and reflective practitioners.” To reach this goal, the Center for Education has adopted the Interstate New Teacher Assessment and Support Consortium (INTASC) Principles. Teacher candidates will be required to develop an electronic portfolio that contains artifacts that demonstrate achievement of:

Principle 1: The teacher understands the central concepts, tools of inquiry, and structure of the discipline(s) he or she teaches and can create learning experiences that make these aspects of the subject matter meaningful for students.

Principle 2: The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.

Principle 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle 4: The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

Principle 5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Principle 6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Principle 7: The teacher plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Principle 8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Principle 9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Principle 10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.

ELEMENTARY EDUCATION: THE EARLY YEARS AND SPECIAL EDUCATION

Students majoring or seeking certification in this field pursue teaching careers in preschool through grade four (age 9) and may also work with special education populations. Students pursue an Elementary Education: The Early Years degree and teacher certification in early education (Pre-K–4) and special education (K–8). The curriculum consists of 90 credits in education and 44 credits in the arts and sciences (humanities, science, and social science) for a total of 134 credits. In this program, which received a special designation by the Pennsylvania Department of Education to be a “Promising Model” and “Innovative Practice,” students will prepare to meet the demands of today’s diverse, inclusive, and technology-driven schools.

ADMISSION TO TEACHER CANDIDACY

All students intending to pursue teacher certification in Pennsylvania must formally apply to become a teacher candidate upon completing 48 semester hours of coursework. Likewise, students seeking teacher certification or licensure in other states must also submit an application along the same timeline. This
application process applies to students who enter the university majoring in education as well as those who later switch into the major. Transfer students are to consult with the director of field experiences and certification regarding their individual situation as soon as they are admitted to the university.

Applications for admission to teacher candidacy are available at the Office of Field Experiences and Certification and through the Center for Education website www.widener.edu/cfe/, under Applications, Forms, and Resources. Students should discuss their career plans with their major academic advisor early on so that they may plan accordingly to meet teacher candidacy admissions criteria, and subsequently Pennsylvania state certification requirements.

The director of field experiences and certification makes the determination to admit students to teacher candidacy based on evidence that the students have completed or acquired the following:
- At least 48 semester hours of coursework.
- At least 3 semester hours of English composition and 3 semester hours of English/American literature.
- At least 6 semester hours of college level mathematics.
- An overall 3.0 GPA (also required to be recommended for certification upon completing the program in PA).
- Passing scores on the Praxis I, Pre-Professional Skills Test for Reading, Writing, and Mathematics.
- Two favorable faculty recommendations.
- A “B” or better in education courses.
- Satisfactory scores on annual writing samples.
- A score of at least “emergent” on the portfolio review.

Students who do not apply for teacher candidacy upon completing 48 semester hours of coursework will be barred from scheduling additional education courses. Additionally, their applications to student teach will be denied.

ELECTRONIC PORTFOLIO
All students in teacher education must submit an electronic portfolio four times during the following time frames:
First submission: During ED 1101–1102
Second submission: By February 15 of the sophomore year
Third submission: Prior to student teaching
Fourth submission: After student teaching

FIELD-BASED EXPERIENCES AND STUDENT TEACHING
Field experiences in local schools are an important part of the preparation for future teachers. Therefore, all education courses contain a field experience component that students must complete. Required field experiences involve observing, and participating in a variety of school-related tutoring activities. Perhaps the most important reason for having field experiences is to allow students to confirm, through actually working in schools, whether or not they want to pursue a career in education.

Because successful completion of field experiences is required by Pennsylvania state standards and because they are so integral to the certification programs, students must arrange their schedules so that all other activities (including participation in athletics and other collegiate extracurricular programs) do not interfere with these field and teaching experiences.

Prior to engaging in any field experience, students must obtain three criminal background clearances as mandated by the Pennsylvania Department of Education. Namely, these clearances are: the Pennsylvania State Police Request for Criminal Records Check (Act 34), the Child Abuse History Clearance (Act 151), and the Federal Criminal History Record (FBI Fingerprinting—Act 114). Clearances must be less than one year old. Students who remain continuously enrolled in the teacher education program will not need to renew clearances until they graduate or change colleges. Transfer students will need new clearances at the time of their admission to Widener. Once obtained, students must present the originals to the Office of Field Experience and Certification for inspection. At which time, a copy will be made and maintained on file in that office. Each clearance has its own cost and processing turnaround time, so students should carefully plan ahead to obtain them. Otherwise, students will not be able to fully participate in the course, which will likely impact the grade earned for the course. Questions about criminal background clearances may be directed to the Office of Field Experiences and Certification at 610-499-4373 or 610-499-4296.

Special Note: The Center for Education maintains a strict dress code policy for all students engaged in field experiences. The policy calls for males to wear a dress shirt, tie, dress slacks, and dress shoes. Women must wear either a skirt or dress pants with a dress blouse or sweater, and dress shoes. Or, they may wear a dress. Please be mindful of length and appropriate body coverage. Students may be asked to leave a site for violating the dress code policy. Sweats, jeans, sneakers, and casual clothing are not permitted. Please refer to the Center for Education website at www.widener.edu/cfe for a complete explanation.

FIELD EXPERIENCES
Required field experiences involve observing and participating in school-related activities. Students must complete all field experience requirements prior to student teaching. Transfer students must consult with the director of Field Experiences and Certification concerning this matter. The field experiences required of Widener students are coordinated by the director of Field Experiences and Certification.

Since successful completion of field experiences is required by Pennsylvania state standards and because they are so integral to the certification programs, students must arrange their schedules so that all other activities (including participation in athletics and other collegiate extracurricular programs) do not interfere with these field and teaching experiences.

LAB PRESCHOOL
The Center for Education runs the Widener University Child Development Center, a full-time laboratory preschool for children two to six years of age. Many students in the Elementary Education: The Early Years program complete the field experiences for their undergraduate courses in education at this school. The school is licensed by the Pennsylvania Department of Education as a nursery school and by the Welfare Department as a child care center. The Child Development Center is an NAEC (National Association for the Education of Young Children) accredited program.

STUDENT TEACHING
The culminating experience in preparing students seeking certification is a full-time, 14-week, student teaching experience during the senior year. This experience is designed to provide candidates with the opportunity to put into practice all the principles and techniques learned throughout their coursework.

Applications to student teach must be submitted by March 1 if students anticipate that they will be ready to student teach in the following academic year (fall or spring semester). Students who have not applied for admission to teacher candidacy (see above) are not allowed to student teach. Those students who are declared ineligible for teacher candidacy for the Commonwealth of Pennsylvania should consult with their academic advisor or the director of field experiences and certification about possible alternatives.

A student cannot participate in student teaching without the approval of both the director of field experiences and certification and the student’s academic advisor. Approval to student teach is based on whether students have made progress toward meeting all requirements for student teaching. These requirements include the successful completion of all field experiences, all required professional education courses, the writing sample requirement,
maintaining an overall GPA of 3.00, and the development of a portfolio according to INTASC principles.

Please note that it is mandatory for all student teachers to participate in a portfolio development and review process. Students who do not achieve a score of at least proficient cannot earn an “A” for student teaching, nor will they be recommended for certification.

WRITING REQUIREMENT
Students majoring in elementary education—the early years must take two writing enriched courses in humanities/social science and two courses from the following: ED 1101, 1201, 1202, 1302, 1303 1304, 1306, and 1307.

CERTIFICATION
Students seeking teacher certification for the Commonwealth of Pennsylvania must satisfy the following criteria before being recommended:

- Be formally admitted to teacher candidacy status.
- Complete an array of courses that provide a rich and varied background necessary for the profession.
- Successfully pass all field experiences.
- Successfully complete the student teaching experience.
- Complete all requirements for a bachelor’s degree.
- Successfully complete the writing sample requirement.
- Pass the portfolio requirement with at least a score of proficient.
- Earn a passing score on the Praxis Series of tests as required by the Pennsylvania Department of Education.
- Be approved by the director of field experience and certification and appropriate faculty members.

DELaware teacher certification
For information about Delaware teacher certification, students should contact the State of Delaware, Department of Public Instruction, The Townsend Building, P.O. Box 102, Dover, DE 19903.

New Jersey Teacher Certification
For information about New Jersey teacher certification, students should contact the State of New Jersey, Department of Education, Bureau of Teacher Education and Academic Credentials, 3535 Quaker Bridge Road, P.O. Box 3181, Trenton, NJ 08619.

Graduate Programs
Programs of study are offered that lead to the master of education and doctor of education degrees. For more information, see School of Human Service Professions Graduate Programs Catalog. For some students who declare their interest in certification after their first year of classes, it may be necessary to complete some requirements for certification as a graduate student.

Curriculum Information

- Due to possible revisions by the Pennsylvania Department of Education, the following curriculum ladders are meant only as guides for the programs. Changes may occur and will be communicated through each student’s advisor.
- All students must have criminal record checks, child abuse clearances, and FBI fingerprints prior to the first class. Failure to have these records will result in a drop from the registration.
- Education students must receive a grade of B (3.0) or better in all education classes. Students must have a 3.0 overall GPA and pass Praxis I to be admitted to teacher candidacy.

**Elementary Education—The Early Years (Pre-K–4)**

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<th>number</th>
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<th>sem. hours</th>
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<td><strong>See course descriptions for required prerequisites and corequisites</strong></td>
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<tr>
<td>COMS 180</td>
<td>Public Speaking or</td>
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<td>COMS 290</td>
<td>Interpersonal Communication</td>
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<tr>
<td>EC 201</td>
<td>Macroeconomics or</td>
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<td>EC 202</td>
<td>Microeconomics or</td>
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<tr>
<td>GP elective</td>
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<td>ED 1101</td>
<td>Family &amp; Community Relations</td>
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<tr>
<td>ED 1102</td>
<td>Effective Instructional Practices &amp; Delivery Methods for All Levels of Special Education Support</td>
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<td>ED 1103</td>
<td>Evidence Based Instruction—High Incidence Disabilities</td>
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<td>ED 1104</td>
<td>Language Development in Early Childhood Education</td>
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<td>ED 1201</td>
<td>Family Collaboration &amp; Diversity</td>
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<td>ED 1202</td>
<td>Advocacy, Collaboration, &amp; Cooperative Learning</td>
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<td>ED 1203</td>
<td>Math—Early Foundations</td>
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<td>ED 1204</td>
<td>Engaging Young Children, Integrating Curriculum &amp; Instruction</td>
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<td>ED 1205</td>
<td>Intensive Reading, Writing &amp; Mathematics Intervention Approaches</td>
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<td>ED 1206</td>
<td>Language Development, Birth to Age 6</td>
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<td>ED 1301</td>
<td>Child Development, Atypical</td>
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<td>ED 1302</td>
<td>Early Literacy, Pre-K to 1</td>
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<td>ED 1303</td>
<td>Social Studies Methods</td>
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<td>ED 1304</td>
<td>Early Childhood Education Math Methods</td>
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<td>ED 1305</td>
<td>Special Education Processes &amp; Procedures, Screening, Assessment, IPE Development, &amp; Evaluation</td>
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<td>ED 1306</td>
<td>Literacy Foundation for the Primary Grades (2–4)</td>
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<td>ED 1307</td>
<td>Science Methods</td>
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<td>ED 1308</td>
<td>Integrating the Arts</td>
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<td>ED 1309</td>
<td>Evidence Based Effective Instruction—Low Incidence Disabilities</td>
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<td>ED 1402</td>
<td>Evidence Based Practices in Early Childhood Care &amp; Education</td>
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<td>Evidence Based Practices in Early Childhood Special Education Support3</td>
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<td>Collaboration &amp; Communication</td>
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<td>ED 202</td>
<td>Child Development</td>
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<td>ENGL 101</td>
<td>Composition &amp; Critical Thought</td>
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<td>ENGL 102</td>
<td>Advanced Exposition &amp; Literature</td>
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<td>HIST 122</td>
<td>American Civilization II</td>
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<td>MATH 111</td>
<td>Mathematical Ideas I</td>
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<td>MATH 112</td>
<td>Mathematical Ideas II</td>
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<td>PSY 105</td>
<td>Introduction to Psychology</td>
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<td>TED 1211</td>
<td>Technology: Instruction, Assistive, Universal Design to Support Reading, Mathematics &amp; Writing</td>
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<td>Free electives</td>
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</tbody>
</table>

**Total Semester Hours** ........................................ 133
ENGLISH

120 semester hours of credit required for degree

The curriculum for English majors is designed to provide a broad cultural background as a basis for professional growth. The primary aim of the major is to supply useful skills and cultural resources that constitute a good foundation for a variety of careers. Students prepare for graduate work or careers in government and business. The degree awarded is bachelor of arts. This degree permits the selection of a minor.

LEARNING OUTCOMES

Students will learn:
- To read and interpret literary texts.
- To write effective papers on topics in literature and linguistics.
- To research literature and linguistics topics.
- To present ideas in small and large forums.
- To make connections among different areas of expression and analysis (e.g., other disciplines in the humanities).
- To understand and work with the major genres in literature, linguistics, and writing.
- To understand the development of literary history and linguistic history.
- To develop aesthetic appreciation of literary art that intersects with other media.

ENGLISH MAJOR PORTFOLIO

All English majors will compile a portfolio. This portfolio is designed to give students and English faculty a cumulative vision of the quality of the students’ work over the course of their years in the major. As they progress through the English program, students will continually update their portfolios by adding required elements. Students will receive a list of required elements from their major advisor when they declare.

<table>
<thead>
<tr>
<th>number</th>
<th>course name</th>
<th>sem. hours</th>
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</thead>
<tbody>
<tr>
<td>ASC 401</td>
<td>Values Seminar in University College</td>
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<td>ENGL 101</td>
<td>Composition &amp; Critical Thought</td>
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<td>ENGL 102</td>
<td>Advanced Composition &amp; Literature</td>
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<tr>
<td>ENGL 131</td>
<td>Language of the Western World I</td>
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<tr>
<td>ENGL 132</td>
<td>Language of the Western World II</td>
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<td>ENGL 133</td>
<td>British Literature I</td>
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<td>ENGL 134</td>
<td>British Literature II</td>
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<td>Methods of Literary Study</td>
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<tr>
<td>English courses: any three 300-level courses</td>
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<td>relating to the time period after 1800</td>
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<tr>
<td>300-level courses that are not English courses*</td>
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</tr>
<tr>
<td>Science/mathematics courses*</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Social science area courses*</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Free electives</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL SEMESTER HOURS 120

*See General Education Requirements.

Students in this degree are limited to a total of 24 credits, in any combination, from the areas of ACCT, BUS, BLAW, EC, FIN, MGT, MHR, MIS, MKT, OPM, QA, SBAH, or SMGT.

LIBERAL STUDIES

120–121 semester hours of credit required for degree

The curriculum is designed to provide broad interdisciplinary study in the liberal arts and sciences. The program affords a breadth of exposure to the major academic disciplines of the social sciences, humanities, and sciences while providing an opportunity to achieve depth in selected areas. With the assistance of the academic advisor, the student can schedule a number of courses to meet specific interests and needs. The curriculum provides the foundation for a number of careers, given the interest of business and government in hiring people with broad knowledge, writing skills, and analytic abilities fostered by a liberal arts concentration. It is also an appropriate preparation for a number of graduate programs.

The degree awarded is bachelor of arts. This degree permits the selection of a minor.

LEARNING OUTCOMES

- Students will discuss the theories and tenets (ologies & isms) within the liberal studies disciplines/fields.
- Students will locate, evaluate, and use sources of information.
- Students will compare relationships among liberal studies disciplines/fields.
- Students will communicate clearly, critically, logically, and persuasively in oral and written discourse.
- Students will be aware of the diverse and changing world.

<table>
<thead>
<tr>
<th>number</th>
<th>course name</th>
<th>sem. hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 105</td>
<td>Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>Any Art History or Music course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ASC 401</td>
<td>Values Seminar in University College</td>
<td>3</td>
</tr>
<tr>
<td>ASC 409</td>
<td>Senior Project</td>
<td>3</td>
</tr>
<tr>
<td>Any Economics course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENGL 101</td>
<td>Composition &amp; Critical Thought</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>Advanced Composition &amp; Literature</td>
<td>3</td>
</tr>
<tr>
<td>Any two English Literature courses (131 level or above)</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Any History course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Any Humanities area 300-level courses and Social Science area 200-level and above courses*</td>
<td>24</td>
<td></td>
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<tr>
<td>Any Humanities, Mathematics, Science, or Social Science area courses, and Education courses*</td>
<td>18</td>
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<tr>
<td>Any Mathematics course (MATH 111 or higher)</td>
<td>3-4</td>
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<tr>
<td>Any Philosophy course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PSY 105</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Any Government &amp; Politics course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Science area course with lab</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Science/Mathematics courses*</td>
<td>4-6</td>
<td></td>
</tr>
<tr>
<td>SOC 105</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>Free electives</td>
<td>22-24</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL SEMESTER HOURS 120–121

*See General Education Requirements.

A minimum of 30 semester hours in humanities area and social science area courses (except ENGL 101) must be taken at Widener. In addition, ASC 409 must be taken at Widener.

Students in this degree are limited to a total of 24 credits, in any combination, from the areas of ACCT, BUS, BLAW, EC, FIN, MGT, MHR, MIS, MKT, OPM, QA, SBAH, or SMGT.
MANAGEMENT

121 semester hours of credit required for degree

This program provides a sound preparation for careers in all functional areas of management within the private or public sectors and for the pursuit of graduate studies in management and related areas. Students may concentrate their elective choices so as to attain an adequate level of specialization in functional fields such as human resources, marketing, or finance. The degree awarded is bachelor of science in business administration.

LEARNING OUTCOMES

- Students will be competent in core business concepts.
- Students will be proficient in discipline-specific knowledge and skills pertaining to their major.
- Students will have an interdisciplinary perspective on problem-solving and decision-making.
- Students will be effective communicators.
- Students will have effective interpersonal skills.
- Students will have effective critical thinking skills.
- Students will identify and consider ethical and social responsibility implications of decisions in the business environment.

<table>
<thead>
<tr>
<th>number</th>
<th>course name</th>
<th>sem. hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 204</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 205</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 105</td>
<td>Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>BLAW 150</td>
<td>Legal &amp; Ethical Environment of Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 110*</td>
<td>Introduction to Business Concepts</td>
<td>3</td>
</tr>
<tr>
<td>EC 201</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>EC 202</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>EC elective, 300 level or higher</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENGL 101</td>
<td>Composition &amp; Critical Thought</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>Advanced Composition &amp; Literature</td>
<td>3</td>
</tr>
<tr>
<td>FIN 303</td>
<td>Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>MATH 117</td>
<td>Elementary Functions</td>
<td>4</td>
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<tr>
<td>MATH 118</td>
<td>Elementary Calculus</td>
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<tr>
<td>MGT 210</td>
<td>Foundations of Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT 365</td>
<td>International Business</td>
<td>3</td>
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<tr>
<td>MGT 451</td>
<td>Management Seminar</td>
<td>3</td>
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<tr>
<td>MGT 452</td>
<td>Management Policy &amp; Strategy</td>
<td>3</td>
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<tr>
<td>International Management elective**</td>
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<tr>
<td>Management electives, upper level</td>
<td>12</td>
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<tr>
<td>MIS 180</td>
<td>Computing &amp; Spreadsheets</td>
<td>1</td>
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<td>MIS 290</td>
<td>Management Information Systems</td>
<td>3</td>
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<tr>
<td>MKT 300</td>
<td>Marketing Principles</td>
<td>3</td>
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<tr>
<td>OPM 352</td>
<td>Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>OPM 445</td>
<td>Management of Technology, Productivity, &amp; Change</td>
<td>3</td>
</tr>
<tr>
<td>PRWR 215</td>
<td>Effective Communication</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 352</td>
<td>Business Ethics</td>
<td>3</td>
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<tr>
<td>QA 251</td>
<td>Elementary Statistical Analysis</td>
<td>3</td>
</tr>
<tr>
<td>QA 252</td>
<td>Intermediate Statistical Analysis</td>
<td>3</td>
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<tr>
<td>Humanities area courses***</td>
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<td></td>
</tr>
<tr>
<td>Science/Mathematics course****</td>
<td>4</td>
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<tr>
<td>Social Science area course***</td>
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<tr>
<td>Social Science course 200 level or higher***</td>
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<tr>
<td>Limited elective†</td>
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<td></td>
</tr>
<tr>
<td>Free electives</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL SEMESTER HOURS ........................................ 121

*Students with substantial background will substitute an upper-level business elective upon recommendation by the assistant deans.

**ACCT 404, EC 300, EC 408, FIN 423, MGT 442, MKT 410, or MHR 465.

***See General Education Requirements.
ORGANIZATIONAL DEVELOPMENT AND LEADERSHIP

120 semester hours of credit required for degree

This program is designed for students who are focused on their career and who desire to improve their skills in leadership, communication, and organizational effectiveness in order to assume supervisory and leadership roles in diverse corporate, service, and nonprofit settings. It is not a business degree, but instead concentrates on the skills of critical thinking, ethics, and dealing with organizational stability and change. Upon successful completion of the program, the bachelor of arts degree is awarded.

LEARNING OUTCOMES

- Students will demonstrate understanding of the major concepts, theoretical perspectives, empirical findings, and historical trends in leadership and management.
- Students will have a working knowledge of group dynamics and team building.
- Students will analyze organizational effectiveness and make recommendations for improvement.
- Students will demonstrate the ability to analyze and solve problems using ethical norms and principles.
- Students will be able to communicate effectively in writing and orally with diverse audiences.
- Students will show the ability to address significant problems, themes, and ideas from a multicultural aspect.
- Students will demonstrate their application of leadership practice/principles to themselves and others.

<table>
<thead>
<tr>
<th>number</th>
<th>course name</th>
<th>sem. hours</th>
</tr>
</thead>
</table>

**See course descriptions for required prerequisites and corequisites**

ANTH 105 Cultural Anthropology 3
APSU 210 Introduction to Applied Supervision 3
APSU 215 Legal Aspects of Supervision 3
APSU 350 Effective Planning & Organizing 3
APSU 355 Supervising Staff 3
APSU 360 Effective Leadership Skills 3
APSU 450 Seminar in Applied Supervision 4
ASC 401 Values Seminar in University College 3
COMS 290 Interpersonal Communication 3
COMS 275 Introduction to Public Relations or
COMS 390 Organizational Communication 3
ENGL 101 Composition & Critical Thought 3
ENGL 102 Advanced Composition & Literature 3
Select ONE of the following three courses 3
GP 204 Current Issues in World Affairs (3)
GP 221 Introduction to International Relations (3)
Any world religions course (3)
IS 101 Introduction to Personal Computers or
IS 105 Introduction to Computer-Based Systems 3
MATH 117 Elementary Functions 4
PHIL 350 Ethics or PHIL 352 Business Ethics 3
PRWR 215 Effective Communication 3
PSY 105 Introduction to Psychology 3
PSY 204 Social Psychology 3
SOC 105 Introduction to Sociology 3
SOC 330 Modern Organizations & Work 3
UCS 390 Developing Effective Decision Making 4
Humanities electives* 6
Science/Mathematics electives* 8
Limited electives** 27
Free electives 10

TOTAL SEMESTER HOURS 120

- See General Education Requirements.

PARALEGAL STUDIES

120 semester hours of credit required for degree

Students enrolled in this ABA-approved program are provided the maximum opportunity to become educated in the theory, philosophy, and ethical practice of law. They become well versed in civil and criminal law, legal writing, and procedure and may concentrate on a particular area of law through the choice of legal electives. Students completing this program are awarded both a bachelor of science degree and an ABA-approved paralegal certificate of completion. The legal skills acquired through this program enable graduates to assist attorneys in all phases of private and public law practice. Graduates of this program may serve as paralegals to attorneys in law firms, in corporate offices, and on the legal staffs of various government agencies.

Paralegals do not exercise independent legal judgment and do not render legal advice or opinions, set fees, accept cases, or appear in court. They work under the supervision and direction of attorneys. Paralegal studies graduates become proficient in numerous areas, including document preparation, legal research and writing, civil procedure, case file maintenance, and law office management.

<table>
<thead>
<tr>
<th>number</th>
<th>course name</th>
<th>sem. hours</th>
</tr>
</thead>
</table>

**See course descriptions for required prerequisites and corequisites**

ASC 401 Values Seminar in University College 3
ENGL 101 Composition & Critical Thought 3
ENGL 102 Advanced Composition & Literature 3
GP 101 American Government & Politics 3
LEI 101 Introduction to Law 3
LEI 102 Legal Research & Writing I 3
LEI 104 Legal Research & Writing II 3
LEI 106 Contracts & Commercial Transactions 3
LEI 121 Introduction to Criminal Justice 3
LEI 201 Wills and Trusts 3
LEI 204 Trial Process 3
LEI 205 Civil Practice 3
LEI 206 Business Organizations 3
LEI 212 Ethics and Paralegalism 3
LEI 226 Evidence 3
LEI 238 Internet Legal Research 3
LEI electives 21
PHL 110 Critical Thinking 3
PSY 105 Introduction to Psychology 3
SOC 105 Introduction to Sociology 3
History elective 3
Humanities area courses* 6
Science/Mathematics area courses* 12
Social Science area courses* 3
Free electives 18

TOTAL SEMESTER HOURS 120

*See General Education Requirements.

**Any courses except those in ACCT, BUS, BLAW, EC, FIN, MGT, MHR, MIS, MKT, OPM, QA, SBAB, or SMGT.
PROFESSIONAL AND APPLIED STUDIES

120 semester hours of credit required for degree

This program is open to any student holding an associate in applied science degree from a regionally accredited institution. Most students will receive 30 semester hours of advanced standing credit; students from approved technical programs will receive 45 semester hours.

The program is designed to enhance students’ personal and professional skills through careful selection of courses within the professional development area, which may include a minor.

LEARNING OUTCOMES

- Students will demonstrate characteristics of responsible citizenship.
  - Students will engage in helping relationships with others who are different than them in terms of age, class, color, culture, disability, ethnicity, gender, and sexual orientation.
  - Students will demonstrate respect, knowledge, and skills related to clients’ age, class, color, culture, disability, ethnicity, gender, and sexual orientation.
  - Students will apply academic studies to real life problems, and to personal, social, and organizational issues.
  - Students will demonstrate professional leadership qualities when presenting at undergraduate research, applied, and other types of conferences.
  - Students will engage in supervision and other professional activities to enhance knowledge and skills for practice with individuals and groups.

<table>
<thead>
<tr>
<th>number</th>
<th>course name</th>
<th>sem. hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Standing—BLOC Credit†</td>
<td>30 or 45</td>
<td></td>
</tr>
<tr>
<td>Professional development courses, minor, or certificate*</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>ASC 401</td>
<td>Values Seminar in University College</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>Composition &amp; Critical Thought</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>Advanced Composition &amp; Literature</td>
<td>3</td>
</tr>
<tr>
<td>IS 101</td>
<td>Introduction to Personal Computers or IS 105</td>
<td>Introduction to Computer-Based Systems</td>
</tr>
<tr>
<td>PRWR 215</td>
<td>Effective Communication</td>
<td>3</td>
</tr>
<tr>
<td>PSY 105</td>
<td>Introduction to Psychology or SOC 105</td>
<td>Introduction to Sociology</td>
</tr>
<tr>
<td>UCS 101</td>
<td>Introduction to University College Studies</td>
<td>3</td>
</tr>
<tr>
<td>UCS 400</td>
<td>Capstone Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Humanities area courses**</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Social Science area courses***,***</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Free electives†</td>
<td>24 or 9</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL SEMESTER HOURS 120

*Professional development courses must encompass a specific minor. Only six credits of transfer work may be used within the professional development courses/minor.

**See General Education Requirements.

***Students who pursue a business-related minor or intend to pursue a graduate program in business should select EC 201 and 202 as social science electives.

†27 credits of free electives are taken by students who have been awarded advanced standing of 30 credits. Those having 45 credits of advanced standing take 12 free elective credits. Students who do not have 12 credits of mathematics/science within their BLOC credit must take 12 credits of mathematics/science within the free electives.

Students in this major may take no more than 24 credits, in any combination, from the areas of ACCT, BLAW, BUS, EC, FIN, MGT, MHR, MIS, MKT, OPM, QA, SBAB, or SMGT.

A minimum of 30 credits in addition to ASC 401 and UCS 400 must be taken at Widener.

PSYCHOLOGY

120 semester hours of credit required for degree

Psychology is the scientific study of human behavior. Students may choose this field out of personal interest, as preparation for graduate study, or as preparation for careers in mental health, counseling, corrections, human resource management, and so on. Courses in the related fields of anthropology, criminal justice, and sociology are recommended to psychology majors. The bachelor of arts degree is awarded upon successful completion of the curriculum. This degree permits selection of a minor.

LEARNING OUTCOMES

- Students will demonstrate an understanding of psychological concepts and theories.
  - Students will use theoretical frameworks and psychological concepts to understand individual development and behavior across the lifespan and the interactions among individuals, groups, organizations, and communities.
  - Students will demonstrate an understanding of the scientific method (i.e., research methods, an ability to conceptualize a research problem).
  - Students will design and implement a study.
  - Students will analyze data.
  - Students will apply ethical guidelines.
  - Students will demonstrate an ability to write clearly.
  - Students will demonstrate critical thinking skills.
    - Students will engage in continuous self-reflection to support the disciplined use of self in working with clients in agencies and organizations.
  - Students will evaluate research studies.
  - Students will demonstrate attributes and characteristics of professional and civic leadership.
    - Students will engage in helping relationships with clients (i.e., consumers, community recipients) who are different than them in terms of age, class, color, culture, disability, ethnicity, gender, or sexual orientation.
    - Students will practice relevant competencies without discrimination.
    - Students will apply academic studies to real life problems, personal, social, and organizational issues.
    - Students will apply ethical guidelines when working with others (i.e., consumers, community recipients) in agencies and organizations.
    - Students will demonstrate professional leadership qualities when presenting at undergraduate research, applied, and other types of conferences.
  - Students will demonstrate characteristics of responsible citizenship.
    - Students will engage in helping relationships with others who are different than them in terms age, class, color, culture, disability, ethnicity, gender, and sexual orientation.

number course name sem. hours
See course descriptions for required prerequisites and corequisites
ASC 401 Values Seminar in University College 3
ENGL 101 Composition & Critical Thought 3
PSY 105 Introduction to Psychology 3
PSY 385* Statistical Methods with Lab for Social Sciences 4
PSY 387* Research Design with Lab for Social Sciences 4
PSY 409/410* Senior Research 6
PSY 330 Current Issues in Psychology or PSY 377 History & Systems of Psychology 3

Select TWO courses from each of the following groups; one course must have a lab:

Experimental 6–7
PSY 220 Learning & Memory (3)
PSY 230** Cognition (3)
PSY 235 Paranormal Psychology (3)
PSY 265 Evolutionary Psychology (3)
PSY 331** Cognition with Lab (4)
PSY 355 Biological Psychology (3)
PSY 360 Sensation & Perception (3)

Professional/Applied 6
PSY 200 Industrial/Organizational Psychology (3)
PSY 202 Educational Psychology: Early Learners (3)
PSY 203 Consumer Behavior & Advertising (3)
PSY 215 Multicultural Psychology (3)
PSY 216 Community Psychology (3)
PSY 225 Abnormal Psychology (3)
PSY 240 Health Psychology (3)
PSY 250 Effective Instructional Practices—Special Ed. (3)
PSY 278 Problem Behavior Analysis in Children (3)
PSY 375 Counseling & Psychotherapy (3)
PSY 376 Educational & Psychological Tests (3)

Social/Development 6–7
PSY 204 Social Psychology (3)
PSY 205 Personality (3)
PSY 206 Psychology of Women (3)
PSY 210 Cross-Cultural Social Psychology (3)
PSY 211** Human Growth & Development I (3)
PSY 212 Human Growth & Development II (3)
PSY 213 Adolescent Psychology (3)
PSY 245 Group Dynamics (3)
PSY 332** Human Growth & Development with Lab (4)

Related fields courses**** 6
Humanities area courses†† 12
Science/Mathematics area courses* 13
Limited electives††† 20
Free electives 24
TOTAL SEMESTER HOURS .......................... 120

**The research sequence begins in the fall semester and covers four semesters (2 years) with no research courses offered in the summer. Students must earn a grade of C or better in these courses. Students should consult with an academic advisor to ensure timely completion of the sequence.

***Students may take PSY 230 or 331, not both. Students may take PSY 211 or 332, not both.

****Select courses from anthropology, biology, sociology, or CJ 105, CJ 230, CJ 315, or GWS 101.

††See General Education Requirements. ENGL 102 is recommended.

†††Any courses except those in ACCT, BUS, BLAW, EC, FIN, MGT, MHR, MIS, MKT, OPM, QA, SBAH, or SMGT.

ASSOCIATE’S DEGREE PROGRAMS

Two associate’s degrees are awarded through University College. The degrees and their concentrations are associate in arts (liberal arts) and associate in science (allied health, business administration, general studies, paralegal studies, professional studies, and radiologic technology).

To fulfill degree requirements, students must successfully complete their last 15 semester hours of courses enrolled as University College students, and have earned a grade-point average of at least 2.00 for all course work taken at Widener.

ALLIED HEALTH

63 semester hours of credit required for degree; 30 semester hours of credit taken at University College, after being awarded advanced standing

This associate in science degree program is designed for those who have graduated from approved hospital-based programs in any of the allied health professions.

LEARNING OUTCOMES

Learning Objective 1: Students will demonstrate the knowledge, skills, and scholarship appropriate for their major field of study.
• Learning Outcome 1: Students connect core course concepts with discipline specific practices.

Learning Objective 2: Students will be able to think critically and communicate effectively.
• Learning Outcome 2: Students demonstrate competent oral and written communication skills with their colleagues and in the wider community.
• Learning Outcome 3: Students apply basic principles of critical thinking and problem solving to the discipline scope of practice.

Learning Objective 3: Students will demonstrate attributes associated with professional and civic leadership.
• Learning Outcome 4: Students define the expanding professional role of the technically trained healthcare worker in a diverse and changing society.

number course name sem. hours
See course descriptions for required prerequisites and corequisites
Advanced Standing—BLOC Credit 30
ALLH 220 Health Care & the Law or APSU 215 Legal Aspects of Supervision 3
ENGL 101 Composition & Critical Thought 3
ENGL 102 Advanced Composition & Literature 3
PRWR 215 Effective Communication 3
PSY 105 Introduction to Psychology 3
SOC 105 Introduction to Sociology 3
Humanities area course* 3
Science/Mathematics area courses* 6
Free electives 6
TOTAL SEMESTER HOURS .......................... 63

*See General Education Requirements.
BUSINESS ADMINISTRATION

63 semester hours of credit required for degree

This associate in science program is designed to prepare students for advanced work in accounting, marketing, management, and human resource management.

LEARNING OUTCOMES

Learning Objective 1: Students will demonstrate the knowledge, skills, and scholarship appropriate for their major field of study.
- Learning Outcome 1: Students connect core course concepts with discipline-specific practices.
- Learning Outcome 2: Students contrast and compare interdisciplinary perspectives on problem solving and decision making.

Learning Objective 2: Students will be able to think critically and communicate effectively.
- Learning Outcome 3: Students communicate competency (clearly, critically, logically, and persuasively) in oral and written discourse.
- Learning Outcome 4: Students use their knowledge and skills to organize projects in a timely and collegial manner by demonstrating effective organizational skills.

Learning Objective 3: Students will demonstrate attributes associated with professional and civic leadership.
- Learning Outcome 4: Students participate as members of a team or group, and project a professional persona within their chosen field.

number course name sem. hours
See course descriptions for required prerequisites and corequisites
ACCT 204 Financial Accounting 3
ACCT 205 Managerial Accounting 3
ANTH 105 Cultural Anthropology 3
BLAW 150 Legal & Ethical Environment of Business 3
EC 201 Principles of Macroeconomics 3
EC 202 Principles of Microeconomics 3
ENGL 101 Composition & Critical Thought 3
ENGL 102 Advanced Composition & Literature 3
MATH 117 Elementary Functions 4
MATH 118 Elementary Calculus I 4
MGT 210 Foundations of Management 3
MIS 180 Computing & Spreadsheets 1
MIS 290 Management Information Systems 3
MKT 300 Marketing Principles 3
PRWR 215 Effective Communication 3
QA 251 Elementary Statistical Analysis 3
QA 252 Intermediate Statistical Analysis 3
Humanities elective* 3
Social Science elective* 3
Humanities or Social Science elective* 3
BUS 110** or Limited elective*** 3
TOTAL SEMESTER HOURS 63

*See General Education Requirements.
**Students with substantial background will substitute an upper-level business elective upon recommendation by the assistant deans.
***Any courses except those in ACCT, BUS, BLAW, EC, FIN, MGT, MHR, MIS, MKT, OPM, QA, SBAH, or SMGT.

GENERAL STUDIES

60 semester hours of credit required for degree

This associate in science degree program permits a student to structure an academic course of study, with the aid of an advisor, to meet individual needs and professional goals. While the student has the latitude to choose 18 of the 20 courses, assistance from the advisor should result in these selections being particularly meaningful.

LEARNING OUTCOMES

Learning Objective 1: Students will demonstrate the knowledge, skills, and scholarship appropriate for their major field of study.
- Learning Outcome 1: Students identify the basic parts of problems.
- Learning Outcome 2: Students use their knowledge and skills to organize projects in a timely and collegial manner by demonstrating effective organizational skills.
- Learning Outcome 3: Students communicate competency (clearly, critically, logically, and persuasively) in oral and written discourse.

Learning Objective 2: Students will demonstrate attributes associated with professional and civic leadership.
- Learning Outcome 4: Students participate as members of a team or group, and project a professional persona within their chosen field.

number course name sem. hours
See course descriptions for required prerequisites and corequisites
ENGL 101 Composition & Critical Thought 3
ENGL 102 Advanced Composition & Literature 3
Humanities area courses* 12
Science/Mathematics area courses* 12
Social Science area courses* 12
Free electives 18
TOTAL SEMESTER HOURS 60

*See General Education Requirements.
LIBERAL ARTS

60 semester hours of credit required for degree

The liberal arts program is designed to provide broad interdisciplinary study in the liberal arts and sciences. The program affords a breadth of exposure to the major academic disciplines of the social sciences, humanities, and sciences while providing an opportunity to explore selected areas in depth. With the assistance of the academic advisor, a student can schedule a number of courses to meet specific interests and needs. The curriculum provides the foundation for continuing on into the bachelor’s program in liberal studies. The degree awarded is associate in arts.

LEARNING OUTCOMES

Learning Objective 1: Students will demonstrate the knowledge, skills and scholarship appropriate to their major field of study.

• Learning Outcome 1: Students classify the theories and tenets (ologies and isms) within the liberal studies disciplines/fields.

• Learning Outcome 2: Students locate and organize sources of information.

• Learning Outcome 3: Students identify relationships among liberal studies disciplines/fields.

Learning Objective 2: Students will be able to think critically and communicate effectively.

• Learning Outcome 4: Students communicate competently (clearly, critically, logically, and persuasively) in oral and written discourse.

Learning Objective 3: Students will demonstrate attributes associated with professional and civic leadership.

• Learning Outcome 5: Students identify with the diverse and changing world.

PARALEGAL STUDIES

60 semester hours of credit required for degree

This ABA-approved paralegal program focuses on legal research and writing, the mechanics of the civil litigation process and various specialized areas such as probate, litigation, real estate, criminal law, and technology. The program provides intensive specialty skills and broad liberal arts education for students who enter the paralegal profession. Students completing this program are awarded both an associate of science degree and an ABA-approved paralegal certificate of completion. Many associate students continue in the bachelor program at the Legal Education Institute. Paralegals do not exercise independent legal judgment and do not render legal advice or opinions, set fees, accept cases, or appear in court. They work under the supervision and direction of attorneys.

<table>
<thead>
<tr>
<th>number</th>
<th>course name</th>
<th>sem. hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 101</td>
<td>Composition &amp; Critical Thought</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>Advanced Composition &amp; Literature</td>
<td>3</td>
</tr>
<tr>
<td>GP 101</td>
<td>American Government &amp; Politics</td>
<td>3</td>
</tr>
<tr>
<td>LEI 101</td>
<td>Introduction to Law</td>
<td>3</td>
</tr>
<tr>
<td>LEI 102</td>
<td>Legal Research and Writing I</td>
<td>3</td>
</tr>
<tr>
<td>LEI 104</td>
<td>Legal Research and Writing II</td>
<td>3</td>
</tr>
<tr>
<td>LEI 121</td>
<td>Introduction to Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>LEI 205</td>
<td>Civil Practice</td>
<td>3</td>
</tr>
<tr>
<td>LEI 212</td>
<td>Ethics and Paralegalism</td>
<td>3</td>
</tr>
<tr>
<td>LEI 238</td>
<td>Internet Legal Research</td>
<td>3</td>
</tr>
<tr>
<td>LEI electives</td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>PHIL 110</td>
<td>Critical Thinking</td>
<td>3</td>
</tr>
<tr>
<td>SOC 105</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>Science/Mathematics area courses</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>TOTAL SEMESTER HOURS</td>
<td></td>
<td>60</td>
</tr>
</tbody>
</table>

*See General Education Requirements.
PROFESSIONAL AND APPLIED STUDIES

60–69 semester hours of credit required for degree

This Associate in Science degree program is designed for students who have completed an approved IBEW (International Brotherhood of Electrical Workers) apprenticeship program. BLOC credit of 41 or 45 credits will be awarded, dependent upon the length of apprenticeship.

LEARNING OUTCOMES

Learning Objective 1: Students will demonstrate the knowledge, skills, and scholarship appropriate to their major field of study.

• Learning Outcome 1: Students demonstrate knowledge and proficiency of information technologies.

Learning Objective 2: Students will be able to think critically and communicate effectively.

• Learning Outcome 2: Students identify the basic parts of problems.
  • Learning Outcome 3: Students use their knowledge and skills to organize projects in a timely and collegial manner by demonstrating effective organizational skills.
  • Learning Outcome 4: Students communicate competently in writing and orally with diverse audiences in a variety of social structures.

Learning Objective 3: Students will demonstrate attributes associated with professional and civic leadership.

• Learning Outcome 5: Students participate as members of a team or group, and project a professional persona within their chosen fields.

<table>
<thead>
<tr>
<th>number</th>
<th>course name</th>
<th>sem. hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>See course descriptions for required prerequisites and corequisites</td>
<td></td>
</tr>
<tr>
<td>Advanced Standing—BLOC Credit</td>
<td>30 or 45</td>
<td></td>
</tr>
<tr>
<td>ENGL 101</td>
<td>Composition &amp; Critical Thought</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>Advanced Composition &amp; Literature</td>
<td>3</td>
</tr>
<tr>
<td>IS 101</td>
<td>Introduction to Personal Computers or IS 105</td>
<td>3</td>
</tr>
<tr>
<td>IS 105</td>
<td>Introduction to Computer-Based Systems</td>
<td>3</td>
</tr>
<tr>
<td>PRWR 215</td>
<td>Effective Communication</td>
<td>3</td>
</tr>
<tr>
<td>PSY 105</td>
<td>Introduction to Psychology or SOC 105</td>
<td>3</td>
</tr>
<tr>
<td>SOC 105</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>UCS 101</td>
<td>Introduction to University College Studies</td>
<td>3</td>
</tr>
<tr>
<td>Humanities elective*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Social Science elective*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Free electives**</td>
<td>6 or 0</td>
<td></td>
</tr>
<tr>
<td>TOTAL SEMESTER HOURS</td>
<td>60 or 69</td>
<td></td>
</tr>
</tbody>
</table>

*RSee General Education Requirements.

**Six credits of free electives are taken by students who have been awarded advanced standing of 30 credits. Those having 45 credits of advanced standing take no free elective credits. Students who do not have 3 credits of mathematics/science within their BLOC credit must take 3 credits of mathematics/science within the free electives.

RADIOLOGIC TECHNOLOGY

66 semester hours required for degree; 15 semester hours taken at University College, after being awarded advanced standing credit

Requirements for this Associate in Science degree consist of graduation from an approved hospital-based radiologic technology program (for which 51 semester hours of credit will be granted), certification by the American Registry of Radiologic Technologists (ARRT), and the successful completion of the courses listed below. Advanced standing and matriculation will be granted upon presentation of hospital transcripts and ARRT certification.

LEARNING OUTCOMES

Learning Objective 1: Students will demonstrate the knowledge, skills, and scholarship appropriate to their major field of study.

• Learning Outcome 1: Students connect core course concepts with discipline-specific practices.

Learning Objective 2: Students will be able to think critically and communicate effectively.

• Learning Outcome 2: Students demonstrate competent oral and written communication skills with their colleagues and in the wider community.
  • Learning Outcome 3: Students apply basic principles of critical thinking and problem solving to the discipline scope of practice.

Learning Objective 3: Students will demonstrate attributes associated with professional and civic leadership.

• Learning Outcome 4: Students define the expanding professional role of the technically trained healthcare worker in a diverse and changing society.

<table>
<thead>
<tr>
<th>number</th>
<th>course name</th>
<th>sem. hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>See course descriptions for required prerequisites and corequisites</td>
<td></td>
</tr>
<tr>
<td>Advanced Standing—BLOC Credit</td>
<td>51</td>
<td></td>
</tr>
<tr>
<td>ENGL 101</td>
<td>Composition &amp; Critical Thought</td>
<td>3</td>
</tr>
<tr>
<td>PSY 105</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 105</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>MATH 115</td>
<td>Conceptual Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Humanities area course*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>TOTAL SEMESTER HOURS</td>
<td>66</td>
<td></td>
</tr>
</tbody>
</table>

*See General Education Requirements.
MINORS

Eleven minors are offered through University College: applied supervision, applied technology supervision, business, criminal justice, English, facilities management, instructional methods for workplace trainers, management, psychology, sociology, and gender and women’s studies. These minors allow students in certain bachelor’s degree programs to concentrate in an additional area of personal interest or professional development. To earn a minor, students must complete at least 15 credits in the minor at Widener University. Students interested in pursuing a minor should contact their academic advisors.

APPLIED SUPERVISION MINOR

22 semester hours of credit required

This program may be taken in addition to or in lieu of a degree program at University College by individuals who seek the skills required for entry-level supervisory positions. The program is designed to be practical and applications-oriented, addressing the theories and practice of human relations and supervision, the legal aspects of supervision, supervising staff, leadership skills, organizational psychology, and planning and organizing. In addition, three courses are designed to incorporate experiential learning activities that allow students to meet professional goals related to supervision. It is recommended that students interested only in the certificate have a minimum of 30 college credits and complete ENGL 101 prior to enrolling.

<table>
<thead>
<tr>
<th>number</th>
<th>course name</th>
<th>sem. hours</th>
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</thead>
<tbody>
<tr>
<td>APSU 210</td>
<td>Introduction to Applied Supervision</td>
<td>3</td>
</tr>
<tr>
<td>APSU 215</td>
<td>Legal Aspects of Supervision</td>
<td>3</td>
</tr>
<tr>
<td>APSU 350</td>
<td>Effective Planning &amp; Organizing</td>
<td>3</td>
</tr>
<tr>
<td>APSU 355</td>
<td>Supervising Staff</td>
<td>3</td>
</tr>
<tr>
<td>APSU 360</td>
<td>Effective Leadership Skills</td>
<td>3</td>
</tr>
<tr>
<td>APSU 450</td>
<td>Seminar in Applied Supervision</td>
<td>4</td>
</tr>
<tr>
<td>PSY 204</td>
<td>Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL SEMESTER HOURS</td>
<td></td>
<td>22</td>
</tr>
</tbody>
</table>

APPLIED TECHNOLOGY SUPERVISION MINOR

24 semester hours of credit required

This minor may be taken by students with a background in technology who need to advance their knowledge of solving practical industrial problems.

<table>
<thead>
<tr>
<th>number</th>
<th>course name</th>
<th>sem. hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>APSU 210</td>
<td>Introduction to Applied Supervision</td>
<td>3</td>
</tr>
<tr>
<td>APSU 215</td>
<td>Legal Aspects of Supervision</td>
<td>3</td>
</tr>
<tr>
<td>APSU 350</td>
<td>Effective Planning &amp; Organizing</td>
<td>3</td>
</tr>
<tr>
<td>APSU 375</td>
<td>Managing Technology Organizations</td>
<td>3</td>
</tr>
<tr>
<td>ENGR 412</td>
<td>Engineering Economics</td>
<td>3</td>
</tr>
<tr>
<td>IS 355</td>
<td>Project Management for Organizations &amp; IS</td>
<td>3</td>
</tr>
<tr>
<td>QA 251</td>
<td>Elementary Statistical Analysis</td>
<td>3</td>
</tr>
<tr>
<td>QA 252</td>
<td>Intermediate Statistical Analysis</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL SEMESTER HOURS</td>
<td></td>
<td>24</td>
</tr>
</tbody>
</table>

| Math 117 and Phil 350 or 352 are required prerequisites for this minor. |

BUSINESS MINOR

32 semester hours of credit required

Students majoring in a nonbusiness program may benefit from an opportunity to take a series of courses in business. The following courses compose a business minor for all programs outside the School of Business Administration.

<table>
<thead>
<tr>
<th>number</th>
<th>course name</th>
<th>sem. hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC 201</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>EC 202</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 117</td>
<td>Elementary Functions</td>
<td>4</td>
</tr>
<tr>
<td>TOTAL SEMESTER HOURS</td>
<td></td>
<td>32</td>
</tr>
</tbody>
</table>

See course descriptions for required prerequisites and corequisites

Prerequisites to Business Courses

<table>
<thead>
<tr>
<th>number</th>
<th>course name</th>
<th>sem. hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 204</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 205</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>FIN 303</td>
<td>Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>MIS 180</td>
<td>Computing &amp; Spreadsheets</td>
<td>1</td>
</tr>
<tr>
<td>MGT 210</td>
<td>Foundations of Management</td>
<td>3</td>
</tr>
<tr>
<td>MKT 300</td>
<td>Marketing Principles</td>
<td>3</td>
</tr>
<tr>
<td>QA 251*</td>
<td>Elementary Statistical Analysis</td>
<td>3</td>
</tr>
<tr>
<td>Business elective**</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

ENGLISH MINOR

21 semester hours of credit required

This minor may be taken by students who desire a background with a broader cultural perspective. It may be useful to those who decide to attend graduate school or as the beginning foundation for many careers.

<table>
<thead>
<tr>
<th>number</th>
<th>course name</th>
<th>sem. hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ 105</td>
<td>Introduction to the Criminal Justice System</td>
<td>3</td>
</tr>
<tr>
<td>CJ 205</td>
<td>Law Enforcement &amp; Police in Society</td>
<td>3</td>
</tr>
<tr>
<td>CJ 210</td>
<td>Criminal Courts</td>
<td>3</td>
</tr>
<tr>
<td>CJ 215</td>
<td>The Correctional System</td>
<td>3</td>
</tr>
<tr>
<td>CJ 315</td>
<td>Juvenile Delinquency &amp; Juvenile Justice</td>
<td>3</td>
</tr>
<tr>
<td>CJ 325</td>
<td>Criminal Law &amp; Procedure</td>
<td>3</td>
</tr>
<tr>
<td>CJ elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>SOC 201</td>
<td>Criminology</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL SEMESTER HOURS</td>
<td></td>
<td>24</td>
</tr>
</tbody>
</table>

See course descriptions for required prerequisites and corequisites

Select TWO courses from ENGL 131, 132, 133, 134

31
FACILITIES MANAGEMENT MINOR

24 semester hours of credit required

This minor may be taken by students who need to possess a wide variety of knowledge and skills in order to operate a building or large campus of multiple structures. The minor is designed to meet the standards for programs as established by the International Facility Management Association.

<table>
<thead>
<tr>
<th>number</th>
<th>course name</th>
<th>sem. hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>32</td>
<td>INMT 303 Instructional Design</td>
<td>3</td>
</tr>
<tr>
<td>32</td>
<td>INMT 360 Evaluation &amp; Assessment</td>
<td>3</td>
</tr>
<tr>
<td>32</td>
<td>INMT 405 Education: Current Issues</td>
<td>3</td>
</tr>
<tr>
<td>32</td>
<td>PSY 200 Industrial/Organizational Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

TOTAL SEMESTER HOURS ........................................ 24

See course descriptions for required prerequisites and corequisites

GENDER AND WOMEN'S STUDIES MINOR

18 semester hours of credit required*

The purpose of the women's studies minor is to facilitate exploration of the rapidly expanding interdisciplinary scholarship in women's studies. Students' ability to articulate what they have learned about interdisciplinary scholarship as it pertains to the intersection of gender, race, ethnicity, sexuality, and class will enhance their potential for professional success.

<table>
<thead>
<tr>
<th>number</th>
<th>course name</th>
<th>sem. hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>32</td>
<td>INMT 302 Teaching Methods for the Adult Learner</td>
<td>3</td>
</tr>
<tr>
<td>32</td>
<td>INMT 350 Integrating Technology into the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>32</td>
<td>INMT 360 Evaluation &amp; Assessment</td>
<td>3</td>
</tr>
<tr>
<td>32</td>
<td>INMT 405 Education: Current Issues</td>
<td>3</td>
</tr>
<tr>
<td>32</td>
<td>PSY 200 Industrial/Organizational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>32</td>
<td>PRWR 215 Effective Communication</td>
<td>3</td>
</tr>
<tr>
<td>32</td>
<td>FAC 350 Facilities Management</td>
<td>3</td>
</tr>
<tr>
<td>32</td>
<td>FAC 355 Facilities Planning &amp; Project Management</td>
<td>3</td>
</tr>
<tr>
<td>32</td>
<td>FAC 360 Information Systems Contracting</td>
<td>3</td>
</tr>
<tr>
<td>32</td>
<td>FAC 450 Capstone Course in Facilities Management</td>
<td>3</td>
</tr>
<tr>
<td>32</td>
<td>SOC 330 Modern Organizations &amp; Work</td>
<td>3</td>
</tr>
<tr>
<td>32</td>
<td>SOCIOL 356 Women's Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

Select five sociology courses, 200 level or higher15

TOTAL SEMESTER HOURS ........................................ 25

*Counts toward general education requirements.

**All women's studies courses that are cross-listed with humanities courses will count for general education humanities credit. All women's studies courses that are cross-listed with science courses will count for general education science credit. All courses that are cross-listed with social science courses will count for general education social science credit. A minimum of two courses must be selected from humanities and a minimum of two courses must be selected from social sciences. At least two courses are required at the upper-division level.

See course descriptions for required prerequisites and corequisites

INSTRUCTIONAL METHODS FOR WORKPLACE TRAINERS

21 semester hours of credit required

This program may be taken in addition to a degree program at University College by individuals who desire an understanding of working with adults in an educational setting. This minor emphasizes educational and pedagogical techniques using emerging technologies.

<table>
<thead>
<tr>
<th>number</th>
<th>course name</th>
<th>sem. hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>32</td>
<td>INMT 301 Introduction to Education of Adults</td>
<td>3</td>
</tr>
<tr>
<td>32</td>
<td>INMT 302 Teaching Methods for the Adult Learner</td>
<td>3</td>
</tr>
<tr>
<td>32</td>
<td>INMT 303 Instructional Design</td>
<td>3</td>
</tr>
<tr>
<td>32</td>
<td>SOC 355 Social Theory</td>
<td>3</td>
</tr>
<tr>
<td>32</td>
<td>SOC 360 Social Foundations</td>
<td>3</td>
</tr>
</tbody>
</table>

TOTAL SEMESTER HOURS ........................................ 21

See course descriptions for required prerequisites and corequisites

MANAGEMENT MINOR

21 semester hours of credit required

This minor may be taken in addition to a degree program by non-business students who desire to gain a broad-based knowledge in the functional areas of business. Students may select electives to help attain an adequate level of exposure in the areas of finance, human resource management, and marketing.

<table>
<thead>
<tr>
<th>number</th>
<th>course name</th>
<th>sem. hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>32</td>
<td>INMT 301 Introduction to Education of Adults</td>
<td>3</td>
</tr>
<tr>
<td>32</td>
<td>INMT 360 Evaluation &amp; Assessment</td>
<td>3</td>
</tr>
<tr>
<td>32</td>
<td>INMT 405 Education: Current Issues</td>
<td>3</td>
</tr>
<tr>
<td>32</td>
<td>PSY 200 Industrial/Organizational Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

TOTAL SEMESTER HOURS ........................................ 21

See course descriptions for required prerequisites and corequisites

PSYCHOLOGY MINOR

25 semester hours of credit required

This minor may be taken by University College students who desire a better understanding of human behavior.

<table>
<thead>
<tr>
<th>number</th>
<th>course name</th>
<th>sem. hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>32</td>
<td>INMT 301 Introduction to Education of Adults</td>
<td>3</td>
</tr>
<tr>
<td>32</td>
<td>INMT 360 Evaluation &amp; Assessment</td>
<td>3</td>
</tr>
<tr>
<td>32</td>
<td>INMT 405 Education: Current Issues</td>
<td>3</td>
</tr>
<tr>
<td>32</td>
<td>PSY 200 Industrial/Organizational Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

TOTAL SEMESTER HOURS ........................................ 25

See course descriptions for required prerequisites and corequisites

SOCIOLOGY MINOR

21 semester hours of credit required

This minor may be taken by University College students who desire a better understanding of society, human behavior, and social interaction.

<table>
<thead>
<tr>
<th>number</th>
<th>course name</th>
<th>sem. hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>32</td>
<td>INMT 301 Introduction to Education of Adults</td>
<td>3</td>
</tr>
<tr>
<td>32</td>
<td>INMT 360 Evaluation &amp; Assessment</td>
<td>3</td>
</tr>
<tr>
<td>32</td>
<td>INMT 405 Education: Current Issues</td>
<td>3</td>
</tr>
<tr>
<td>32</td>
<td>PSY 200 Industrial/Organizational Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

TOTAL SEMESTER HOURS ........................................ 21

See course descriptions for required prerequisites and corequisites
PRE-PROFESSIONAL PREPARATION

Students interested in:
• pre-law
• pre-physical therapy

should call the University College office at 610-499-4282 for an appointment with a pre-professional preparation advisor. University College offers many of the courses that prepare students for these fields.

PRE-PHYSICAL THERAPY 3+3 PROGRAM

This program is for students interested in the field of physical therapy and is designed to provide the academic background needed for admission in the Doctor of Physical Therapy (DPT) graduate program. Students in the program will earn both their bachelor’s degree and their doctor’s degree. Please contact the School of Human Service Professions at 610-499-4272 for more information.

PRE-LAW

The Association of American Law Schools has emphasized that no single major or individual group of courses provides a secret key to preparation for law school. Students should major in a field that is intellectually challenging and that will develop:

• Comprehension and expression in words.
• Critical understanding of the human institutions and values with which the law deals.
• Creative power and thinking.

Common majors for pre-law include English, liberal studies, and management. To speak to an academic advisor about pre-law preparation, contact either the University College Delaware Campus Office at 302-477-2216 or Main Campus Office at 610-499-4282.

SPECIAL PROGRAMS

LEGAL EDUCATION INSTITUTE

In a cooperative venture with the Widener University Law Center, University College provides paraprofessional legal education to qualified full- and part-time students on the Delaware Campus. The institute’s faculty are deeply committed to providing a rigorous program of legal education qualifying students for rewarding careers in law-related fields of endeavor. Full-time students earn their credits over four semesters of study. Part-time students earn their credits over six semesters and two summer sessions.

The Legal Education Institute offers its students a unique learning experience. Both the institute and Widener University School of Law, one of the nation’s largest law schools, are integral parts of the Widener University Law Center. This close affiliation affords students the many benefits of the Law Center’s vast resources, including the opportunity to:

• Study and research in the same environment as law students and attorneys, with full access to the Law Center’s extensive law library.
• Practice newly acquired legal skills in one of the Law Center’s many clinical programs and advocacy classes.
• Observe numerous regional and national moot court and trial competitions.
• Attend lectures by noted practitioners in the legal community.

Most importantly, students at the Legal Education Institute receive exceptional classroom instruction. Experience and diversity characterize the backgrounds of the administration and faculty.

The paralegal studies associate’s degree program requires 60 credits of course instruction, including 39 credits of specialty course work and 21 credits of general education.

The paralegal studies certificate programs provide specialty instruction for students who have earned a college degree or who have accumulated at least 60 qualified college credits. Students must complete 24 required credits, but may enroll in additional legal specialty electives.

The certificate programs can be completed in as little as two semesters. Applications are accepted year-round with start dates in August, January, and May. Individuals wanting more information should contact: Assistant Dean, Legal Education Institute, Widener University, P.O. Box 7474, Wilmington, DE 19803; or e-mail LEI@law.widener.edu.

LEGAL NURSE CONSULTANT CERTIFICATE

24 semester hours of credit required

A Widener legal nurse consultant (LNC) brings medical knowledge to the practice of law. Through a combination of online and seated lectures, practical instruction, and mentorship experiences, students learn to evaluate, analyze, and consult on the medical aspects of legal issues. Students can explore issues relating to forensic science, toxic torts, product liability, and personal injury.

The goal of the ABA-approved LNC program is to provide maximum opportunity for registered nurses to be educated both in the classroom and in the diverse fields in which LNCs practice. Courses are taught by highly experienced professional attorneys and LNCs. Students who are accepted into the LNC program must hold a diploma or an associate’s or bachelor’s degree in nursing and a current RN license.

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<tr>
<td>LEI 102</td>
<td>Legal Research I</td>
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<td>LEI 105</td>
<td>Legal Research II/ Medical Research</td>
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<tr>
<td>LEI 205</td>
<td>Civil Practice</td>
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<td>LEI 213</td>
<td>Torts &amp; Personal Injury Law</td>
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<td>LEI 222</td>
<td>Health Care Law &amp; Ethics</td>
<td>3</td>
</tr>
<tr>
<td>LEI 231</td>
<td>Introduction to Legal Nurse Consultant</td>
<td>3</td>
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<tr>
<td>LEI 232</td>
<td>Principles &amp; Practices of the Legal Nurse Consultant</td>
<td>3</td>
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<tr>
<td>LEI 233</td>
<td>Mentorship</td>
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<td>TOTAL SEMESTER HOURS</td>
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PARALEGAL STUDIES CERTIFICATE

24 semester hours of credit required

This program provides specialty instruction for students already holding 60 college credits. The program focuses on legal research and writing, the mechanics of the civil litigation process, and various specialized areas of practice such as probate, litigation, and business organizations.
## PARALEGAL STUDIES CERTIFICATE (GENERAL)

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<td>LEI 101</td>
<td>Introduction to Law</td>
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<td>LEI 102</td>
<td>Legal Research &amp; Writing I</td>
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<td>LEI 104</td>
<td>Legal Research &amp; Writing II</td>
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<tr>
<td>LEI 201</td>
<td>Wills &amp; Trusts</td>
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<td>LEI 205</td>
<td>Civil Practice</td>
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<td>LEI 206</td>
<td>Business Organizations</td>
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<tr>
<td>LEI 212</td>
<td>Ethics &amp; Paralegalism</td>
<td>3</td>
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<td>LEI 238</td>
<td>Internet Legal Research</td>
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## CONCENTRATIONS

Our Paralegal Certificate Program has been expanded to provide students the opportunity to specialize their education and prepare for exciting careers in the legal field. All Paralegal Certificates of Completion with Concentration have been approved by the American Bar Association.

## PARALEGAL STUDIES CERTIFICATE WITH A CONCENTRATION IN CORPORATE LAW

### 24 semester hours of credit required

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<td>LEI 104</td>
<td>Legal Research II</td>
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<tr>
<td>LEI 106</td>
<td>Contracts &amp; Commercial Transactions</td>
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<td>Civil Practice</td>
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<td>LEI 240</td>
<td>Intellectual Property or</td>
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<td>LEI 253</td>
<td>Civil Practice</td>
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<td>LEI 238</td>
<td>Internet Legal Research</td>
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## PARALEGAL STUDIES CERTIFICATE WITH A CONCENTRATION IN REAL ESTATE

### 24 semester hours of credit required

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<td>LEI 106</td>
<td>Contracts &amp; Commercial Transactions</td>
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<tr>
<td>LEI 135</td>
<td>Advanced Residential &amp; Commercial Real Estate for Paralegals</td>
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<tr>
<td>LEI 203</td>
<td>Real Estate</td>
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<td>LEI 209</td>
<td>Practicum</td>
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<td>LEI 212</td>
<td>Ethics</td>
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<td>LEI 253</td>
<td>Real Estate Title Search &amp; Examination</td>
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## PARALEGAL STUDIES CERTIFICATE WITH A CONCENTRATION IN CRIMINAL LAW

### 24 semester hours of credit required

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<tr>
<td>LEI 104</td>
<td>Legal Research II</td>
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<tr>
<td>LEI 121</td>
<td>Introduction to Criminal Justice</td>
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<td>LEI 205</td>
<td>Civil Practice</td>
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<tr>
<td>LEI 212</td>
<td>Ethics</td>
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<td>LEI 238</td>
<td>Internet Legal Research</td>
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<td>LEI 245</td>
<td>Criminal Procedure</td>
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## PARALEGAL STUDIES CERTIFICATE WITH A CONCENTRATION IN HEALTH LAW

### 24 semester hours of credit required

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<td>Contracts &amp; Commercial Transactions</td>
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<td>Civil Practice</td>
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<tr>
<td>LEI 213</td>
<td>Torts &amp; Personal Injury Law</td>
<td>3</td>
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<tr>
<td>LEI 220</td>
<td>Medical Malpractice or</td>
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<tr>
<td>LEI 222</td>
<td>Health Care Law &amp; Ethics or</td>
<td>3</td>
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<tr>
<td>LEI 254</td>
<td>Bioethics and the Law</td>
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MASTER’S DEGREE PROGRAM

The master’s degree in allied health education is designed for allied health and related health professionals who teach in community colleges, hospital based programs, and community health related fields. It prepares registered, certified, and/or licensed allied health professionals for expanded roles in teaching, administration, and advanced professional practices. The program will:

- Provide students with knowledge and skills to function as educators in academic, clinical, and community settings.
- Enable students to gain competency in leadership skills and group dynamics that are increasingly important in health care management.
- Train allied health students to be critical thinkers and communicators.
- Prepare allied health students to function in a professional manner with an understanding of global citizenship.

ADMISSION CRITERIA

To apply, fulfill the following procedures and requirements:

- Complete the application form.
- Pay the nonrefundable application fee of $25 (the fee is waived for online applications).
- Have an official transcript sent from all previous graduate and undergraduate programs.
- Submit two letters of recommendation from colleagues, supervisors, or college professors.
- Complete a writing sample. Contact the Writing Center at 610-499-4332 to schedule an appointment.
- Submit GRE scores.
- Submit proof of current certification in an allied health field.

Application for admission should be made to: Committee on Graduate Admissions, Center for Education, Widener University, One University Place, Chester, PA 19013. A faculty committee makes admission decisions based on the following criteria:

- Undergraduate GPA of 3.0 (may consider special cases).
- Written recommendations.
- A passing score on the writing sample.
- Scores from the GRE. The scores being used will be those prescribed by the School of Business Administration for non-business majors: 450 GRE: 400 verbal, 480 quantitative, and 3.5 analytical.

Grading and Dismissal

Graduate students in the master of arts in allied health education program are expected to maintain satisfactory rates of progress toward their graduate degree. The graduate record for students begins with the first course in which they enroll and includes all subsequent courses. Students who earn a grade of less than a B in courses totalling six semester hours will be subject to academic dismissal. If a student earns a grade of B– or below, the course may be repeated only once. Both grades will be recorded on the transcript, but only the most recent grade will be used in calculating the GPA. When a student is found to have violated Widener’s academic fraud policies, that student is prohibited from exercising the repeat-of-course option to remove the F grade (given as a result of fraud) from the GPA calculation. To graduate, students must achieve an overall GPA of 3.0 on a standard 4.0 system. No student will graduate from this program with an incomplete grade.

MASTER OF ARTS IN ALLIED HEALTH EDUCATION

32 semester hours of credit required for degree

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See course descriptions for required prerequisites and corequisites

Foundations

ED 583 Education of Adults from a Developmental Perspective 3
ED 544 Multicultural Education or Human sexuality education elective 3
ED 505 Alternative Education Models 3
ED 509 Curriculum Theory 3

Research

ED 510 Applications in Educational Research 3
ED 714 Qualitative Research 3

Professional Core

HCM 601 Health Care Policy 3
HCM 670 Legal Issues in Health Care 1.5
HCM 673 Financial Management* 1.5
BPI 600 Business Process Management 3
ALLH 600 Managing Allied Health Care Operations 3

Project

ALLH 750 Portfolio Project 2

TOTAL SEMESTER HOURS 32

* Student must have completed a course, graduate or undergraduate, in financial accounting prior to enrollment in this course.

GRADUATE COURSE DESCRIPTIONS

ALLH 600 MANAGING AN ALLIED HEALTH OPERATION (3 S.H.)

The allied health profession continues to change, as the world of health care changes. Educators in the field must understand how the changing structures and organizations result in the need for a new type of leadership in allied health. This course deals with the core attributes of leadership in today’s allied health organizations. Topics include establishing values, creating a vision for the unit, initiating and managing change, developing relationships with supervisors, peers, and staff, and building a team that will handle change and increased need in productivity. Communications in the allied health field are stressed in this course. Guest speakers include allied health leaders from a variety of different fields. Prerequisite: HCM 601, 607.

ALLH 750 PORTFOLIO PROJECT IN ALLIED HEALTH (2 S.H.)

Students are required to formulate a portfolio that documents the evidence of their competencies in allied health education. A professional portfolio serves as an extension of an official vita and can be used to demonstrate the expertise gained and tangible proof of their skills and experiences in education.

BPI 600 BUSINESS PROCESS MANAGEMENT: MODELING TO MONITORING (3 S.H.)

In an effort of become leaner and improve responsiveness to the customer in a volatile economic time, organizations of the 21st century are putting more emphasis on process-centric approaches and are viewing the key to success as lying in business process management (BPM). BPM involves the practice of improving the efficiency and effectiveness of organizations by focusing on and automating business processes, thereby creating agile processes to consistently achieve competitive advantage. This course is an introduction and overview of BPM. The concepts, fundamentals,
methods, and organizational impact of BPM are emphasized. The phases of BPM are examined, which include process strategy, process definition, process implementation, and process controlling. The course also covers the general methodologies and information technologies used in each of these phases for successful BPM initiatives. Case studies are used to help students gain a fundamental understanding of BPM and the surrounding issues in organizations. Prerequisite: None.

ED 510 APPLICATIONS OF EDUCATION RESEARCH (3 S.H.)
This course helps instructors review educational research and understand research methods in education so they can apply recent developments in their own teaching environments.

ED 505 ALTERNATIVE EDUCATIONAL MODELS (3 S.H.)
As educational systems move into the 21st century, classrooms and students are changing. Conventional approaches to educational instruction and organization may not continue to provide the most effective methods to facilitate learning and deal with the complexity and diversity of changing student populations. In this course, students explore issues and problems confronting teachers today. A problem-solving approach to curriculum development and delivery is examined. Alternative models are presented and analyzed.

ED 509 CURRICULUM THEORY (3 S.H.)
The development and current character of the field of curriculum are "sets of intended learnings" for this course. Through historical, political, social, and economic analysis, the course traces the efforts and outcomes of curriculum development. Curriculum specialists in the field make presentations on current curriculum trends.

ED 544 MULTICULTURAL EDUCATION (3 S.H.)
The focus of this course is to establish a forum to discuss the subject of diversity in a constructive way. The discussion of diversity often results in misunderstanding and lack of forthrightness. This course serves as a starting point for dialogues on the impact of diversity.

ED 583 THE EDUCATION OF ADULTS FROM A DEVELOPMENTAL PERSPECTIVE (3 S.H.)
This course provides students with an introduction to the field of adult education within the context of adult learning and development. The course explores the foundations of adult education with a review of the philosophical concepts and their application to the practice of educating adults. Newly emerging theories of late adolescent and adult development provide a rich and comprehensive perspective on the educational motives and needs of adult students, as lifelong learning and mass education become realities. This course examines the implications of adult development theories for education, with particular attention to the increasing numbers of adult students in our various education institutions.

ED 714 QUALITATIVE RESEARCH METHODS IN EDUCATION (3 S.H.)
This course clarifies and explains some of the different approaches and methods by which qualitative research in education is being conducted, and develops a sense of what is meant by the term 'qualitative.' The course is also designed to provoke discussion and further elaboration of the issues and methods that are represented, e.g., ethnography, historiography, content analysis, conceptual analysis, and grounded theory.

HCM 601 HEALTH CARE POLICY (3 S.H.)
This course focuses on analysis of current arrangements for the financing, delivery, and organization of medical care services. Topics include health care costs and cost containment, ethics and values in health care, the supply, demand, and distribution of health care facilities and human resources, competition and regulation, quality of care, health insurance (both public and private), health care politics, and the roles of government. Prerequisite: None.

HCM 670 INTRODUCTION TO LEGAL ISSUES IN HEALTH CARE MANAGEMENT (1.5 S.H.)
The American health care delivery system has undergone and continues to undergo extensive modification to accommodate a societal desire to conduct a system that provides quality care at an affordable cost. These competing objectives have markedly altered the traditional roles of patients, providers, and payers with the promise of further changes to occur. Managers of health care organizations require an understanding of all aspects of the "business" of health care in order to be effective. This course is intended to provide an overview of the major relationships and issues relevant to health care administration. It is designed to provide an administrator with the ability to recognize legal problems that can, and will, arise in the operation of a health care facility, and to enable the administrator to interact effectively with legal counsel with regard to such problems. Prerequisite: None.

HCM 673 FINANCIAL MANAGEMENT IN THE HEALTH CARE INDUSTRY (1.5 S.H.)
This course applies concepts in managerial accounting and finance to the financial management of health care organizations. It emphasizes the identification of appropriate data for planning and control functions and the use of analytical techniques for decision-making in a health care setting. Prerequisites: HCM 601, undergraduate financial accounting, and a working knowledge of EXCEL or permission of instructor.
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Note that semester hours is abbreviated S.H.
Writing enriched courses are designated W
Service learning courses are designated S.L.
ACCOUNTING (ACCT)

ACCT 200 SURVEY OF ACCOUNTING (3 S.H.)
Survey of Accounting is intended to familiarize students with the fundamentals of external financial reporting and responsibility, including not-for-profit accounting. The objectives, concepts, principles, and methods of financial accounting, within the framework of generally accepted accounting principles (GAAP), are examined and practiced. This includes the preparation and analysis of standard financial statements for a business enterprise and a not-for-profit organization. Emphasis is also placed on the tax implications of business decisions and the difference between accounting income and taxable income. The managerial accounting segment emphasizes internal reporting issues such as cost behavior patterns, direct and indirect costs, cost allocation, budgeting, break-even analysis, and the time value of money and present value concepts as they relate to capital budgeting decisions. Finally, students are exposed to selected "codes of conduct" for accounting professionals and the role that ethics plays in financial reporting.

ACCT 204 FINANCIAL ACCOUNTING (3 S.H.)
This course is designed to provide students with fundamental exposure to the steps in the accounting cycle leading up to the preparation and analysis of financial statements. An emphasis will be placed on the accounting theory and practice as it falls within the framework of Generally Accepted Accounting Principles (GAAP). In addition, the student will be made aware of the opportunities available within the accounting profession and the organizations that influence and contribute to its body of knowledge. Ethical issues confronted by the accountant will also be introduced and discussed.

ACCT 205 MANAGERIAL ACCOUNTING (3 S.H.)
Managerial accounting focuses on the uses of accounting data internally by managers in directing the affairs of business and non-business organizations. These uses include cost concepts, systems, and procedures directed toward job order costing, the time value of money and present value analysis, cost behavior, cost allocation, short- and long-term budgeting, forecasted financial statements, the contribution approach to break-even analysis, standard costing, relevant costing, and statement of cash flows. Emphasis is placed on analysis of information and interpretation of data within the framework of a manufacturing concern. The uses of accounting information by the service industry and not-for-profit sector are also discussed. Students are introduced to the Institute of Management Accountants (IMA) Code of Professional Conduct, and related homework assignments will address ethical situations confronted by management accountants. Computer applications are used. Prerequisite: ACCT 204.

ALLIED HEALTH (ALLH)

ALLH 220 HEALTH CARE AND THE LAW (3 S.H.)
This course covers interrelationships of law and medicine. Topics include the legal organization of health care providers, status of the doctor-patient privilege, the patient’s ‘Bill of Rights,’ analysis of a malpractice case, law of criminal insanity, restrictive covenants in employment contracts, and the definition of death. Emphasis will be placed on the developing national policies and practices relating to the delivery of health care. ALLH 220 may be used as a prerequisite for APSU 350 with written permission from the dean. ALLH 220 may only be taken by allied health majors. Students may not receive credit for both ALLH 220 and APSU 215. Prerequisites: ENGL 101 and 102.

ALLH 409 ALLIED HEALTH PROJECT (3 S.H.)
This project gives senior-level students the opportunity to develop a substantial educational resource or conduct an educational research project related to the field. Prerequisites: ENGL 101 and 102 and permission of the allied health advisor.

ANTHROPOLOGY (ANTH)

ANTH 105 CULTURAL ANTHROPOLOGY (3 S.H.)
This course acquaints students with how anthropologists use a cross-cultural approach to understand human behavior. Differences among the world’s cultures are examined in terms of technological levels, social organization, and ideology. Topics include symbolism, language, sex roles, economic systems, kinship, political systems, religion, magic, warfare, and cultural change. The course concludes by exploring how an anthropological perspective provides insight into contemporary ecological, social, and human survival issues.

ANTH 207 HUMAN EVOLUTION AND DIVERSITY (3 S.H.)
There are different physical characteristics among human beings, things like skin and hair color, body shape, and other physical features. How do we understand these variations, and how has their interpretation led to people’s behavior? Anthropology has a unique interest in these questions as they touch on the core issues of the discipline: human evolution and the content of culture and ethnicity. This course examines the issues of diversity from those two perspectives. The genetics of human beings and the evolutionary causes of variation in physical form are investigated. The cultural interpretation of diversity is then examined in terms of the attitudes and behaviors of groups toward one another. No prerequisite.

ANTH 208 RACE AND RACISM (3 S.H.)
As social scientists assert, race matters. What is race? How does race play a role in American society? This course explores race from all of its dimensions: biology, culture, language, and cultural evolution. In addition to investigating the evolutionary factors that give rise to physical human variation, this course addresses the processes that gave rise to social inequality. Students use an anthropological approach to trace the formation of the current U.S. racial hierarchy from the colonial era to the present and examine the shifting character of racial discrimination across time and space. No prerequisite.
**APPLIED SUPERVISION (APSU)**

**APSU 210  INTRODUCTION TO APPLIED SUPERVISION (3 S.H.)**
An introduction to human relations and supervision. Topics include organizational culture, change in the workplace, leadership and leadership styles, ethics, effective communication skills, setting goals, and group dynamics. This course also introduces students to the learning journal, experiential education, portfolio development, and program requirements. Prerequisites: ENG 101; completion of 30 credits of college course work is also recommended.

**APSU 215  LEGAL ASPECTS OF SUPERVISION (3 S.H.)**
This course reviews the legal aspects of human relations in a work environment. Topics include legal issues related to the selection of personnel, staff evaluation, promotion, and discipline, and the terminology associated with legal issues in a work environment. A learning journal is required. Students may not receive credit for both ALLH 220 and APSU 215. Prerequisite: APSU 210.

**APSU 350  EFFECTIVE PLANNING AND ORGANIZING (3 S.H.)**
First-line supervisors need the ability to foster flexibility in an evolving work environment. Topics include time management, task delegation, development and implementation of departmental goals, and effective communication. A learning journal is required. Prerequisites: APSU 215, PSY 204, declaration of minor.

**APSU 355  SUPERVISING STAFF (3 S.H.)**
Teamwork, understanding group dynamics, and conflict-resolution skills are important components of supervising and motivating staff. Topics include team-building skills, motivating and empowering staff, providing consistent and objective performance evaluation, as well as legal issues related to staff evaluation, discipline, and termination. A learning journal is required. Prerequisite: APSU 350.

**APSU 360  EFFECTIVE LEADERSHIP SKILLS (3 S.H.)**
Leadership types and styles are discussed as they relate to the need for a supervisor to identify and develop his or her own leadership style. Topics include leadership style inventory, coaching and mentoring staff, effective verbal and written communication skills, productivity, leadership vs. management roles, and ethics in the workplace. A learning journal is required. Prerequisite: APSU 350.

**APSU 375  MANAGING TECHNOLOGY ORGANIZATIONS (3 S.H.)**
This course introduces students to the ways in which management principles are applied in the kinds of work they are most likely to encounter in a technology environment. The course traces the historical development of engineering and technology management. Once the students learn the basic functions of management, they will have the opportunity to learn the application to organizational activities such as research, engineering, design, production planning, production operations, and technical marketing and service activities. Prerequisites: APSU 210, 215, and 350.

**APSU 450  SEMINAR IN APPLIED SUPERVISION (4 S.H.)**
Intended as an opportunity for students to synthesize their previous course work and experiential education, APSU 450 will feature discussions of the current issues in supervision. It is an opportunity for students to research an area of supervision relevant to their professional goals. Prerequisites: All APSU lower courses.

**ART HISTORY (AH)**

**AH 101  ART HISTORY I (3 S.H.)**
A survey of the major visual arts—architecture, sculpture, painting—from prehistoric times to the Renaissance. No prerequisites.

**AH 102  ART HISTORY II (3 S.H.)**
A survey of the major visual arts—architecture, sculpture, painting—encompassing the period from the Renaissance to contemporary times. No prerequisites.

**AH 350  WOMEN AND ART (SAME AS GWS 350) (3 S.H.)**
This course looks at studies over the past 20 years that have resituated the significant contributions of women in making, commissioning, and inspiring artistic images. These re-evaluations have led to a richer, more nuanced history—one that posits gender as an integral factor and that reveals the key role women have played in the world of art. The course focuses on how artists have portrayed women and the ways representations of women function as a manifestation of culture. The work of women artists and feminist critical disclosure is included.

**ARTS AND SCIENCES (ASC)**

**ASC 401  VALUES SEMINAR IN UNIVERSITY COLLEGE (3 S.H.) (W)**
This upper-level interdisciplinary course involves a discussion of values that affect individual and societal decision making. Completion of a paper is a major component of the course. Prerequisites: Completion of six credits in each of the three areas (science, humanities, and social sciences) and the attainment of at least 60 credits. (This course does not meet distribution requirements without approval of the dean.)

**ASC 409  SENIOR PROJECT (3 S.H.) (W)**
This is a preparation for the research project required for students enrolled in the liberal studies baccalaureate program. Projects are interdisciplinary. Guidelines can be obtained from the academic advisor. Prerequisite: Completion of 90 semester hours.

**BIOLOGY (BIOL)**

**BIOL 100  PRINCIPLES OF BIOLOGICAL SYSTEMS LECTURE (3 S.H.)**
This introductory course focuses on the established fundamental principles common to all known forms of life. Topics include the origin of life forms (abiogenesis) on this planet and the evolution and operation (metabolism and self-perpetuation) of such life forms at various levels of biological organization. Comprehension of the principles, including “complementarity between structure and function,” is emphasized throughout. Three class hours. Students may not receive credit for both this course and BIOL 101.

**BIOL 101  PRINCIPLES OF BIOLOGICAL SYSTEMS (4 S.H.)**
This introductory course focuses on the established fundamental principles common to all known forms of life. Topics include the origin of life forms (abiogenesis) on this planet and the evolution and operation (metabolism and self-perpetuation) of such life forms at various levels of biological organization. Comprehension of the principles, including “complementarity between structure and function,” is emphasized throughout. The course is designed as a science elective for business, humanities, and social science.


students. Three class hours; three laboratory hours. Students may not receive credit for both this course and BIOL 100.

**BIOL 107 BIOLOGY AND SOCIETY: BIOLOGY FOR AN ENGAGED CITIZENRY (4 S.H.) (W)**

This writing enriched course for nonscience majors is designed to fulfill the lab science distribution requirements. The goals of the class are to empower students (our future citizenry) to make informed decisions by helping them acquire the tools of gathering information (research), decision making, and persuasion. The class is centered on four topics: evolution, environmental pollution, biotechnology, and human populations and reproductive health. We encourage students to become engaged in issues regarding all four topics by assigning “action papers.” These are letters written by students and sent to people in profit and nonprofit organizations and government agencies, politicians, or any one in a position to take action on these matters. The letters request information, prompt certain actions, or express an opinion regarding a specific policy based on sound understanding of the science involved. Small inquiry groups conduct web-based research on these topics and present their findings in oral presentations/discussions to the class community. Each inquiry group and individual student writes a paper on each of the four topics. Course assessment is based on these assignments. Three class hours; three laboratory hours.

**BIOL 109 MICROBES AND MAN (3 S.H.)**

This course introduces students to the important role microorganisms play in our daily lives. Topics include the structural and functional diversity of microorganisms, the history of microbiology, and the importance of microorganisms in medicine, industry, food and dairy products, and the environment. Three hours lecture. Designed as a science elective for business, humanities, and social science students.

**BIOL 112 PLANTS, PEOPLE, AND THE ENVIRONMENT (4 S.H.)**

This course is an introduction to the diversity and uses of the plant kingdom and related organisms. The interdependence of plant and animal communities and the importance of plants and their products to the health and development of human society are discussed. Topics include classification; economically important plants used for foods, medicines and drugs, building materials, ornamentals, etc.; native flora of the major biomes; and plant conservation. Several mandatory field trips are taken to local botanical gardens and natural areas as part of the laboratory component. This course is designed to satisfy a science laboratory requirement for nonscience majors and cannot be used to fulfill requirements for any major or minor in science. Three lecture hours. Three laboratory hours.

**BIOL 115 HUMAN NUTRITION (3 S.H.)**

An introduction to the science of nutrition. Human nutrient requirements, nutrient absorption, malnutrition (overconsumption as well as underconsumption), recommended dietary guidelines, and topics of current interest are covered. Special attention is paid to helping students evaluate their own nutrition practices. Designed as a science elective for nonscience majors. Three hours lecture.

**BIOL 121 ANATOMY AND PHYSIOLOGY I (4 S.H.)**

This is an integrated lecture-laboratory course. The principal animal used for dissection is the cat. Fundamental principles of biological systems are presented in the context of human anatomy and physiology. The cell as the fundamental unit of life is discussed and examined, including cell structure and metabolism. The organization of cells into tissues, tissues into organs, and organs into systems is thoroughly explored. The integumentary, skeletal, muscular, and nervous systems are also focal points of study. The somatic and special sense are examined, and the basic principles of endocrine and prostaglandin physiology are introduced. This course does not satisfy any biology or science elective requirements for biology majors. Three class hours; three laboratory hours. Prerequisites: CHEM 105-106.

**BIOL 122 ANATOMY AND PHYSIOLOGY II (4 S.H.)**

This course is a continuation of BIOL 121. The course examines the structure and function of several organ systems: (1) endocrine system, (2) cardiovascular system, (3) lymphatic and immune systems, (4) respiratory system, (5) digestive system, (6) urinary system, and (7) reproductive systems and inheritance. The course emphasizes structure and function relationships, as well as the interaction among the organ systems. Many of the laboratory exercises involve use of computerized data acquisition and analyses. Three class hours; three laboratory hours. Prerequisite: BIOL 121.

**BIOL 160 TRI-STATE ECOLOGY AND FIELD BIOLOGY (4 S.H.)**

A study of the basic principles and concepts related to the structure and functioning of local ecosystems. The course will include field and laboratory analyses of plants and animals in relation to occupied habitats. It is intended as an introductory course for nonscience majors. Times of field trips and laboratory analysis will be determined by the instructor.

**BIOL 219 MICROBIOLOGY (3 S.H.)**

An introduction to the basic principles of microbiology. The classification, structure, function, and metabolism of bacterium, fungi, algae, protozoa, and viruses are discussed. The role of micro-organisms in human health and disease and the control of microbial growth are stressed. Three hours lecture. Prerequisites: BIOL 121–122 and CHEM 105–106.

**BIOL 220 MICROBIOLOGY LABORATORY (1 S.H.)**

A laboratory course designed to introduce basic microbiological techniques. Topics include bright field and phase contrast microscopy, aseptic techniques, simple and differential bacterial staining methods, pure culture techniques, identification of unknown microorganisms, cultivation of bacterial viruses, serological methods, and isolation and identification of microorganisms from clinical specimens. Three hours laboratory. Corequisite: BIOL 219.
BUSINESS (BUS)

BUS 110 INTRODUCTION TO BUSINESS CONCEPTS (3 S.H.)
This course is an introductory course for freshman business students and students who may be undecided about their choice of major at Widener. The objective of this course is to excite and challenge students about the prospect of majoring in business and entering a business career. The course provides a basic grounding in business fundamentals emphasizing the integrated nature of management and how business relates to other subjects in their curriculum. Another objective of this course is to encourage students to grow and develop their understanding of themselves, their relationship with others, and uses of team, communication, and leadership skills. Students with significant business experience may be eligible for a waiver for this course. Open to freshman or with permission of the SBA assistant dean.

BUSINESS LAW (BLAW)

BLAW 150 LEGAL AND ETHICAL ENVIRONMENT OF BUSINESS (3 S.H.)
This course includes an examination of the contemporary legal and ethical environment as it relates to the management of business and other organizations. A study of the major classifications of the law such as civil law, criminal law, constitutional law, and administration law, as well as a review of our legal system, is therefore necessary. Emphasis is placed on recent legislation governing areas such as employment, consumer rights, and environmental issues, as well as the ethical dilemmas that are present in the modern business organization.

BLAW 260 BUSINESS LAW (3 S.H.)
This course is designed to supplement BLAW 150 in providing the necessary legal education for the accounting major, and is also highly suggested for all other students, especially other business majors. The course covers many of those legal areas that affect a business in daily operation. Topics include an in-depth treatment of contract law, the Uniform Commercial Code, and debtor-creditor relationships. Student interested in taking the CPA exam should take this course.

CHEMISTRY (CHEM)

CHEM 100 CHEMISTRY AND EVERYDAY LIFE (3 S.H.)
This course introduces chemical concepts and how they impact human beings in their daily activities. The intent is to develop an appreciation for the molecular world and the fundamental role it plays in daily life and to develop an understanding of the major scientific and technological issues affecting our society. The course examines matter, atomic theory, bonding, molecular structure, acids and bases, states of matter and organic chemistry. Other topics include the role that chemistry plays in energy production, especially from fossil fuels and alternative fuel sources, and in the structure and properties of polymers and plastics including recycling issues. The course is designed as a science elective for business, humanities, and social science majors. Students may not receive credit for both CHEM 100 and SCI 107. Prerequisite: MATH 101 or satisfactory performance on the Mathematics Placement Test. CHEM 111 is a laboratory course designed to accompany this course, but students are not required to take both the lecture and the laboratory course.

CHEM 105 GENERAL, ORGANIC, AND BIOCHEMISTRY (3 S.H.)
Designed for nursing majors and students who do not intend to major in science or engineering. This course presents principles of chemical constitution and their relation to chemical, physical behavior with particular emphasis on compounds of biological interest. Topics include atomic structure, chemical bonding, properties of gases and solutions, acid/base equilibria, organic functional groups and their reactions, and properties of biologically important molecules—proteins, carbohydrates, nucleic acids, and lipids. Nursing majors are required to take CHEM 106 concurrently with CHEM 105. Prerequisites: High school chemistry; MATH 101 or satisfactory performance on the Mathematics Placement Test. 3 hours lecture. 1 hour recitation.

CHEM 106 GENERAL, ORGANIC, AND BIOCHEMISTRY LABORATORY (1 S.H.)
A laboratory program closely coordinated with and designed to accompany CHEM 105. Experiments develop basic principles of laboratory technique with an emphasis on observations and measurement. Qualitative and quantitative characterizations and syntheses are performed. Nursing majors are required to take CHEM 106 concurrently with CHEM 105. Prerequisites: High school chemistry and concurrent enrollment in CHEM 105 or permission of the instructor; MATH 101 or satisfactory performance on the Mathematics Placement Test. 3 hours laboratory.

CHINESE (CHNS)

CHNS 101 ELEMENTARY CHINESE I (3 S.H.)
This is a basic course of study of the Chinese (Mandarin) language with emphasis on speaking and aural comprehension. Through graded readings, students are introduced to the culture and civilization of China.

COMMUNICATION STUDIES (COMS)

COMS 130 MASS MEDIA AND SOCIETY (3 S.H.)
This course examines the historical evolution and present day structure and composition of the mass media and its related industries. It also briefly examines the impact of mass media on individuals and society and introduces students to mass communication research.

COMS 180 PUBLIC SPEAKING & PRESENTATION (3 S.H.)
The course provides students with the skills needed to deliver compelling speeches and presentations. Students will learn to communicate information powerfully for both small groups and large audiences.

COMS 275 INTRODUCTION TO PUBLIC RELATIONS (3 S.H.)
This course introduces the field of public relations, its functions, and its various applications. It examines basic concepts and principles of public relations and the history of the field. The basic public relations process—research, planning, execution, and evaluation is applied to a course project.

COMS 290 INTERPERSONAL COMMUNICATIONS (3 S.H.)
This course introduces students to principles of interpersonal communication. The course examines basic verbal and nonverbal elements that affect communication between individuals in a variety of interpersonal and small group contexts: friendship, romantic relationships, marriage, the family, the social peer group, and the work group.
COMS 390  ORGANIZATIONAL COMMUNICATION (3 S.H.)
This course introduces students to the field of organizational communications and its practices in both nonprofit and business organizations. The course is both theoretical and practical in nature. Students are expected to learn the basic understandings upon which communication in organizations is founded and the skills to effectively identify and communicate with audiences within and outside of organizations. Students are also exposed to organizational problems and communication solutions within those organizations.

COMPUTER SCIENCE (CSCI)

CSCI 131  INTRODUCTION TO PROGRAMMING (3 S.H.)
This introductory course is designed for the student with no previous experience in programming. The Python language is used to work with lists, strings, arrays, and files using loops, user defined functions, and Python library functions.

CSCI 143  PROGRAMMING IN C (4 S.H.)
A study of the C programming language, including syntax and use in developing algorithms and implementing them for a variety of applications. Some previous experience with programming is desirable. Credit may not be received for both CSCI 143 and CSCI 151.

CREATIVE WRITING (CRWR)

CRWR 151  THE WRITING LIFE (3 S.H.) (W)
This course provides students with an introduction to the discipline of creative writing. Students read several works by writers who reflect on their own process and begin establishing for themselves—through such practices as daily journaling—a writing life of their own. A project investigating the writing process of an established author is required.

CRWR 351  THE CONTEMPORARY LITERARY SCENE (3 S.H.) (W)
In this course, students examine developments in creative writing (fiction, poetry, drama, nonfiction) of the last 25 years. Special attention is devoted to thematic, stylistic, and structural concerns.

CRIMINAL JUSTICE (CJ)

CJ 105  INTRODUCTION TO THE CRIMINAL JUSTICE SYSTEM (3 S.H.)
A general introduction to the study of the American system of criminal justice. The crime problem, the police, the judicial system, and correctional agencies are examined. Both the legal and behavioral realities of each stage of the criminal justice process are discussed and analyzed.

CJ 205  LAW ENFORCEMENT AND POLICE IN SOCIETY (3 S.H.)
An introduction to a range of historical, political, and sociological problems in institutions vested with the responsibility to enforce laws and preserve order. Emphasis is also placed on the study of the relationship between police and the communities in which they serve. Prerequisite: CJ 105.

CJ 210  CRIMINAL COURTS (3 S.H.)
An analysis of judicial decision making with an emphasis on the structure and performance of American trial and appellate courts.

In addition to reviewing the basic legal concepts that underlie the criminal courts, students examine research findings on the behavior of judges, juries, prosecutors, defense attorneys, defendants, and other key actors in the judicial process. Prerequisite: CJ 105.

CJ 215  THE CORRECTIONAL SYSTEM (3 S.H.)
A general overview of the U.S. corrections system and a survey of today’s most important correctional problems. Emphasis is placed upon the nature of the prison experience, alternatives to incarceration, judicial intervention in correctional affairs, and the controversy concerning the effectiveness of rehabilitation programs. Prerequisite: CJ 105.

CJ 225  PRINCIPLES OF CRIMINAL INVESTIGATION (3 S.H.)
This course is an introduction to the fundamentals of the criminal investigation process. It provides students with an understanding of the investigative process, beginning with the detection of a crime and culminating with the presentation of the case in court. In addition to the basic investigative processes, students examine crime scene searches, including the proper procedures for recording, collecting, and preserving evidence. Students also identify the elements of crime, as defined in applicable state law, and incorporate the rules of evidence and criminal procedure as appropriate. Prerequisite: CJ 105.

CJ 230  DOMESTIC VIOLENCE AND THE JUSTICE SYSTEM (3 S.H.) (SAME AS GWS 230)
The main objective of the course is to introduce students to the subject of family violence, especially as it relates to the legal system in the United States. This will be accomplished by exploring (1) the historical roots of domestic violence, (2) social science theoretical perspectives, (3) the roles and the players, (4) the typical criminal prohibitions, (5) the experiences of victims who seek help from the court, religious, and medical authorities, and (6) efforts at developing prevention and intervention strategies. In addition, the course will seek to develop skills in students to find and evaluate information on family violence, especially as it is found in sociological sources and court records.

CJ 235  GENDER, RACE, CLASS, CRIME, AND JUSTICE (3 S.H.)
This course focuses on how various dimensions of social stratification influence the nature and types of crimes committed, responses of the criminal justice system to such crime, and strategies for reform. With a primary emphasis on gender, race and class, students study not only the effects of stratifying factors on socialization, but also how such socialization processes relate to crime and society’s reaction to criminal deviance. Prerequisite: CJ 105.

CJ 245  WOMEN AND CRIMINAL JUSTICE (SAME AS GWS 245) (3 S.H.)
This course explores theoretical and empirical research that relates to gender and criminal justice. The course is divided into three sections: women as offenders, women as victims, and women as criminal justice practitioners. Emphasis is placed on the intersection of victimization and offending for women and girls. Topics include the nature and pattern of criminal offending by women and girls, their treatment by the criminal justice system, and how their gender may influence their punishment. The course also addresses the experiences of women as survivors of domestic violence, sexual abuse, and sexual harassment. Additional topics include women’s experiences as law enforcement officers, attorneys, judges, and correctional officers.
CJ 255 GANGS IN AMERICA (3 S.H.)
This course covers important issues surrounding the study of gangs in America. In particular are discussions of the definition of “gangs,” the nature and extent of the gang problem in the United States, theoretical explanations for gang activity, and gang policies. The course is designed to help students gain an understanding of gang activity in the United States, and to think critically about ways to address this problem. No prerequisites.

CJ 267 MEDIA, CRIME, & CRIMINAL JUSTICE (3 S.H.)
This course provides an introduction to the study of the influence of the mass media, especially film and television, on public perceptions of crime and the effectiveness of the criminal justice system in contemporary America. Drawing on communications theory; the accuracy of media depictions of crime, criminals, and the operations of criminal justice; and the part played by media imagery in the cause or prevention of criminal behavior are subject to critical analysis. The role of the mass media in the construction of a collective image of crime and justice that is sharply at odds with real trends is explored to highlight the growing potential for conflict between public demand for crime control and the requirements of due process and the preservation of civil rights and personal freedom. Prerequisite: CJ 105 or COMS 130 or instructor’s permission.

CJ 285 ORGANIZED CRIME (3 S.H.)
This course addresses that branch of criminality commonly known as “organized crime.” Discussions focus on a more precise understanding of the term itself, as well as on the various forms this type of criminal deviance has taken. There is also an analysis of the impact of notorious criminals whose exploits have shaped organized crime throughout the 20th century.

CJ 305 CRIMINAL EVIDENCE (3 S.H.)
Using the Federal Rules of Evidence, students explore the authentication, reliability, and credibility of evidence through lecture, role playing, and discussion. Students will learn, for example, why certain types of evidence are not permitted in courtrooms. Students gain insight into investigation and research techniques that exemplify establishing a credible basis for prosecution, defense, or presentation of academic or scientific argument.

CJ 315 JUVENILE DELINQUENCY AND JUVENILE JUSTICE (3 S.H.)
This course provides an overview of the phenomenon of juvenile delinquency and the system designed to handle this form of social deviance. Topics to be covered include discussions of theoretical explanations of delinquency, the evolution of the concept of juvenile justice, and the system’s response to the problems of child abuse, status offenders, delinquent youth gangs, and trends in juvenile crime. Prerequisite: CJ 105.

CJ 320 WHITE COLLAR CRIME (3 S.H.)
This course examines various forms of white collar crime, including corporate, occupational, and governmental crimes. Case studies illustrate the features of many of the different offenses that are included under the term “white collar crime,” including consumer frauds, embezzlement, bribery, and insider trading. An introduction to some of the legal issues involved in the investigation and prosecution of white collar crime will be provided. The course will also review some of the theoretical explanations for this form of criminality and will consider the challenges associated with the enforcement of relevant laws, the investigation and prosecution of such offenses, and the sentencing of white collar offenders.

CJ 325 CRIMINAL LAW AND PROCEDURE (3 S.H.)
This course addresses the phenomenon of criminal law and the procedures involved in the criminal justice system. Topics include the legal presumptions of innocence and individual culpability, rules of evidence, legal representation, and sentencing/punishment. The course also addresses Constitutional guidelines governing the procedures of arrest, adjudication, and appeal. Prerequisite: CJ 105.

CJ 330 CAPITAL PUNISHMENT (3 S.H.)
This course is a comprehensive study of the practice of capital punishment in America. Historical, philosophical, legal, and criminological sources are used to explore what is arguably one of the most controversial issues facing criminal justice today. Through various written assignments, students are encouraged to develop an understanding of capital punishment that is based on fact, rather than emotion, and one that recognizes the complex interplay of legal and moral issues at the heart of the public debate on this punishment practice.

CJ 335 COMMUNITY-BASED YOUTH DEVELOPMENT INTERVENTION STRATEGIES AND PRACTICES; INTEGRATING CRIMINAL JUSTICE AND PSYCHOLOGICAL APPROACHES (SAME AS PSY 335) (6 S.H.)
This is an interdisciplinary criminal justice and psychology year-long course on community intervention strategies and practices for at-risk youth. Theories and research that explain problem behaviors (i.e., mental health, substance abuse, delinquency) are reviewed, focusing on both the macro-structural factors emphasized in criminology and the micro-level perspective emphasized in psychology. Current intervention and prevention programs are examined and combined with field experience to train students in the principles of civic engagement, as well as in the mentoring and treatment of at-risk youth. Open to criminal justice or psychology majors with junior standing or above, or with instructor’s permission.

CJ 345 CRITICAL ISSUES IN CRIMINAL JUSTICE (3 S.H.)
Selected issues confronting the criminal justice system and society in the United States are examined through assigned readings, discussion, visiting speakers, and research papers or projects.

CJ 346 POLICE/COMMUNITY RELATIONS (3 S.H.)
This course focuses on the challenges presented by policing in modern communities. Focusing on the “practical” side of policing, topics include the impact of selection, training, and professional socialization on community law enforcement, as well as the effects of discretion, racial diversity, and urban crime.

CJ 355 COMMUNITY-BASED CORRECTIONS (3 S.H.)
This course examines the development and popularity of community-based sanctions in U.S. corrections. Beginning with an understanding of the historical development of such programs for both adults and juveniles, students will study the traditional options of probation and parole, as well as the more recent innovations of electronic monitoring, intensive supervision, “boot camps,” and the like. The overall focus of the course will be on assessing the effectiveness of such programs, both in terms of stemming the tide of recidivism among criminal offenders and easing the incarceration burden on our jails and prisons.

CJ 382 RESEARCH METHODS IN CRIMINAL JUSTICE (3 S.H.)
This seminal research course teaches the application of the scientific method to the study of issues related to crime and criminal justice. Topics include the relationship between theory, hypotheses, and empirical research; various methodological designs, including
survey research and quasi-experimental and qualitative methods; as well as ethical concerns that govern the study of crime and justice. Required of all criminal justice majors. Prerequisite: PSY 385.

**CJ 405 ETHICS IN CRIMINAL JUSTICE (3 S.H.) (W)**
This senior-level, writing enriched course addresses various aspects and approaches to the practice and study of ethics in the criminal justice system. Topics include philosophical approaches to crime, justice, and punishment, as well as practical ethics for those who work in the system. After studying the concepts of ethical justice, students apply ethical principles to law, law enforcement, and corrections. Required for all seniors in the major.

**CJ 409, 410 SENIOR RESEARCH (3 S.H. EACH COURSE)**
Research in an area of the student’s special interest. Required of all majors in criminal justice. Prerequisites: PSY 382, PSY 385.

**CJ 423 CRIMINAL JUSTICE INTERNSHIP (6 S.H.)**
Subject-related work experience. The setting must be approved by the faculty. Required of all criminal justice majors in the senior year. Others are not eligible.

**CJ 499 INDEPENDENT STUDY (3 S.H.)**
Individual study for specially qualified advanced students. Requires permission of criminal justice faculty member.

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**EARTH AND SPACE SCIENCE (ESSC)**

**ESSC 103 PLANET EARTH (3 S.H.)**
A course designed to expand one’s awareness of science in general with particular emphasis on the geosciences. The principal topics include the study of Earth, its oceans, resources, and climate; Earth as compared to other planets in our solar system; and the fate of Planet Earth. This course is for nonscience majors. Corequisite: ESSC 113.

**ESSC 108 INTRODUCTION TO ASTRONOMY (SAME AS PHYS 108) (3 S.H.)**
This course is designed for nonscience majors. The course provides an overview of the whole universe. Astronomy topics include understanding the planets, the Sun, stars and stellar evolution, the Milky Way, galaxies, and cosmology. The history of astronomy, telescopes, the nature of light and gravity are also covered. Students are expected to have basic math and calculator skills. Even observation sessions using the Widener Observatory are a required part of the course. Three hours lecture; one hour observing. No prerequisites.

**ESSC 109 INTRODUCTION TO WEATHER AND CLIMATE (SAME AS PHYS 109) (3 S.H.)**
This course provides a descriptive survey of weather and climate for nonscience majors. Subjects include composition and structure of the atmosphere, solar and terrestrial radiation, temperature, atmospheric stability, forms of condensation and precipitation, pressure and wind systems, severe weather (thunderstorms, tornadoes, and hurricanes), weather analysis and forecasting methods, air pollution, the changing climate, world climates, and optical phenomena in the atmosphere. The laboratory component, ESSC 119, is a separate course. Credit will not be granted for both this course and ENVR/PHYS 209 Meteorology. Three hours lecture. No prerequisites.

**ESSC 113 PLANET EARTH LABORATORY (1 S.H.)**
Laboratory associated with ESSC 103. Selected laboratory and field exercises related to corresponding text topics on Planet Earth. Corequisite: ESSC 103.

**ESSC 118 ASTRONOMY LABORATORY (SAME AS PHYS 118) (1 S.H.)**
This laboratory course is designed to complement ESSC 108. Laboratory exercises include identifying moon features, optics, understanding star properties, spectral analysis, and classification of galaxies. The laboratories are mostly pen and paper exercises to be completed in class. This course fulfills the science laboratory requirement. Two hours laboratory. Corequisite: ESSC 108.

**ESSC 119 WEATHER AND CLIMATE LABORATORY (SAME AS PHYS 119) (1 S.H.)**
This laboratory course accompanies ESSC 109. Students engage in exercises that involve analyses of daily weather cycles, employing instruments to determine atmospheric temperature and humidity, learning about the forms of condensation and precipitation, studies of global pressure and wind systems, analyses of surface and upper-air weather maps, understanding the nature of air pollution, and classification of world climates. This course fulfills the College of Arts and Sciences science laboratory requirement. Two hours laboratory. Corequisite: ESSC 109.

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**ECONOMICS (EC)**

(Students weak in mathematical skills should enroll in MATH 101 prior to registering for EC 201 or 202.)

**EC 201 PRINCIPLES OF MACROECONOMICS (FORMERLY EC 101) (3 S.H.)**
An introductory study of the determinants of the aggregate level of economic activity in a global economy. Attention focuses on the demand for output by households (consumption), businesses (investment), government, and trade with the rest of the world (net exports), as well as the roles played by fiscal and monetary policies. In addition, interest centers on the problems of inflation, unemployment, federal budget deficits, and stimulating economic growth. Topics covered include measuring the levels of output and income, Keynesian and classical models of aggregate demand and supply, the banking system and money creation, impacts of government fiscal and monetary policies, inflationary processes and models of inflation, unemployment-inflation tradeoff controversies, public debt burdens, international trade policies, and determinants of economic growth. This course may be used to satisfy the social science general education distribution requirement. Prerequisite: 30 semester hours.

**EC 202 PRINCIPLES OF MICROECONOMICS (FORMERLY EC 102) (3 S.H.)**
An introductory study of the operations of output (product) and input (resource) markets as they relate to demand and supply decisions by households, businesses, government, and the rest of the world (foreign trade patterns). Attention centers on the role of prices in allocating scarce resources among competing users, as well as on imperfections in and failures of markets to effectively allocate such resources. Among the topics covered are an introduction to economizing problems and issues, market systems and demand and supply analysis, consumer behavior and product demand, production functions and costs, output pricing under various market structures, input pricing under various market structures with special emphasis on labor markets, and demand and supply determinants of international trade patterns. This course may be used to satisfy the social science general education distribution requirement. Prerequisite: 30 semester hours.
EC 300 ECONOMIC ISSUES IN A GLOBAL ENVIRONMENT (3 S.H.)
Based on micro and macro principles of economics, major economic issues facing society are examined and analyzed from a global context. Topics include the economic role of government, natural resource development and use, labor markets and human resource development, capital markets and investment in productive capacity, impacts of fiscal and monetary policies on economic activity levels, international trade and finance policies, strategies for economic growth and development, and economic systems and economic reform. Prerequisites: EC 201 and 202.

EC 315 WOMEN, MEN, AND WORK (SAME AS GWS 315) (3 S.H.)
This course focuses on gender issues in the labor force and the household. Topics include labor force participation patterns and trends, allocation of time between household and market work, unemployment, leadership styles, occupational segregation, discrimination, and sexual harassment. This course may be used as a human resource management elective. Prerequisite: EC 201 and 202.

EC 320 ECONOMICS OF ANTITRUST AND REGULATIONS (3 S.H.)
An economic analysis of the role of antitrust and regulation in the U.S. economy. The course examines such issues as monopolization, mergers, collusion, price discrimination, patents, and regulations. Prerequisite: EC 202.

EC 401 MONEY AND FINANCIAL INSTITUTIONS (3 S.H.)
Students analyze the effects of credit and money flows on aggregate economic activity: roles of financial intermediaries and central banking; sources and uses of funds (flow of funds analysis and accounts); term structure of interest rates; portfolio choice and macroeconomic behavior; alternative monetary theories; and the role of money in inflationary process. Prerequisites: EC 201 and 202 or equivalents.

EC 406 GOVERNMENT EXPENDITURE AND TAX POLICIES (3 S.H.)
This course is devoted to the economic analysis of the effects that government expenditures (purchases of products, transfer payments, and subsidies) and taxation have on business and household decisions. Emphasis is placed on examining how business and household spending patterns are influenced by government fiscal policies. Among the topics studied are the impacts on the efficient use of resources, economic growth, and income redistribution patterns. Prerequisites: EC 201 and 202.

EC 408 INTERNATIONAL ECONOMICS (3 S.H.)
This course is an analysis of international trade and economic relations: theory of comparative advantage; factor pricing and terms of trade; international finance and balance of payments disequilibria; foreign exchange markets; and commercial policies and protectionism, including use of tariffs and quotas. Prerequisites: EC 201 and 202 or equivalents.

EDU 300 ECONOMIC ISSUES IN A GLOBAL ENVIRONMENT (3 S.H.)
Based on micro and macro principles of economics, major economic issues facing society are examined and analyzed from a global context. Topics include the economic role of government, natural resource development and use, labor markets and human resource development, capital markets and investment in productive capacity, impacts of fiscal and monetary policies on economic activity levels, international trade and finance policies, strategies for economic growth and development, and economic systems and economic reform. Prerequisites: EC 201 and 202.

ED 1101 FAMILY AND COMMUNITY RELATIONS (3 S.H.)
This course focuses on how candidates use their understanding and knowledge about the complex characteristics of children’s families and communities to create and sustain respectful, reciprocal relationships that support and empower families, and to involve families in their children's development and learning. (PA Department of Education Pre-K–4 Program Specific Guidelines, 2008).

ED 1102 EFFECTIVE INSTRUCTIONAL PRACTICES AND DELIVERY METHODS FOR ALL LEVELS OF SPECIAL EDUCATION SUPPORT (PRE-K–8) (3 S.H.)
This course involves the foundations of special education. The purpose is four-fold, to (1) examine historical background information related to the field of special education (legislation and litigation); (2) review components necessary for effective collaboration and consultation with parents, school personnel, and other professionals; (3) examine the nature and characteristics of various disabilities; and (4) discuss services and programs to help meet the educational, social, and personal goals of students with disabilities. This is achieved via case studies, large and small group class discussions, chapter readings, class assessments, and related exercises.

ED 1103 EVIDENCE BASED INSTRUCTION IN EDUCATING STUDENTS IDENTIFIED WITH A HIGH INCIDENCE DISABILITY (3 S.H.)
This course provides a historical perspective and a critical overview of definitions, identification procedures, educational strategies, and service delivery options for students with learning disabilities and emotional/behavioral disabilities. Current trends in assessment and educational interventions are emphasized. The purpose of the course is to (1) examine historical background information related to these disability groups; (2) examine the nature and characteristics of learning and emotional/behavioral disabilities; and (3) develop knowledge of services and programs for students with these disabilities. This is achieved via case studies, class discussions, chapter readings, class assessments, and related exercises. This course includes a fieldwork component in a setting for students with learning and emotional/behavioral disabilities. Prerequisites: ED 1101 and 1102.

ED 1104 LANGUAGE DEVELOPMENT IN EARLY CHILDHOOD EDUCATION (3 S.H.)
This course focuses on young children’s language and reading development and the relationship between language and reading acquisition. Students learn concepts central to language development, language achievements at different ages, concepts of emergent literacy, and models of reading acquisition and skilled reading. Prerequisites: ED 1101 and 1102.

ED 1121 INTRODUCTION TO TEACHING AND EDUCATIONAL TECHNOLOGY (3 S.H.)
This is an introductory course, and learning experiences focus on the art and science of teaching and the practical applications and responsibilities of the teaching profession. Participants have the opportunity to explore the roles of teachers in various settings. The foundations, history, and philosophy of education are examined and current trends in education are presented. Through classroom
discussions, technology experiences, interviews, and other activities, students assess themselves against the criteria for excellence in teaching. As adult learners who bring their own experiences to the classroom, it is expected that learners will challenge their own views of the structure, politics, and theories of teaching. Students learn the technical skills and theoretical knowledge necessary to use emerging technologies (computers, Internet, multimedia applications) in their coursework and when student teaching. This course complements and complies with the International Society for Technology in Education Foundation standards for teacher preparation programs and competencies as outlined by the Pennsylvania Department of Education.

ED 1201 FAMILY COLLABORATION AND DIVERSITY (3 S.H.)
This course involves the way “candidates must use their understanding and knowledge about the complex characteristics of children’s families and communities to create and sustain respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning.” (Pennsylvania Department of Education Pre-K–4 Program Specific Guidelines, 2008). Prerequisites: ED 202, 1103, 1104.

ED 1202 ADVOCACY, COLLABORATION, AND COOPERATIVE LEARNING: ISSUES AND TRENDS (3 S.H.)
This course seeks to help candidates understand the importance of creating “a community of learners,” within and outside of the classroom. Foci include collaboration and relationship building with families, other educators, and community agencies. The course also focuses on the value of advocating for sound educational practices and policies and challenges candidates to consider the ethical issues implicit in advocacy campaigns. Focusing on a variety of educational topics, candidates continue to develop their personal beliefs about professional dispositions and the best strategies and policies for the enhancement of early childhood and elementary education. Prerequisites: ED 202, 1103, 1104.

ED 1203 MATH FOUNDATIONS (PRE-K–4) (3 S.H.)
This course is designed to prepare preservice early childhood teachers to effectively teach mathematics to students in prekindergarten and kindergarten. Early Childhood Mathematics: Promoting Good Beginnings, a joint position statement of the National Association for the Education of Young Children (NAEYC) and the National Council for Teachers of Mathematics (NCTM) [www.nctm.org/about/content.aspx?id=6352], and NCTM’s Curriculum Focal Points provide a central focus for this course. Topics studied are how young children learn mathematics, teaching strategies, techniques, and learning activities related to specific mathematical topics, use of technology, and assessment of mathematics learning. The Pennsylvania Department of Education competencies covered in this course include those listed for number and operation, algebra, geometry, measurement, and data analysis and probability. As part of this course, the students participate in field experiences with preschool and kindergarten children that enable them to relate the course content to teaching. Prerequisites: ED 1201, 1202, 1206.

ED 1204 ENGAGING YOUNG CHILDREN IN THE LEARNING PROCESS (3 S.H.)
This course focuses on the development of the social child and the implications on learning. Candidates must know and understand prerequisite skills for learning that promote academic achievement and school success. Candidates learn that academic achievement is founded on emotional and social skills and that learning is a process that requires self-regulation, self-awareness, confidence, motivation, and problem solving skills. Candidates examine Pennsylvania’s learning standards Pre-K–4 for personal and social development. Candidates learn to integrate the development of social and personal skills throughout instruction, including getting along with others, following directions, identifying and regulating one’s emotions and behavior, thinking of appropriate solutions to conflict, persisting on task, engaging in social conversation and cooperative play, correctly interpreting other’s behavior and emotions, and feeling good about self and others. Candidates consider students’ potential in the broader sense of their self concept and peer relationships when making decisions about what and how to teach. Candidates learn to use their knowledge of self concept, motivation, peer relationships, development of character, aspiration, and civic virtues to develop instruction that nurtures students’ intellect. This course also describes the information that pre-K–4 candidates need to know in order to develop professional attitudes and behaviors. Candidates demonstrate knowledge of and competence in fostering professionalism in school and community settings. Prerequisites: ED 1201, 1202, 1206.

ED 1205 INTENSIVE READING, WRITING, AND MATHEMATICS INTERVENTION APPROACHES (3 S.H.)
This course involves development and implementation of effective curriculum and materials to educate students with special needs in reading, writing, and mathematics. Prerequisites: ED 1201, 1202, 1206.

ED 1206 EARLY LANGUAGE DEVELOPMENT, BIRTH TO AGE 6 (3 S.H.)
Language development skills are central to successful learning in the academic areas. Students who are language impaired are at a high risk for learning difficulties because language content, form, and function are basic prerequisites to academic learning. An emphasis on language development prior to formal instruction in academic subjects such as reading is essential to successful teaching and learning. Children who begin reading instruction with inadequate language skills are at high-risk for encountering reading problems. Many researchers have identified that deficient readers are deficient in language skills such as syntactical errors, reduced vocabulary, articulation, inability to interpret spoken words completely, poor memory for sequence of words, and inability to tell the difference between objects unless they are visible. Primarily, these deficiencies involve basic language production errors. Consequently, they adversely affect both reading development and academic achievement. Sequentially, therefore, language development precedes reading development. A student will encounter difficulty in successfully learning to read and write if his language development is inadequate. The basis of the Pre-K–4 experience is language development. Language development provides a fundamental base and retrieval system that allows for both the encoding and decoding of information. (Pennsylvania Department of Education Pre-K–4 Program Specific Guidelines, 2008). Prerequisites: ED 202, 1103, 1104.

ED 1301 CHILD DEVELOPMENT, PRENATAL TO AGE 9 (GRADE 4), ATYPICAL DEVELOPMENT (3 S.H.)
In this course, students use typical developmental milestones in an effort to understand and evaluate atypical development. Students become acquainted with the prenatal and early developmental
genetic and environmental influences that contribute to atypical developmental outcomes, the methods of assessment and instruction used by early intervention providers, and the legal and practical practices associated with these methods. The home environment, collaboration with family members and professionals, diagnosed categories of disability, the use of observational assessments and various methods of direct and indirect instruction (including play) are introduced. An understanding of family values, community supports, evidence based practice, and functional behavioral assessments are used to show how educators must include a view of the whole child when designing appropriate and effective instruction. Prerequisites: ED 1201, 1204, 1205, TED 1211.

ED 1302 EARLY LITERACY FOUNDATIONS—READING (3 S.H.)
The core curriculum for reading education should equip graduating teachers to produce readers who are successful in the classroom and on standardized tests and use reading effectively to negotiate the world. This course enables new teachers to understand and use effective instructional strategies. Coursework, field experiences, skills in assessment, and skills in developing intervention strategies need to be organized coherently to address the development of strong reading skills and habits. The course and related experiences also must include direct and specific linkages to content in mathematics, the sciences, and social science so that candidates acquire and demonstrate knowledge and skills for nonfiction literacy instruction, assessment, and interventions. (Adapted from the Pennsylvania Department of Education Pre-K–4 Program Specific Guidelines, 2008). Prerequisites: ED 1201, 1204, 1205, TED 1211.

ED 1303 SOCIAL STUDIES METHODS (PRE-K–4) (3 S.H.)
The program of preparation for preservice teachers focuses on the formation of individuals who have both the content of subject matter and the methodology to transmit this subject matter to elementary students. This course strives to help the preservice teacher develop self reflection in the teaching/learning process, foster content knowledge of the social sciences, enhance skills related to learning theories, and create authentic and appropriate assessments. The goals of this course reflect the standards of the National Council for Social Studies’ National Standards for Social Studies Teachers (2000) to assure that (1) social studies teachers possess the knowledge, capabilities, and dispositions associated with the central concepts, tools of inquiry, and structures of the disciplines that make up the social studies, and (2) that they are able to create learning experiences that make these aspects of the subject matter meaningful for learners. As part of this course, students participate in a field experience component designed to allow preservice teachers to use the knowledge and skills they have learned. Prerequisites: ED 1201, 1204, 1205, TED 1211.

ED 1304 MATH FOUNDATIONS, 1-4 (3 S.H.)
This course prepares preservice primary grade teachers to effectively teach mathematics in grades one through four. Early Childhood Mathematics: Promoting Good Beginnings, a joint position statement of the National Association for the Education of Young Children (NAEYC) and the National Council for Teachers of Mathematics (NCTM) ([www.nctm.org/about/content.aspx?id=6352]), and NCTM’s Curriculum Focal Points provide a central focus for this course. Topics studied are the changing mathematics curriculum, how children learn mathematics, teaching strategies, techniques, and learning activities related to specific mathematical topics, use of technology, and assessment of mathematics learning. The Pennsylvania Department of Education competencies covered in this course include those listed for number and operation, algebra, geometry, measurement, and data analysis and probability. As part of this course, students participate in field experiences that enable them to relate the course content to teaching. Prerequisites: ED 1203, 1024, 1205, TED 1211.

ED 1305 SPECIAL EDUCATION PROCESSES AND PROCEDURES (PRE-K–4): SCREENING, ASSESSMENT, IEP DEVELOPMENT, AND EVALUATION (3 S.H.)
This course prepares discipline based educators who engage in reflective decision-making and research validated professional practice that results in creation of effective instructional programs for diverse groups of children (e.g., children with learning disabilities, mental retardation, emotional/behavioral disorders). Educational goals and assessment strategies are essential components of reflective practice, and the course provides participants with the knowledge and skills necessary to collect and use a wide range of assessment data in general education and special education settings. Prerequisites: ED 1201, 1204, 1205, TED 1211.

ED 1306 LITERACY FOUNDATIONS FOR THE PRIMARY GRADES (2–4) (3 S.H.)
The core curriculum for reading education should equip graduating teachers to produce readers who are successful in the classroom and on standardized tests and use reading effectively to negotiate the world. This course enables new teachers to understand and use effective instructional strategies. Coursework, field experiences, skills in assessment, and skills in developing intervention strategies are organized coherently to address the development of strong reading skills and habits. The course and related experiences also include direct and specific linkages to content in mathematics, the sciences, and social science so that candidates acquire and demonstrate knowledge and skills for nonfiction literacy instruction, assessment, and interventions. (Adapted from the Pennsylvania Department of Education Pre-K–4 Program Specific Guidelines, 2008). Prerequisites: ED 1301–1305.

ED 1307 SCIENCE METHODS (3 S.H.)
As a result of this course, candidates will demonstrate their understanding of learning as a process that integrates all areas of development. They will recognize the wide range of students that they will encounter—those beginning school with previous exposure to high quality science experiences, those with learning challenges, and those whose innate curiosity about the world around them has yet to be tapped by effective science instruction. As a result of recognizing the many different types of children and areas of development to be addressed, candidates learn to utilize a variety of instructional strategies so that all children can become engaged in science learning. Candidates learn how to think like scientists and help their students develop the same set of age appropriate knowledge and skills. To this end, the course uses an inquiry based perspective for teaching science. Science process skills are practiced and studied as a means of introducing students to science investigation. Teacher candidates explore the application of alternative learning theories to develop early childhood and elementary level hands-on, mind son science unit plans. As part of this course, students participate in field experiences to apply these units. All students must have required clearances on file in the Office of Field Experiences and Certification. Prerequisites: ED 1301–1305.
ED 1308 INTEGRATING THE ARTS (3 S.H.)
This course helps candidates to understand and know Pennsylvania’s Pre-K–4 learning standards. The course focuses on arts and humanities, motor development, and health and social development of the young child. Prerequisites: ED 1301–1305.

ED 1309 EVIDENCE BASED INSTRUCTION IN EDUCATING STUDENTS IDENTIFIED WITH BEHAVIORAL DISABILITIES (TARGETING SOCIAL AND EMOTIONAL DISABILITIES) (3 S.H.)
This course involves the management of student behavior from an applied behavioral perspective. The principles that underlie learned behavior and how to apply them in various settings to modify or change behavior are emphasized. The course is taught using lectures, discussion, activities, and film. Prerequisites: ED 1301–1305.

ED 1310 SUBJECT AREA CONTENT ACCESS FOR STUDENTS WITH LEARNING DISABILITIES (3 S.H.)
This course involves an introduction to definitions, concepts, and strategies of inclusive education in providing content access for students with learning disabilities. The course examines the philosophical, legal, and educational foundations and implications of inclusive education. Best practices for promoting participation of students with and without learning disabilities in general education are identified and discussed. Prerequisites: ED 1301–1305.

ED 1401 STUDENTS WITH DEVELOPMENTAL DISORDERS: INSTRUCTIONAL AND ASSESSMENT PRACTICES (3 S.H.)
This course provides students with an understanding of the theoretical and conceptual issues currently under debate in the field of developmental disabilities. Students examine the identification criteria, instructional strategies, and program development for children with mental retardation and autistic spectrum disorders. Objectives stress adapting environments, materials, and instruction to facilitate inclusion and teaching functional life skills within a special education curriculum. Prerequisites: ED 1306–1310.

ED 1402 EVIDENCE BASED EFFECTIVE INSTRUCTION IN EDUCATING STUDENTS IDENTIFIED WITH A LOW INCIDENCE DISABILITY (3 S.H.)
This course provides information on the nature and needs of students (Pre-K–8) with low incidence disabilities. This includes individuals with moderate to severe mental retardation, autism, physical disabilities and/or multiple disabilities. The course begins with an overview of the psychological, social, and emotional characteristics of students with low incidence disabilities. A variety of assessments (functional, criterion referenced, curriculum based, and state alternative assessments) are reviewed. Emphasis is on instructional strategies for the acquisition of age appropriate functional skills in both general education and community based settings. Current research based evidence to support effective practice is emphasized. Prerequisites: ED 1301–1305.

ED 1403 EVIDENCE BASED PRACTICES IN EARLY CHILDHOOD EDUCATION (3 S.H.)
This course assists candidates in identifying and becoming involved with the Pre-K–4 field and developing their leadership capacity. Issues of evidence based practice as related to advocacy, collaboration, cooperation, and issues and trends in early childhood education are addressed. Prerequisites: ED 1301–1305.

ED 1405 COLLABORATION AND INCLUSION (3 S.H.)
This course helps students develop an understanding of the major issues involved in working as a member of a team and in helping others from multiple teaching positions in general and special education. This course focuses on effective strategies for facilitating inclusion of students with special needs in the general education classroom, and collaboration with families, general and special educators, paraprofessionals, and related service providers in the school and community. A multidisciplinary approach to assessment and intervention is emphasized. Prerequisites: ED 1401–1403.

ED 1410 STUDENT TEACHING—EARLY CHILDHOOD EDUCATION AND SPECIAL EDUCATION (12 S.H.)
Student teachers observe and teach in classroom situations during the course of this semester. The classroom experience is a period of fourteen weeks and is under the supervision of a professor from the teacher education program and also experienced teachers from local cooperating schools. The student teaching experience requires full-time presence in the school for one full semester. Open to seniors only. All students must have required clearances before the semester begins. Please contact the Office of Field Experience and Certification for more information. Prerequisite: Permission of the director of field experience and certification.

TED 1211 TECHNOLOGY: INSTRUCTIONAL, ASSISTIVE, UNIVERSAL DESIGN TO SUPPORT READING, MATHEMATICS, AND WRITING (3 S.H.)
This course involves the way candidates must use their understanding and knowledge about the complex characteristics of children’s families and communities to create and sustain respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning. (Pennsylvania Department of Education Pre-K–4 Program Specific Guidelines, 2008). Prerequisites: ED 1201, 1202, 1206.

ENGINEERING
ENGR 412 ENGINEERING ECONOMICS (3 S.H.)
An introduction to the economic environment of industry. Time value of money, cash flow analysis, rate of return, depreciation, taxes, and linear programming. Review of corporate economic practices to develop basic understanding of the economic evaluation of engineering alternatives and new engineering programs. Several cases of engineering decision-making situations are analyzed. Fall and spring terms. Prerequisite: Junior status.

ENGLISH (ENGL)
ENGL 100 FUNDAMENTALS OF ENGLISH (3 S.H.)
This course reviews the fundamentals of English composition: parts of speech, punctuation and mechanics, spelling, diction, sentence structure, the paragraph, outlining, the theme. The course, designed to assist students in increasing their level of competency in written expression, provides intense drill in fundamentals and frequent short writing exercises. Some writing exercises are designed to teach students the use of the dictionary and the use of the library. After successful completion of ENGL 100, students must enroll in ENGL 101. Not open to students who have received credit for ENGL 101. ENGL 100 may not be
ENGL 101 COMPOSITION & CRITICAL THOUGHT (3 S.H.)
This intensive course in expository writing focuses on rhetorical and grammatical principles, logical expression, unity, coherence, emphasis, syntax, punctuation, and diction. Readings stimulate expression and provide examples of exposition and argumentation. Assignments include summary, analysis, and synthesis of primary and secondary sources. Research techniques, including note-taking, documentation, and outlining, support an analytical source-based research paper of eight to ten pages. ENGL 101 may not be used as a humanities elective or to satisfy the humanities distribution requirement for Arts and Sciences students. Prerequisite: ENGL 100 or approval of the English faculty. Some students may be exempted from this course, based on their proficiency.

ENGL 102 ADVANCED COMPOSITION AND LITERATURE (3 S.H.) (W)
Varied writing exercises teach students to express their own ideas as well as the ideas of others critically, logically, and creatively. Students are introduced to the principal literary genres of fiction, drama, and poetry as a means of stimulating critical thinking and further developing skills in advanced exposition. This course contributes toward satisfying the humanities distribution requirement. All sections are writing enriched. Prerequisite: ENGL 101.

ENGL 131 LITERATURE OF THE WESTERN WORLD I (3 S.H.)
A critical and historical survey of the significant works in Western literature from the ancient world through the Renaissance. Authors and works may include the Bible, Homer, Sophocles, Sappho, Ovid, Marie de France, Dante, Milton, and others. No prerequisite.

ENGL 132 LITERATURE OF THE WESTERN WORLD II (3 S.H.)
A critical and historical survey of the significant works in Western literature from the early modern period to the present day. Authors may include Voltaire, Dostoevsky, Dickinson, Duras, Achebe, and others. No prerequisite.

ENGL 133 BRITISH LITERATURE I
(FORMERLY ENGLISH LITERATURE I) (3 S.H.)
A critical and historical survey of the significant works in British literature from the medieval period to the early modern period. Authors and works may include Beowulf, Chaucer, Shakespeare, Donne, Wroth, Milton, Behn, and others. No prerequisite.

ENGL 134 BRITISH LITERATURE II
(FORMERLY ENGLISH LITERATURE II) (3 S.H.)
A critical and historical survey of the significant works in British literature from the early modern period to the present day. Authors may include Blake, Austen, Tennyson, Joyce, Woolf, Lessing, and others. No prerequisite.

ENGL 145 WORLD LITERATURE
(FORMERLY ENGL 130) (3 S.H.)
A study in literary traditions ranging from China, India, Japan, African nations, and other cultures. The course investigates connections between Eastern and Western writers. Works studied include those by Li Po, Basho, Roy, Achebe, Dangarembga, Rumi, Aidoo, Desai, and others.

ENGL 146 WOMEN WRITERS: 1800 TO THE PRESENT
(SAME AS GWS 146) (3 S.H.)
This course examines the contributions of women in both fiction (the novel and short story) and poetry in the 19th and 20th centuries. Authors studied include Jane Austen, Emily Dickinson, Jean Rhys, and Virginia Woolf. The class emphasizes both the singular perspectives each writer brings to her work as well as each author's perspectives on the role of women in her particular era.

ENGL 147 LITERATURE OF THE AMERICAN MINORITY EXPERIENCE (SAME AS GWS 147) (3 S.H.)
America is often called a great melting pot, yet many voices are ignored or marginalized because they are not the voices of majority culture. In this class, students examine significant works from African Americans, Asian Americans, Chicano/as, Native Americans, and others. Writers studied include Zora Neale Hurston, June Jordan, Maxine Hong Kingston, M. Scott Momaday, Simon Ortiz, and Alberto Rios.

ENGL 156 INTRODUCTION TO FICTION WRITING (3 S.H.)
This course introduces the beginning fiction writer to the technical aspects of the short story: setting, character, dialogue, point of view and plot. In addition, each class emphasizes the aesthetic dimensions of language. Not open to students who have completed ENGL 306.

ENGL 157 INTRODUCTION TO POETRY WRITING (3 S.H.)
This course introduces the beginning poet both to the aesthetic and qualitative dimension of poetry writing and to the technical and quantitative considerations: meter, forms, rhyme, image, simile, metaphor, and symbol. Not open to students who have completed ENGL 307.

ENGL 165 THE SHORT STORY (3 S.H.)
A survey of the various forms, techniques, and themes of the short story. Attention is given to larger aesthetic concerns and social context. This course is offered alternately as American and British. American authors studied range from Hawthorne, James, and Chopin, to O’Connor, Carver, Bambara, Alexie, and O’Brien. British authors range from Joyce, Lawrence, and Mansfield, to Amis, Sillitoe, Carter, and McEwan.

ENGL 166 SCIENCE FICTION, FANTASY, AND HORROR (3 S.H.)
An investigation of various themes and issues raised in the literary and cinematic genres of science fiction, fantasy, and horror, including scientific dystopia and apocalypse, the quest myth, vampire literature, magical realism, and cyberpunk. Authors may include Poe, Asimov, Le Guin, Tolkien, Carter, King, and Rice.

ENGL 167 SPORTS AND THE AMERICAN IMAGINATION (3 S.H.)
Through the analysis of novels, short stories, films, poetry, and essays, this course explores the ways in which sports influences our needs, desires, and values as Americans. Particular attention will be given to the ways in which gender, sexuality, race, ethnicity, and class influence the way writers (and their characters) think about and use sports. Authors may include Hemingway, Malamud, Irving, Wilson, Kumin, Oates, and DeLillo.

ENGL 301 METHODS OF LITERARY STUDY (3 S.H.)
An introduction to advanced literary study for English majors covering both research methods and reading and writing literary criticism. The course uses a workshop format. Work includes practice in library, archival, and online research; a study of significant critics and critical traditions; an introduction to literary theory; bibliography and editing; and explication. Required for all English majors.

ENGL 306 ADVANCED FICTION WRITING
(FORMERLY STORY WRITING) (3 S.H.)
Dialogue, characterization, plotting techniques, and analysis of the forms of short fiction are considered. Several short stories are written, as well as a number of short dialogues and descriptions. Prerequisite: ENGL 156.
ENGL 307 ADVANCED POETRY WRITING (FORMERLY POETRY WRITING) (3 S.H.)
Guided practice in composing verse, exercises in developing imagery, and prosodic analysis are the focus of the course, with the purpose of imparting an enriched understanding and appreciation of poetry as well as inspiring creativity. This course may be used to fulfill a 300-level humanities course. Prerequisite: ENGL 157.

ENGL 315 BIOGRAPHY (3 S.H.)
The principles of biography both in terms of composition and as a tool for literary and historical research are studied. Besides representative readings, students engage in a class project using primary sources with the objective of producing a biographical study.

ENGL 316 LITERARY CRITICISM (3 S.H.)
A survey of the major developments in literary theory from the classical period to the present, with emphasis on those that have emerged as most significant in the 20th century. Students engage in applied literary criticism, writing interpretations of specific texts from a variety of critical approaches such as formalism, reader-response, feminism, psychoanalysis, and others.

ENGL 317 SATIRE (3 S.H.)
The nature of the satirical approach of life through literature, viewing the historical development of satire from the satyr play of Greek drama to satire written in English (fiction, essay, drama, poetry).

ENGL 325 COMPARATIVE DRAMA (3 S.H.)
This course examines the drama of Western civilization through reading and discussing plays selected from the literatures of ancient (e.g., Aeschylus, Seneca), medieval (liturgical, anonymous), Renaissance (Racine, Jonson, Calderon de la Barca), and contemporary Europe (Stoppard, Beckett, Churchill). Some study will be made of the complex relationship between culture and literary form, and examples may be taken from non-Western works. The critical method of studying these texts will vary from year to year. This course fulfills one of the pre-1800 literature requirements for English majors.

ENGL 335 MEDIEVAL LITERATURE (FORMERLY CHAUCER: MEDIEVAL LITERATURE) (3 S.H.)
A study of English and related literature from the 8th through the 15th centuries. Works and authors may include Beowulf, de Troyes, Chaucer, Kempe, Julian of Norwich, Langland, and Arthurian legends. Attention will be given to the historical and cultural foundations of the literature. Satisfies one pre-1800 literature requirement for the English major.

ENGL 336 SHAKESPEARE (3 S.H.)
An in-depth study of various aspects of Shakespeare's plays and poems, with special attention given to his cultural and historical importance. While the focus may shift each time the course is offered, the course considers Shakespeare's influence on other authors, the plays in performance, and the variety of critical responses to his work. Satisfies one pre-1800 literature requirement for the English major.

ENGL 337 RENAISSANCE LITERATURE (FORMERLY 16TH-CENTURY LITERATURE) (3 S.H.)
A study of the nondramatic literature of the late 15th, 16th, and 17th centuries. Authors may include More, Spenser, Sidney, Donne, Lanyer, Wroth, Bacon, Browne, and others. Special attention is given to the development of poetic form during the Renaissance. Satisfies one pre-1800 literature requirement for the English major.

ENGL 338 RENAISSANCE DRAMA (3 S.H.)
A study of drama in England, exclusive of Shakespeare, from the 14th century to the closing of the theatres in 1642. The course examines the development of drama from religiously oriented plays to complex and professional works during the reigns of Queen Elizabeth and King James. Attention is given to the continuing cultural unease with acting and actors during this time. Works and authors may include The Second Shepherd's Play,Everyman, Greene, Heywood, Marlowe, Jonson, and Webster. Satisfies one pre-1800 literature requirement for the English major.

ENGL 345 MILTON (FORMERLY 17TH-CENTURY LITERATURE) (3 S.H.)
An in-depth study of Milton's Paradise Lost, emphasizing close reading of the poem and critical thinking about such topics as the problem of evil, free will, divine retribution, titanic aspiration, women's rights, human sexuality, and Christian ethics. The course considers the poem in its literary, historical, and religious contexts with special attention given to Milton's reworking of epic conventions and Biblical material and to its reception in the centuries following its publication. Satisfies one pre-1800 literature requirement for the English major.

ENGL 346 SATIRE AND SENSIBILITY (FORMERLY NEOCLASSICISM AND SENSIBILITY) (3 S.H.)
A study of British literature from the Restoration of the monarchy in 1660 through the 18th century, with particular emphasis on the works of Pope and Swift as well as on the various genres and modes of the period, including Restoration comedy, satire, the periodical essay, the rise of the novel, Neoclassicism, and Sensibility. Other authors may include Dryden, Behn, Congreve, Defoe, Johnson, Wollstonecraft, and Austen. Satisfies one pre-1800 literature requirement for the English major.

ENGL 347 BRITISH ROMANTICISM (FORMERLY ROMANTIC LITERATURE) (3 S.H.)
An in-depth study of British literature of the late 18th to early 19th centuries, particularly of the canonical Romantic poets—Blake, Wordsworth, Coleridge, Byron, Shelley, Keats—and selected works by their contemporaries, including various women writers of the period. The aesthetic concept of Romanticism is explored in its literary and historical context with critical attention also given to certain writers, texts, and genres of the period that challenge the traditional view of the Romantic literature. May satisfy either one pre-1800 or one post-1800 literature requirement for the English major.

ENGL 356 VICTORIAN LITERATURE (3 S.H.)
The poetry and prose of the period with particular emphasis on Tennyson, Browning, Arnold, and Carlyle. The literature is discussed against the background of political, scientific, social, and religious thought of the 19th century.

ENGL 357 THE BRITISH NOVEL (3 S.H.)
A study of the rise of the novel in Great Britain from the 18th century to the 20th century, considering the change in the novel's cultural status during this time and its increasing popularity and social relevance. The course takes various critical approaches to novels by such authors as Burney, Austen, the Brontës, Gaskell, Dickens, George Eliot, Hardy, and others. May satisfy either one pre-1800 or one post-1800 literature requirement for the English major.

ENGL 359 DICKENS (3 S.H.)
This course examines the career of British novelist Charles Dickens, with emphasis on selected novels as popular and literary culture. Dickens' achievement is studied in terms of the elements...
of fiction; the Victorian literary marketplace and its audience; the conditions of serial authorship; the generic expectations for fiction as art and as entertainment; the literary, political, social, and biographical contexts of Dickens’ books; and the continuing appeal of his novels today. Satisfies one post-1800 literature requirement for the English major.

ENGL 360  BRITISH LITERATURE: 1890–1945 (3 S.H.)
This course examines major literary movements and authors from 1890 through World War II. Students consider the impact of Modernism and its transformation through the period. Writers studied include Hardy, Wells, Ford, Joyce, Woolf, Rhys, and Green. Satisfies one post-1800 literature requirement for the English major.

ENGL 361  BRITISH LITERATURE: 1945 TO PRESENT (3 S.H.)
This course examines British literature after World War II. Writers and texts are considered in light of the changing place of England in the world and the economic and social transformation of Britain. Authors studied include Beckett, Amis, Murdoch, Burgess, Winterson, and Ishiguro. Satisfies one post-1800 literature requirement for the English major.

ENGL 362  20TH-CENTURY BRITISH DRAMA (3 S.H.)
A study of modern British drama in its various modes (realistic, comic, experimental). The course examines concepts of performance and staging and looks at the plays within their social and historical contexts. Playwrights covered include Shaw, Synge, Coward, Osborne, Delaney, Beckett, Pinter, Stoppard, Churchill, and others. Satisfies one post-1800 literature requirement for the English major.

ENGL 363  LITERATURE IN ENGLISH
AFTER EMPIRE (3 S.H.)
Studies in literature written in English from Australia, New Zealand, Canada, the Indian subcontinent, Africa, and the Caribbean. Students consider the authors in light of ideas about identity and origin, as well as their historical and political contexts. Satisfies one post-1800 literature requirement for the English major.

ENGL 365  THE AMERICAN NOVEL (3 S.H.)
An investigation of thematic and formal developments of the American novel from the early 19th century to the present. Writers may include Hawthorne, Melville, James, Twain, Cather, Faulkner, Hurston, Morrison, Erdrich, and DeLillo. Satisfies one post-1800 literature requirement for the English major.

ENGL 366  EARLY AMERICAN LITERATURE (FORMERLY AMERICAN LITERATURE OF THE COLONIAL AND EARLY FEDERAL PERIODS) (3 S.H.)
This course surveys the burgeoning American literary scene in the 17th and 18th centuries. Students consider within a historical context the moral, social, and aesthetic issues raised in the work of such representative writers as Bradstreet, Taylor, Edwards, Franklin, Jefferson, and Cooper. Satisfies one pre-1800 literature requirement for the English major.

ENGL 367  AMERICAN ROMANTICISM (3 S.H.)
A study of the manifestations of Romanticism in the essays, novels, and poems of such 19th-century American writers as Hawthorne, Poe, Thoreau, Emerson, Douglass, Melville, Dickinson, and Whitman. Satisfies one post-1800 literature requirement for the English major.

ENGL 368  AMERICAN REALISM AND NATURALISM (3 S.H.)
A study of prose and poetry by late 19th- and early 20th-century American writers from Rebecca Harding Davis to Theodore Dreiser, including such major figures as Twain, James, Crane, Chesnutt, Wharton, Chopin, Frost, and Robinson. Some attention is given to European influences and parallel developments in the other arts. Satisfies one post-1800 literature requirement for the English major.

ENGL 369  AFRICAN AMERICAN LITERATURE (3 S.H.)
This course explores the African American literary tradition from its beginnings in the 18th century to the present day. Students cover a variety of genres, periods, and topics, including the slave narrative, local color and regionalism, the Harlem Renaissance, and the Black Arts movement. Along the way, they consider recurring aesthetic and political questions that continue to shape African American writing. Representative writers include Frederick Douglass, Phillis Wheatley, Langston Hughes, Zora Neale Hurston, Richard Wright, and Toni Morrison.

ENGL 374  AMERICAN POETRY: POST WORLD WAR II (3 S.H.)
Students examine significant figures and movements in American poetry written after 1945, including work from the Fugitives, the Beats, the Black Mountain School, African American writers, the New York School, and others. Writers covered include Robert Creeley, Reta Dove, Denise Levertov, Allen Ginsberg, Frank O’Hara, and Adrienne Rich. The course provides a strong introduction to developments in American poetry over the last 50 years. Satisfies one post-1800 literature requirement for the English major.

ENGL 375  MODERN AMERICAN LITERATURE (3 S.H.)
A study of the eclectic manifestations, literary and philosophical, in American writing from 1914 to the present. Writers studied range from O’Neill, Hemingway, and Eliot to Plath, Baldwin, and Ginsberg.

ENGL 380  AUTHOR STUDY (POST-1800) (3 S.H.)
An in-depth study of the career of a single author, or the careers of a small group of authors, writing after 1800, with emphasis on selected works and their literary, political, social, and biographical contexts.

ENGL 409  SENIOR SEMINAR (3 S.H.)
The required capstone course for English majors. Students conduct advanced study of a literary subject selected by the instructor and complete a pertinent scholarly project for written and oral presentation. Offered in the fall semester only. Prerequisite: A grade of C or better in ENGL 301 and at least three 300-level literature courses.

ENVIRONMENTAL SCIENCE (ENVR)

ENVR 100  INTRODUCTION TO ENVIRONMENTAL SCIENCE (3 S.H.)
This course is designed for nonscience majors who are interested in the environment and environmental issues. Topics include an overview of humans and nature (environmental problems and their causes), principles and concepts (matter and energy, ecosystems, risk, toxicology, human health), resources and wastes, biodiversity, and living sustainably. Three lecture hours weekly.

ENVR 104  EARTH PROCESSES AS NATURAL DISASTERS (3 S.H.)
This course is a survey of Earth's surface processes that have a direct impact, often violently and without warning, on our global society. Information presented in this course integrates the principles of geology, meteorology, climatology, oceanography, and
ecology and explores the many ways humans leave themselves susceptible to hazards driven by Earth’s dynamic geologic and atmospheric processes. A series of case studies will outline each topic area covered. These include the broad topic areas of earthquakes, volcanoes, flooding, mass wasting, coastal hazards, subsidence, severe weather, mass extinction, wildfires, and global climate change. Designed for a general audience, this course is open to all students who have a natural curiosity about events that often control our global existence. No prerequisites.

ENVR 120 ENVIRONMENTAL AWARENESS AND ACTION IN THE 21ST CENTURY (4 S.H.)
This environmental science course is designed for students who want more hands-on experience with environmental issues that are affecting their communities. Topics may include water supplies and pollution, soil conservation, energy consumption, human population growth and distribution, land-use planning, and exotic species. Discussions focus on ways students can contribute to more sustainable communities, both here at Widener and at home, through citizen participation in activities addressing these problems. Laboratories are mostly group-oriented projects that coincide with lecture material. Each student will research an issue of her/his choosing that is pertinent to the community in which she/he resides and give a presentation to the class. Three hours lecture; three hours laboratory.

FACILITIES MANAGEMENT

FAC 350 FACILITIES MANAGEMENT (3 S.H.)
This module introduces the subject of facility design and management. The material helps to prepare students and managers to deal with facility-related problems and questions that arise with maintenance and engineering functions.

FAC 360 INFORMATION SYSTEMS CONTRACTING (3 S.H.)
This course is designed to provide an overview of the technology and information management issues facing facilities professionals. The course focuses on two primary applications of technology: (1) The application of technology in support of building operations, focusing on the use of energy management systems, integrated and automated control systems, telecommunications cabling, indoor air quality, etc. (2) The application of technology in support of facilities’ function to create a “smart building.” This includes the use of computer-aided facilities management, work order, and asset inventory systems. In addition, students are introduced to technology acquisition and the methods used to acquire systems and technology. The process of developing specifications to closing agreements that cover typical acquisitions—including hardware, software, and more complex outsourcing and internet services—is explored. Prerequisite: FAC 350.

FAC 420 REAL ESTATE AND LEASE PORTFOLIO MANAGEMENT (3 S.H.)
The facilities manager plays an important role as the liaison between landlords and tenants. Students gain an overview of real estate and lease management through a review of managing “corporate owned” real estate. They learn to prepare management documents, conduct feasibility studies (such as lease versus own), and develop site selection criteria. Real estate leasing is presented from the viewpoints of the owner or property manager, tenant, tenant's representative, and tenant's property manager. Prerequisite: FAC 350.

FAC 425 QUALITY MANAGEMENT AND RESEARCH (3 S.H.)
A critical piece of facility management is the understanding of how to manage knowledge. This course looks at how the facility manager should assess quality of services and the facility’s effectiveness; benchmarking; audit activities; and research processes. A history of quality management is offered as well as a study of basic research design. Prerequisite: FAC 350.

FAC 450 CAPSTONE COURSE IN FACILITIES MANAGEMENT (3 S.H.)
This is the capstone course for facilities supervision students. It provides a comprehensive review and validation of the facilities supervision field and management competencies developed throughout the curriculum. The course is based on case study analysis requiring investigative research and solution building. Competencies are demonstrated through the development and presentation of a senior thesis. Prerequisite: 90 credits and all FAC courses.

FINANCE (FIN)

FIN 303 FINANCIAL MANAGEMENT (3 S.H.)
A fundamental introduction to the theory and practice of financial management in the business firm. Topics include financial planning and control, valuation and financial structure, cash flows, economic and financial optimization, cost of capital, capital budgeting decisions, short- and long-term financing, and valuation processes in mergers, liquidation, and reorganization. Prerequisite: ACCT 205 and 57 credits.

FIN 305 INVESTMENTS (3 S.H.)
Survey of the problems and procedures of investment management, including types of risk, timing, selection, and basic determinants of investment values as applied to specific companies and industries. Emphasis on fundamental and technical analyses, sources of information, and the efficient markets concept. Prerequisite: FIN 303.

FIN 307 CAPITAL BUDGETING (3 S.H.)
The objective of this course is to conduct an in-depth study of the capital budgeting process, including evaluation of projects under various risk conditions, buy/lease decision making, and capital budgeting for the multinational firm. Emphasis will be placed on bringing together the theory, quantitative methods, and application of capital budgeting techniques. Prerequisite: FIN 303.

FIN 320 RISK MANAGEMENT AND INSURANCE (3 S.H.)
A study of the concept of risk and its treatment by insurance. The principal types of insurance are studied and concepts of risk management are introduced for business and personal uses. Prerequisite: FIN 303.

FIN 406 PORTFOLIO THEORY AND MANAGEMENT (3 S.H.)
Examination of modern concepts relating to management of security portfolios. Students research and evaluate investment opportunities and participate in the investment decisions. Topics include security analysis, Markowitz Portfolio Theory, risk and portfolio construction, and portfolio performance measurement. Students invest funds provided by Grace and John Sevier Investment Portfolio Fund in a balanced portfolio. Prerequisite: FIN 303.

FIN 408 INVESTING IN MUTUAL FUNDS (3 S.H.)
This course provides an in-depth analysis of investment opportunities in mutual funds. It presents a clear understanding of the
basic concepts and terms, as well as the complexities of evaluating mutual funds. Topics include the structure and working of a typical fund, what a fund's total return actually means, the role of various entities (e.g., fund manager, custodian distributor) in operating a fund, fees and expenses associated with investing in funds, services available to shareholders, and performance measurements to be examined and compared before investing. This course enables students to understand the tools necessary to select a mutual fund that will—given the investment objective, risk tolerance, and time horizon—be the top performer in its group or sector. Prerequisite: FIN 303.

FIN 423 INTERNATIONAL FINANCIAL MANAGEMENT (3 S.H.)
Study of the concepts and principles of international financial management. This course covers in detail the current financial practices, tools, and theories of multinational business finance. Prerequisite: FIN 303.

FRENCH (FREN)

FREN 101, 102 ELEMENTARY FRENCH I, II (3 S.H. EACH)
This basic course of study of the French language with equal emphasis on speaking, listening, reading, and writing offers an introduction to the culture of France and of the French speaking world. FREN 101 is a prerequisite for FREN 102.

FREN 201, 202 INTERMEDIATE FRENCH I, II (3 S.H. EACH)
This intermediate course of study of the French language with equal emphasis on speaking, listening, reading, and writing offers instruction in the more complex structures of the language. In addition, the course expands students' knowledge of the culture of France and the French speaking world. Prerequisite: FREN 102 or permission of instructor.

GENDER AND WOMEN'S STUDIES (GWS)

GWS 101 INTRODUCTION TO WOMEN'S STUDIES (3 S.H.)
This course focuses on the experiences of women and the significance of gender from an interdisciplinary and multicultural perspective. It will explore the extent to which gender, as well as other social characteristics such as race, class, and sexual orientation, affect access to opportunity, power, and resources. It will also examine the contributions of women to society and to social change. Satisfies distribution requirement.

GWS 104 WOMEN IN THE WESTERN TRADITION (SAME AS HIST 104) (3 S.H.)
This course will examine Western society's attitudes toward women and how these attitudes shaped women's participation in the social, political, economic, and cultural development of the Western world from ancient times to the present. A special effort is made to use primary source material in the course readings.

GWS 130 LITERATURE OF THE NON-WESTERN WORLD (SAME AS ENGL 130 AND HUM 130) (3 S.H.)
Students read works by major writers from Japan, China, India, African nations, and other cultures. This course includes works by writers such as Basho, Firdausi, Confucius, Li Po, Motoyko, and Mushima. In addition, students will study selections from The Koran and The Bhagavad Gita and a number of Japanese Noh plays.

GWS 146 WOMEN WRITERS: 1800 TO THE PRESENT (SAME AS ENGL 146) (3 S.H.)
This course will examine the contributions of women in both fiction (the novel and the short story) and poetry in the 19th and 20th centuries. Some of the authors to be studied include Jane Austen, Emily Dickinson, Jean Rhys, and Virginia Woolf. The class will emphasize both the singular perspectives each writer brings to her work as well as each author's perspectives on the role of women in her particular era.

GWS 147 LITERATURE OF THE AMERICAN MINORITY EXPERIENCE (SAME AS ENGL 147) (3 S.H.)
America is often called a great melting pot, yet many voices are often ignored or marginalized because they are not the voices of majority culture. In this class, students will examine significant works from African Americans, Asian Americans, Chicano/as, Native Americans, and others. Writers to be studied include Zora Neale Hurston, June Jordon, Maxine Hong Kingston, M. Scott Momaday, Simon Ortiz, and Alberto Rios.

GWS 203 SOCIOLOGY OF YOUTH (SAME AS SOC 203) (3 S.H.)
Youth, adolescence, young adulthood—different terms, but all imply a period in life when individuals face various new issues, physically and emotionally. In this course, students explore such issues in the context of social and cultural frameworks. Students consider how sociologists view a category termed “youth” and the intersections and impact of race, class, and gender on the experiences of youth. Students are introduced to the social constructionist approach to study the issues of youth in the United States, as well as comparative perspectives. Prerequisite: SOC 105.

GWS 204 SOCIAL PROBLEMS (SAME AS SOC 204) (3 S.H.)
The study of social problems in the United States and other parts of the world. This course looks at political policy and the unrest that follows from inequality based on race, gender, class, sexual orientation, and subcultural group practices. Through film, readings, and discussion, the class focuses on the application of critical thinking to understand and address the effects of social differentiation on individuals and groups. Prerequisite: SOC 105 or permission of instructor.

GWS 206 PSYCHOLOGY OF WOMEN (SAME AS PSY 206) (3 S.H.)
The social construction of gender and its impact on the lives of women are examined in this course. This survey course covers a wide array of psychological topics as they relate to the female experience in American culture. The influence of historical, developmental, and social contexts on psychological experiences are also examined. Prerequisite: PSY 105.

GWS 215 THE FAMILY (SAME AS SOC 215) (3 S.H.) (W)
An examination of the family as a social institution with multicultural and cross-cultural differences. Areas of study include the organization of kinship systems, historical antecedents of family structure in the United States, gendered family roles, domestic violence, and the theoretical implications of societal change of intimacy patterns and family relations. This is a writing enriched course. Prerequisite: SOC 105.

GWS 230 DOMESTIC VIOLENCE AND THE JUSTICE SYSTEM (SAME AS CJ 230) (3 S.H.)
The main objective of the course is to introduce students to the subject of family violence, especially as it relates to the legal
system in the United States. This will be accomplished by exploring (1) the historical roots of domestic violence, (2) social science theoretical perspectives, (3) the roles and the players, (4) the typical criminal prohibitions, (5) the experiences of victims who seek help from the court, religious, and medical authorities, and (6) efforts at developing prevention and intervention strategies. In addition, the course will seek to develop skills in students to find and evaluate information on family violence, especially as it is found in sociological sources and court needs.

GWS 240 GENDER AND INTERNATIONAL DEVELOPMENT (SAME AS SOC 240) (3 S.H.)
This course focuses on how gender inequality is structured globally and how economic and political changes in the last half of the 20th century have impacted these inequalities. To understand the impact of economic and political changes, we will specifically examine regions such as Latin America, Asia (Southeast, South Asia, China), Africa, and the Middle East and make comparisons with the United States. We will look at the social, economic, and political structure in different countries of these areas and see how gender inequality is socially constructed and impacted by changes. We will end the course by looking at some of the ways women have made changes in the structure of their countries and ultimately their own lives.

GWS 245 WOMEN AND CRIMINAL JUSTICE (SAME AS CJ 245) (3 S.H.)
This course explores theoretical and empirical research that relates to gender and criminal justice. The course is divided into three sections: women as offenders, women as victims, and women as criminal justice practitioners. Emphasis is placed on the intersection of victimization and offending for women and girls. Topics include the nature and pattern of criminal offending by women and girls, their treatment by the criminal justice system, and how their gender may influence their punishment. The course also addresses the experiences of women as survivors of domestic violence, sexual abuse, and sexual harassment. Additional topics include women’s experiences as law enforcement officers, attorneys, judges, and correctional officers.

GWS 275 AFRICAN AND AFRICAN AMERICAN WOMEN IN SOCIETY (SAME AS SOC 275) (3 S.H.) (W)
This course will explore some of the significant life experiences of women in sub-Saharan Africa (such as marriage, sex and sexuality, motherhood, being a wife, families, aging, widowhood, work, and urban vs. rural life), how the same type of experiences are lived by African American women, and how an understanding of culture and social organization helps us understand how African and African American women sometimes experience these similarly and sometimes differently. This is a writing enriched course.

GWS 313 SELECTED TOPICS IN LITERATURE AND FILM (SAME AS HUM 313) (3 S.H.)
Literature and film represent two of the media in which society explores its most puzzling questions. This course examines the way particular issues are treated in literature and film, focusing on both the issues and the analytical skills necessary to critique the two media. Issues are different each time the course is offered. This course counts as a women's studies course when the selected topic and issues focus on women.

GWS 315 WOMEN, MEN, AND WORK (SAME AS EC 315) (3 S.H.)
This course focuses on gender issues in the labor force and the household. Topics include labor force participation patterns and trends, allocation of time between household and market work, unemployment, leadership styles, occupational segregation, discrimination, and sexual harassment. Prerequisite: EC 202.

GWS 317 SOCIOLOGY OF SEX AND GENDER (SAME AS SOC 317) (3 S.H.) (W)
An examination of sex/gender systems in historical, cross-cultural, and contemporary societies. Identity politics and the interconnections between gender, race, class, ethnicity, and sexual orientation are core segments of this course. Feminist, socialist, liberal, and conservative thought on sex/gender issues are included. Readings include classic early writings from the contemporary women's movement and more recent gender analyses. This is a writing enriched course. Prerequisite: SOC 105.

GWS 326 GENDER IN EUROPEAN HISTORY (SAME AS HIST 326) (3 S.H.)
The course focuses on the changing nature of male and female genders from the Renaissance to the present. The purpose of the course is to familiarize students with gender as an analytical category, distinguish it from sex, make students conscious of the variability of gender, and knowledgeable of the forces that have acted upon gender in the past. Students will explore the nature of men's and women's conditions, social status, and thought, as well as development of their political, social, and cultural powers from the 15th century to our day.

GWS 350 WOMEN AND ART (SAME AS AH 350) (3 S.H.)
This course looks at studies over the past 20 years that have re-situated the significant contributions of women in making, commissioning, and inspiring artistic images. These re-evaluations have led to a richer, more nuanced history—one that posits gender as an integral factor and that reveals the key role women have played in the world of art. The course will focus on how artists have portrayed women and the ways representations of women function as a manifestation of culture. The work of women artists and feminist critical disclosure will be included.

GWS 351 HISTORY OF WOMEN IN AMERICA TO 1870 (SAME AS HIST 351) (3 S.H.)
Explores the lives of women in America from the beginning of the colonial era to 1870, with special emphasis on how race, class, region, and gender have affected women's identities, relationships, and daily lives. Topics include religion, paid and unpaid labor, life cycles, friendships, family life, community, health and sexuality, the women's rights movements, and the impact of the American Revolution and the Civil War. This is primarily a lecture-base course, with writing and discussion as important elements.

GWS 352 HISTORY OF WOMEN IN AMERICA SINCE 1870 (SAME AS HIST 352) (3 S.H.)
Explores the lives of women in America from 1870 to today, with special emphasis on how race, class, region, and gender have affected women's identities, relationships, and daily lives. Topics include religion, paid and unpaid labor, prostitution, friendships, family life, community, health and sexuality, birth control, the women's rights movement, and the impact of U.S. involvement in international wars. This is primarily a lecture-based course, with writing and discussion as important elements.

GWS 355 FEMINIST THEORIES AND METHODOLOGY (3 S.H.)
This seminar style course focuses on feminist theories as they have evolved since the beginning of organized activity on behalf of women's rights. Theoretical foundations of liberal, radical, and socialist feminism are covered, as well as more recent works on standpoint theory, masculinist studies, post-colonial research, multiculturalism, social constructionism, post-modern and queer
theory. Critical thinking is applied to the intersections of gender with race, class, sexual orientation, ethnicity, age, and other social group characteristics. Critiques and innovations in research methodology are also covered. Prerequisite: GWS 101 or permission of instructor.

GWS 367 SOCIAL MOVEMENTS SOCIAL CHANGE
(SAME AS SOC 367) (3 S.H.) (W)
This course explores the interaction between social movements and social change. The focus is on intentional change; on social movements as expressions of people’s interest in transforming social structures and cultural relations. Activism organized around issues of race, class, and gender—as found in the American labor movement, civil rights movement, and the women’s movement—constitute the three primary movements examined in this course. Prerequisite: SOC 105.

GWS 371 STUDIES IN AMERICAN WOMEN’S HISTORY
(SAME AS HIST 371) (3 S.H.)
A focused examination of key themes in American women’s history from colonial times to the present. Topics include changing roles within the family, the empowering and restricting effects of religion, the changing definitions and status of women’s work, women’s involvement in reform movements, and the evolution of the women’s rights movement. This is a seminar style course centered on discussion of required readings, in class presentations, and written assignments.

GWS 499 INDEPENDENT STUDY (3–6 S.H.)
The student undertakes independent study of significant issues concerning women’s studies. A topic, approved by the instructor, as well as the director of women’s studies, is chosen for research and a written report is required. Discussions as to the progress of the work are held periodically. Prerequisite: Open to qualified students with the permission of the faculty advisor and the director of women’s studies. Student must have a junior or senior standing.

GERMAN (GRMN)

GRMN 101, 102 ELEMENTARY GERMAN I, II
(3 S.H. EACH)
This multiple approach to language learning is an introduction to German culture and civilization through graded readings. Students are introduced to fundamentals of German linguistics and, at the same time, are drilled in diction and given elements of grammar and rudiments of composition.

GRMN 201, 202 INTERMEDIATE GERMAN I, II
(3 S.H. EACH)
The language and culture of Germany are studied in an intensive review of German grammar and linguistics done exclusively in German. An introduction to all elements of German culture and civilization through readings of graded literary texts and cultural materials is included.

GOVERNMENT AND POLITICS (GP)

GP 101 AMERICAN GOVERNMENT & POLITICS (3 S.H.)
An introduction to basic concepts, functions, and processes of politics and government, using the American system as a model. Topics include political socialization, constitutional government, the legislative process, presidential leadership and the bureaucracy, the role of the judiciary, political parties, interest groups, and problems of civil rights. No prerequisites.

GP 102 FOREIGN GOVERNMENTS & POLITICS (3 S.H.)
The principal goal of this introductory course is to provide students with a basic knowledge of how political systems around the world function. By examining a wide range of countries, students learn how and why the “rules of the political game” differ from country to country. It is hoped that, after taking this course, students will better understand political events that take place outside the United States and appreciate the diverse political ideas and aspirations of people around the world. No prerequisites.

GP 204 CURRENT ISSUES IN WORLD AFFAIRS
(FORMERLY GP 104) (3 S.H.)
This course introduces students to current issues in international relations. The course focuses primarily on such issues as relations between rich and poor nations, the race between food and population, energy, technology, and the threat to the environment. In addition, students may examine other issues in the headlines, such as terrorism, immigration, human rights, international trade, and the proliferation of chemical, nuclear, and biological weapons. The course hews closely to recent events.

GP 205 AMERICAN PUBLIC POLICY & POLITICS (3 S.H.)
This course surveys the formal and informal processes by which public policy is made and implemented at all levels of government in the United States. Topics include how issues get onto the public and governmental agendas, basic policy formulation processes in the executive and legislative branches, budgetary policies and practices, the role of courts in the policy process, implementation of administrative law, and informal factors affecting policy, such as the economy, interest groups, the media, and technology. Prerequisite: GP 101.

GP 206 ETHICS, POLITICS, AND POLICY (3 S.H.)
This course examines the intersection between ethics, elections, policymaking, and policy implementation in the American political system. Consideration is given to how ethical standards apply to election campaigns; executive, legislative, and judicial policymaking; and corruption of policy and administrative processes. Prerequisite: GP 101 or 102.

GP 218 LAW AND SOCIETY (3 S.H.)
An analysis of the basic concepts related to the role of law in the polity, including law as an instrument of dispute resolution, social control, and change. Also examined is the relationship of the individual to the state, law and morality, economic foundations of legal precepts, and global perspectives.

GP 221 INTRODUCTION TO INTERNATIONAL RELATIONS (3 S.H.)
An introduction to various approaches and methods of analysis in international relations. The course examines the nature of the international system, the manner in which states and other actors behave, the causes of war and techniques of conflict resolution, economic interactions, and the implications of growing international interdependence. The course also addresses socioeconomic imbalances among nations. Sophomore standing required. There are no prerequisites.

GP 315 STATE AND LOCAL GOVERNMENT (3 S.H.)
An examination of political organization at the state and local levels and the effectiveness of governmental action in dealing with problems of community life. Attention is given to our rapidly expanding metropolitan areas, conflicts over community participation in the governmental process, and problems of relations between governments at different levels. Political structure and history of Pennsylvania are used for examples. Prerequisite: GP 101.
HISTORY (HIST)

HIST 100 WESTERN CIVILIZATION I
(ANCIENT WORLD TO 1300) (3 S.H.)
A study of select themes in historical development from ancient Egyptian and Mesopotamian civilizations through classical Greece and Rome to the later Middle Ages. A humanistic analysis of the traditional and popular elements in social behavior. No prerequisite.

HIST 101 WESTERN CIVILIZATION II (1300 TO 1815) (3 S.H.)
A study of select themes in European history from the later Middle Ages to Napoleon. Topics of special interest include the Renaissance, the Reformation, the Scientific Revolution, the Enlightenment, and the French Revolution. No prerequisite.

HIST 102 WESTERN CIVILIZATION III
(1815 TO PRESENT) (3 S.H.)
A study of select themes in European history from Napoleon to the present. Topics include the growth of industrialism, nationalism, socialism, and militarism. No prerequisite.

HIST 104 WOMEN IN THE WESTERN TRADITION
(SAME AS GWS 104) (3 S.H.)
This course examines Western society's attitudes toward women and how these attitudes shaped women's participation in the social, political, economic, and cultural development of the Western world from ancient times to the present. A special effort is made to use primary source material in the course readings.

HIST 111 WORLD CIVILIZATION TO 1500 (3 S.H.)
This course provides a global perspective on the past before 1500. Beginning with the emergence of civilization, the course surveys the diffusion of civilization and the development of selected societies in regions such as Asia, the Middle East, and Africa. Attention is given to the major cultural, social, economic, and political experiences of the peoples in these areas.

HIST 112 WORLD CIVILIZATION SINCE 1500 (3 S.H.)
This course provides a global perspective on the past since 1500. Building on the themes of “tradition” and “encounter,” the course examines the development of political, social, economic, and cultural experiences that have shaped the peoples of such regions as Asia, the Middle East, and Africa from the 16th century to the present.

HIST 121 AMERICAN CIVILIZATION I (3 S.H.)
American Civilization I surveys the history of the United States to 1877, with emphasis on how major economic, political, and social changes affected the lives and values of Americans. The focus is on how diverse peoples experienced and influenced the processes of colonization, nation-building, and sectional development. The class examines the kinds of evidence historians use to reconstruct the past and challenges students to think analytically about historical sources to learn how people made sense of and shaped American civilization.

HIST 122 AMERICAN CIVILIZATION II (3 S.H.)
American Civilization II surveys the history of the United States from 1877 to the present, with emphasis on how major economic, political, and social changes affected the lives and values of Americans. The focus is on how the processes of industrialization, immigration, and urbanization transformed American life from a parochial, "homogeneous," rural, and agricultural experience to an urban, industrial, multicultural nation in an increasingly interdependent world. The class examines the kinds of evidence that historians use to reconstruct the past and challenges students to think analytically about historical sources to learn how people made sense of and shaped modern American civilization.

HIST 215 SOCIAL HISTORY OF AMERICAN MEDICINE (3 S.H.)
An examination of ways in which political, socioeconomic, and cultural values and pressures have influenced medical theory and practice from colonial times to the present.

HIST 301 HISTORICAL PERSPECTIVES ON TECHNOLOGY (3 S.H.)
A survey of the interaction between technology and society, with particular emphasis on the Western world since the beginning of the Industrial Revolution.

HIST 321 WOMEN IN THE WORLD WARS (3 S.H.)
This course examines the experiences of British, French, German, Russian, and American women on both the homefront and battlefront during the First and Second World Wars. Through a comparative study of women's attitudes, their domestic and public activities, and government policies toward them, the course investigates women's traditional and nontraditional
wartime roles. It also considers the impact of the World Wars on attitudes toward women and on women's opportunities and status in the immediate post-war years. Memoirs, diaries, and correspondence by women who worked in war industries, served in auxiliary military services, and fought on the front lines are among the primary sources students use to obtain evidence about women's wartime experiences.

**HIST 326 GENDER IN EUROPEAN HISTORY (SAME AS GWS 326) (3 S.H.)**

This course focuses on the changing nature of male and female genders from the Renaissance to the present. The purpose of the course is to familiarize students with gender as an analytical category, distinguish it from sex, and make students conscious of the variability of gender and knowledgeable of the forces that have acted upon gender in the past. Students explore the nature of men's and women's conditions, social status, and thought, as well as development of their political, social, and cultural powers from the 15th century to present day.

**HIST 333 NAZI GERMANY AND THE HOLOCAUST (3 S.H.)**

An investigation of the origins and consequences of the Nazi regime, with particular attention to the planning and implementation of the “Final Solution” and the destruction of Europe’s Jews.

**HIST 351 HISTORY OF WOMEN IN AMERICA TO 1870 (SAME AS GWS 351) (3 S.H.)**

This course explores the lives of women in America from the beginning of the colonial era to 1870, with special emphasis on how race, class, region, and gender have affected women's identities, relationships, and daily lives. Topics include religion, paid and unpaid labor, life cycles, friendships, family life, community, health and sexuality, the women's rights movements, and the impact of the American Revolution and the Civil War.

**HIST 352 HISTORY OF WOMEN IN AMERICA SINCE 1870 (SAME AS GWS 352) (3 S.H.)**

This course explores the lives of women in America from 1870 to today, with special emphasis on how race, class, region, and gender have affected women's identities, relationships, and daily lives. Topics include religion, paid and unpaid labor, prostitution, friendships, family life, community, health and sexuality, birth control, the women's rights movement, and the impact of U.S. involvement in international wars.

**HIST 353 COLONIAL AMERICA, TO 1760 (3 S.H.)**

An in-depth survey of political, cultural, social, and economic developments in America to 1760. Topics include Native American societies, founding the English colonies, the adoption of slavery, religious diversification, the consumer revolution, the French and Indian War, and changes in the family.

**HIST 354 REVOLUTIONARY AMERICA, 1760–1820 (3 S.H.)**

An in-depth survey of political, cultural, social, and economic developments in America from 1760 to 1820. Topics include the imperial context, the development of provincial society, religious and intellectual currents, changes in the family, the American Revolution and its impact, the Constitution, the rise of party politics, and life in the early republic.

**HIST 355 ANTEBELLUM AMERICA, 1820–1860 (3 S.H.)**

An in-depth survey of political, cultural, social, and economic developments in America from 1820 to 1860. Topics include the development of classes, party politics, slavery, changes in the family, westward expansion, sectionalism, and the origin of the Civil War.

**HIST 356 AMERICA FROM CIVIL WAR TO WORLD STAGE, 1861–1914 (3 S.H.)**

An in-depth survey of political, cultural, social, and economic developments in America from 1861 to 1914. Topics include the Civil War, Reconstruction, the Gilded Age, national growth and its impact on peoples of color, and Progressive Reform.

**HIST 357 AMERICA BETWEEN THE WARS, 1914–1945 (3 S.H.)**

An in-depth survey of political, cultural, social, and economic developments in America from 1914 to 1945. Topics include the decline of Progressivism, cultural conflict in the 1920s, the Great Depression and the New Deal, and the home front during World War II.

**HIST 358 RECENT AMERICA, 1945–PRESENT (3 S.H.)**

An in-depth survey of political, cultural, social, and economic developments in America since 1945. Topics include the origins and development of the Cold War, McCarthyism, the rise of a counterculture, the Civil Rights Movement, the Vietnam War, and recent ideological conflict between liberalism and conservatism.

**HIST 371 WOMEN AND WORK IN THE 20TH CENTURY UNITED STATES (SAME AS GWS 371) (3 S.H.)**

From the Triangle Shirtwaist Company fire in 1911 to the “second shift” in the 1980s, this course examines experiences of working women and the nature of women's work in the United States in the 20th century. How have societal expectations for women shaped their paid and unpaid labor? How have class, ethnicity, and race impacted definitions of and women's experiences with work? Researching from both primary and secondary sources that describe a variety of work settings and occupations, students study the labor process and sexual division of labor, consider changes in the labor market and modes of managerial control, and debate the historical resilience of job segregation and the ideology of sex-typing.

**HIST 380 U.S. LABOR AND LEISURE: HISTORY OF THE AMERICAN WORKING CLASSES (3 S.H.)**

This course examines developments and important episodes in the history of the American working classes on the shop floor and beyond the factory's gates from the 1820s through modern times. It surveys major themes and issues in U.S. labor history, including the rise of industrialization, formations of class and class consciousness, changes to labor markets and work processes, labor radicalism, unionization, and the impacts of gender, race, and ethnicity on working-class history.

**HUMAN RESOURCE MANAGEMENT (MHR)**

**MHR 316 INTRODUCTION TO HUMAN RESOURCE MANAGEMENT (3 S.H.)**

This course examines the role and function of human resources management in organizations. Major areas studied include trends in human resource management; human resource planning and utilization; job analysis and work design; employee recruitment, selection, and training; compensation and benefits; and managing the performance of people in a global environment. The course is designed to provide students with the knowledge and skills required by both human resource specialists and line managers. Prerequisite: MGT 210.

**MHR 325 DIVERSITY IN THE WORKPLACE (3 S.H.)**

This course examines the rapidly changing workforce and population shifts in the United States and around the world in the 21st
formance management, training and development, compensation, and identifies challenges and opportunities presented by HRM at the global level. Students develop an international perspective in understanding the processes of learning, training, and development, and their applications in business and industry. Students learn analytical and problem-solving approaches to handling training and development issues. Prerequisite: MGT 210.

MHR 420 ORGANIZATIONAL BEHAVIOR (3 S.H.)
An examination of the traditional structures of management and organizational theory as they meet changing technologies, a changing work force, changing job structures, and changing market demands. Organizational and management issues are examined in the context of the question: Will the theories of organization and management that have served us productively in the past have a significant meaning for effective managerial performance and worker productivity in the 21st century? Prerequisite: MGT 210.

MHR 460 TRAINING AND DEVELOPMENT (3 S.H.)
A course designed to provide students interested in the field of human resources with the knowledge and skills necessary to understand the processes of learning, training, and development, and their applications in business and industry. Students learn analytical and problem-solving approaches to handling training and development issues. Prerequisite: MHR 316.

MHR 465 INTERNATIONAL HUMAN RESOURCE MANAGEMENT (3 S.H.)
U.S. corporations are moving into global markets at a very rapid pace. This increased level of globalization has a significant impact on how organizations recruit, develop, and manage their employees. This course explores the implications of internationalization on human resource management policies and activities. It discusses differences between domestic and international HR perspectives and identifies challenges and opportunities presented by HRM at the global level. Students develop an international perspective in various HR functions, including recruitment and selection, performance management, training and development, compensation, and labor relations. Cases and short projects play an important role in presenting international issues. Prerequisite: MGT 210.

HUMANITIES (HUM)

HUM 225 WOMEN IN AMERICAN SOCIETY (3 S.H.)
The role of women in the making of the American nation. Topics include the role of women in industry and education, the feminist movement of the 19th and 20th centuries, the image of women in the media and in society, and the changing role of women in U.S. contemporary life.

HUM 310 AMERICAN FOLKLORE (3 S.H.)
An introduction to the field of folklore, this course encompasses the basic major divisions of the discipline: oral narrative, belief systems, material culture, and popular culture. Attention is given to the nature, development, function, and appropriateness of folklore in our culture. Through the examination, analysis, and discussion of the components of folklore, students gain both an understanding of and an appreciation for the discipline, especially with respect to its interdisciplinary ramifications. The opportunity to engage in fieldwork-oriented research is also afforded.

HUM 313 SELECTED TOPICS IN LITERATURE AND FILM (SAME AS GWS 313) (3 S.H.)
Literature and film represent two of the media in which society explores its most puzzling questions. This course examines the way particular issues are treated in literature and film, focusing on both the issues and the analytical skills necessary to critique the media. Issues are different each time the course is offered. This course counts as a women's studies course when the selected topic and issues focus on women.

HUM 320 RELIGIONS OF THE WORLD (3 S.H.)
An exploration of the seven major religions of the world—Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity, and Islam—which have formed civilizations and continue to shape the contemporary world. The course examines the origins and development of the seven religions and moves to the meaning these religions carry for their adherents today.

HUM 322 THE SEARCH FOR SPIRITUALITY (3 S.H.)
A study of the path to happiness, often called “spirituality,” that includes the spirit of people and the nonmaterial rather than just the body of people and the material. This course explores the search for spirituality in the present era and attempts to evaluate this search against the background of spiritual wisdom that people from all cultures have discovered through the ages.

HUM 352 SCIENCE AND RELIGION (3 S.H.)
What is the place of religion in an age of science? Assuming one can still believe in God today, what view of God is consistent with scientific understanding? How can the search for meaning and purpose in life be fulfilled in the kind of a world disclosed by science? Alfred North Whitehead observed that the two strongest influences on humankind, religion and science, seem to be set against one another. It is no exaggeration to say that the future course of history depends upon the decision of this generation as to the relationship between them. This course seeks areas of reconciliation between the force of our religious institutions and the force of our desire for accurate observation and logical deduction. It is an introduction for non-experts to the central issues in science and religion today, with some focus on the interrelationship of science, spirituality, and worship.

HUM 380 RELIGIOUS SEASONS, FEASTS, AND FESTIVALS (3 S.H.)
This course is a study of ritual as manifested in the religious life of Judaism, Christianity, and Islam. Religious seasons, feasts, and festivals are examined with regard to their meaning, historical development, and contemporary observance. Special emphasis is given to observing the common human concerns that are foundational to seasonal ritual expressions while noting those characteristics that render each religion unique.
INFORMATION SYSTEMS (IS)

IS 101  INTRODUCTION TO PERSONAL COMPUTERS (3 S.H.)
An introduction to personal computers. The course presents students with a description of the various units that comprise a personal computer and how these units function individually and with each other. The basics of using Microsoft Windows are covered. The course provides hands-on experience and projects designed to improve competence in the use of Windows, word processing, and spreadsheet applications. Students may not receive credit for both IS 101 and CSCI 101.

IS 105  INTRODUCTION TO COMPUTER-BASED SYSTEMS (3 S.H.)
An overview of computer information systems and computer science. This survey course introduces computer hardware, software, procedures, systems, algorithms, and human resources and explores their integration and application in business, science, and in other segments of society. The fundamentals of problem solving and programming in a high-level programming language are discussed and applied.

IS 335  INFORMATION SYSTEMS PROJECT MANAGEMENT (3 S.H.)
This course investigates the knowledge and practices necessary for implementing IS/IT projects in organizations. Students develop an understanding of the concepts and principles of project management that include organizational structures, resource management, time management, cost control, and risk management. Various state-of-the-art tools for the application of project management to IS/IT problems will be explored. Prerequisite: IS Core.

INSTRUCTIONAL METHODS FOR WORKPLACE TRAINERS (INMT)

INMT 301  INTRODUCTION TO EDUCATION OF ADULTS (3 S.H.)
Examination of the historical, philosophical, and sociological bases of adult education with emphasis on present roles and future trends in professional and higher education. Students will review learning theory and adult development principles, issues related to continuing professional education, and review agencies that regulate educational programs for the professions. Prerequisite: Completion of 60 credits.

INMT 302  TEACHING METHODS FOR THE ADULT LEARNER (3 S.H.)
A course designed to prepare students for the instructional duties involved in their professional area. The major components are the application of adult learning theory to instruction, lesson planning, teaching methods, learning assessment, and evaluating learning outcomes. “Classroom management” and developing the appropriate educational climate will be covered. Prerequisite: INMT 301.

INMT 303  INSTRUCTIONAL DESIGN (3 S.H.)
Emphasis is placed on the application of fundamental principles and concepts of curriculum development to instructional programs designed for the adult learner. Students will develop educational objectives, design and evaluate instructional activities, and explore alternative models of instruction. Prerequisites: PSY 200, INMT 301, INMT 302, and declaration of minor.

INMT 350  INTEGRATING TECHNOLOGY INTO THE CLASSROOM (3 S.H.)
A course designed to present the basics of academic computing to enhance classroom learning. Students will review computer literacy and learn ways to use the computer for instructional purposes, including developing visual aids, organizing computer-driven lesson presentations, multimedia presentations, use of education software, and guidelines for the evaluation of educational software and technology. Prerequisite: INMT 303.

INMT 360  EVALUATION AND ASSESSMENT (3 S.H.)
In this course, students learn to conduct a variety of evaluations related to learning technologies including needs assessments, student evaluations, and outcome or impact assessments. As one means of measuring need, students also create assessment instruments and strategies related to particular learning technologies. These might include electronic portfolios, web-based surveys, computer adapted tests, or performance rubrics. Course requirements include a final evaluation project in which students (individuals or pre-approved small groups) plan and conduct actual evaluations of learning technologies. Prerequisite: INMT 350.

LEGAL EDUCATION INSTITUTE (LEI)

The following courses are offered only on the Delaware Campus and are among the requirements for the paralegal studies bachelor’s and associate’s, general certificate, certificate with concentrations, and legal nurse consultant programs.

LEI 101  INTRODUCTION TO LAW (3 S.H.)
An introduction to the legal system and an explanation of the legislative and judicial process, how a legal rule is generated and maintained by the judicial system. Emphasis is placed on jurisdiction, the development of the law through the court systems, torts, criminal law and procedure, business law, property law, family law, and contracts.

LEI 102  LEGAL RESEARCH & WRITING I (3 S.H.)
This course is designed to introduce students to the fundamentals of legal research. To begin, a general overview of the federal and state court systems is provided. Next, students learn to use and locate most primary legal authorities, including cases, constitutions, and federal and state statutes. Attention is also given to case analysis and the techniques of legal writing: citation form, cite checking, and the legal office memoranda. Prerequisite: LEI 101 or 231.

LEI 104  LEGAL RESEARCH & WRITING II (3 S.H.)
This course is designed to continue teaching the fundamentals of legal research. Students learn to use and locate primary sources not covered in Legal Research and Writing I, namely, administrative law and legislative history, and most secondary legal authorities including digests, annotated law reports, periodicals,
and encyclopedias. Further attention will be given to case analysis and the techniques of legal writing that will culminate in a self-directed research project and office memorandum. Prerequisites: LEI 101 and 102.

LEI 105 LEGAL RESEARCH & WRITING II—MEDICAL RESEARCH (3 S.H.)
This course continues teaching the fundamentals of legal research. Students learn to use and locate primary sources not covered in Legal Research and Writing I, namely, administrative law and legislative history and most secondary legal authorities including digests, annotated law reports, periodicals, and encyclopedias. Further attention is given to case analysis and the techniques of legal writing that culminate in a self-directed research project and office memorandum. Students conduct a medical research project utilizing the above skills. Prerequisites: LEI 102 and 231.

LEI 106 CONTRACT LAW (3 S.H.)
A survey of basic contract law provides students with the history and development of contract law in the United States. This course examines the necessary elements of a contract, enforcement of contracts, remedies for breach of contract, drafting of documents, and analysis of case situations that the paralegal may encounter in practice. Prerequisites: LEI 101 and 102.

LEI 108 ENVIRONMENTAL LAW (3 S.H.)
This course introduces students to the study of environmental law, with emphasis on the role of the paralegal in this field. The course surveys major environmental acts in the United States, such as the Clean Air Act, Clean Water Act, and other legislation. The course presents an overview of the treatment of issues concerning the environment from a legal perspective. This is a nonlegal specialty course. Prerequisites: LEI 101 and 102.

LEI 110 LEGAL DOCUMENT DRAFTING (3 S.H.)
This course consists of hands-on practical experience through drafting of wills, trust, deeds, contracts, pleadings such as answers, complaints, and interrogatories, and legislation. Students use mock scenarios where they represent clients and draft documents to fit their clients' needs in the role of a paralegal. Prerequisite: LEI 101, 102, and 205.

LEI 115 EMPLOYMENT LAW (3 S.H.)
An examination into the area of the legal issues common to an employer in today's legal environment of business, students review the applicability and legal issues surrounding personnel manuals and policies, as well as employment contracts. The course also focuses on the compliance with state, federal, and administrative statutes and regulations that impact the daily life of employer and employee in the workplace. Legal issues that are also studied include the Americans with Disabilities Act, Medical Leave Acts, Title VII, Discrimination, the Fair Labor Standards Act, and whistle-blower statutes. This is a nonlegal specialty course. Prerequisite: LEI 101.

LEI 120 ESTATE ADMINISTRATION (3 S.H.)
This course serves as a guide through each stage of estate administration including the probate process, inventory and appraisement of assets, preparation of inheritance and federal estate tax returns and distribution issues. Introduction to estate administration software, case management, tickler systems and ethical considerations in assisting estate administration clients are among the practical aspects of the course. Prerequisites: LEI 101, 102, 104, and 201.

LEI 121 INTRODUCTION TO CRIMINAL JUSTICE (3 S.H.)
An overview and analysis of the American system of criminal justice. The crime problem, and police, the judicial system and correctional agencies are examined. Special emphasis is placed on both the legal and behavioral realities of each stage of the criminal justice process. Intake forms in the criminal system from arraignment to prosecution and all applicable forms and research skill sets. This is a nonlegal specialty course. Prerequisites: LEI 101, 102, and 104.

LEI 126 JUVENILE JUSTICE (LEGAL ELECTIVE) (3 S.H.)
This course examines the legal structure of the family with emphasis on juvenile law as it applies to minors. Emphasis is placed on the rights of minors and the family court system. This is a nonlegal specialty course. Prerequisites: LEI 101 and 102.

LEI 127 FILE MANAGEMENT (3 S.H.)
Students are given various disorganized case files, including correspondence, pleadings, discovery (i.e., interrogatories, requests for production, deposition notices, etc.), deposition transcripts, attorney notes, research, and other typical documents that may be found in a real-life case file. Class discussion deals with how to (1) properly organize a case file, (2) digest depositions, (3) prepare pleading and discovery binders, and (4) prepare a tickler and calendar system. Each student will turn in a completely organized case file at the end of the semester. This class is intended to give students practical experience in file management. This class has no exams, but multiple projects. This is a nonlegal specialty course. Prerequisites: LEI 101 and 102.

LEI 128 PRIVACY LAW (LEGAL ELECTIVE) (3 S.H.)
“Privacy Law” offers a comprehensive, in depth treatment of all important issues involving privacy issues. Coverage of government surveillance topics, such as Fourth Amendment, sensory enhancement technologies, wiretapping, computer searches, ISP records, the Electronic Communications Privacy Act, the Foreign Intelligence Surveillance Act, and the USA-Patriot Act; a thorough examination of new issues such as privacy and access to public records, government access to personal information, airline passenger screening and profiling, data mining, identity theft, consumer privacy, and financial privacy; coverage of emerging information technologies such as computer databases, RFID (radio frequency identification technology), cookies, spyware, data mining, and others; and an introductory chapter with a thought-provoking philosophical discussion of information privacy. This is a nonlegal specialty course. Prerequisites: LEI 101 and 102.

LEI 135 ADVANCED RESIDENTIAL AND COMMERCIAL REAL ESTATE FOR PARALEGALS (3 S.H.)
Students learn how to prepare and complete all documents necessary for a residential and commercial real estate closing. Each document is explained in detail, and students learn how to obtain all necessary information to complete each document. Students learn about HUD-1 settlement sheets, mortgages, promissory notes, deeds, affidavits of title, title insurance, surveys, legal descriptions, agreements of sale, etc. Students are also involved in a mock real estate settlement. Each student will prepare a real estate closing binder in connection with a real estate transaction, including the preparation and completion of all of the above listed documents. Prerequisites: LEI 101, 102, and 203.

LEI 201 WILLS & TRUSTS (3 S.H.) (W)
Study of the law of testamentary disposition, of the common instruments used in testamentary dispositions, the formalities for validity, construction and interpretation of wills, trusts, and other
post-death transfer devices. Emphasis is placed on the probate process, estate administration, and federal and state tax concerns. Prerequisites: LEI 101 and 102.

LEI 202 CONSTITUTIONAL LAW (3 S.H.)
Survey of constitutional law providing students with an overview of the following areas: judicial, legislative and executive powers, property rights, due process, freedom of speech, freedom of religion, the right to privacy and discrimination. This is a nonlegal specialty course. Prerequisite: LEI 101.

LEI 203 INTRODUCTION TO REAL ESTATE (3 S.H.)
A comprehensive survey of the modern real estate property transaction, covering the review and drafting of basic documents involved in transfer of land such as deeds, mortgages, sales agreements, title insurance, and a review of federal and state regulation of land transfer and development. Emphasis is placed on ownership rights, survey and land descriptions, encumbrances, easements and licenses, financing, title examinations, real estate closings, and leases. Prerequisites: LEI 101 and 102.

LEI 204 TRIAL PROCESS (3 S.H.)
This class is a study of the trial process, examining pretrial preparation and documentation, making a trial notebook, and preparing complex litigation for trial. Post-trial motion practice and appellate practice are also discussed. Emphasis is placed on jury selection, opening statements, evidence, direct and cross examination, and closing arguments. Prerequisite: LEI 101, 102, 104, and 121 or 205.

LEI 205 CIVIL PRACTICE (3 S.H.) (W)
An examination of civil practice and procedure, beginning with the filing of a complaint and extending through discovery, pretrial motions, trial, post-trial motions, and appeal. Emphasis is also placed on course of action, time limitations, case investigations, purposes of motions, depositions, settlements, and dismissals. Prerequisite: LEI 101 or 231.

LEI 206 BUSINESS ORGANIZATIONS (3 S.H.)
Comprehensive survey of the law of business associations from sole entrepreneur through partnership and corporate formation. Discussion of merger, acquisition, director’s liability and other corporate law topics. Emphasis is also placed on shareholder agreements, classes of shares, rights of first refusal, methods of financing, and voting trusts. Prerequisites: LEI 101 and 102.

LEI 207 FAMILY LAW (3 S.H.) (W)
Survey of the legal structure of the family with emphasis on the law of marriage, divorce, child custody and support. Emphasis is placed on marriage issues such as, formation of marriage, prenuptial agreements, termination of marriage, and tax consequences. The course also contains child issues such as legal status of children, child custody, child support, and adoption. Prerequisites: LEI 101 and 102.

LEI 208 BANKRUPTCY (3 S.H.)
Comprehensive study of bankruptcy law and practice with an emphasis on consumer filings. Course consists of reviewing different types of consumer and commercial bankruptcies; relevant federal legislation governing bankruptcy; bankruptcy code; and resource materials necessary to bankruptcy practice. Course also places emphasis on procedural rules and responsibilities of all parties involved.

LEI 209 PRACTICUM (3 S.H.)
Internship and externship experiences for paralegal studies students. Practicum opportunities are available on campus with one of the law school’s clinical programs. Off-campus experiences include working in law firms, corporations, law enforcement or public agencies and the court systems. Prerequisites: LEI 101, 102, and 205.

LEI 210 FEDERAL INCOME TAXATION (3 S.H.)
Analysis of income taxation, what constitutes income, exemptions, exclusions, and deductions, and related issues. Examination of common federal taxation forms and schedules. Emphasis is on tax accounting, income, exclusions, and deductions for individuals. Prerequisites: LEI 101 and 102.

LEI 211 LAW OFFICE MANAGEMENT (3 S.H.)
A review of the common management techniques used in law offices, including case management, document control, time accounting, trust accounting, and other elements of the well-managed law practice. Emphasis is also placed on employment policies, hiring policies, discrimination in the workplace, revenue and expenses, professional development, and law office disasters. Prerequisites: LEI 101 and 102.

LEI 212 ETHICS AND PARALEGALISM (3 S.H.) (W)
An introduction to paralegal studies and the fundamentals of paralegalism with a comprehensive survey of professional responsibility issues for legal assistants, including the study of the American Bar Association’s Model Code and Model Rules of Professional Responsibility and various professional paralegal associations’ codes of ethics. Students also explore licensing and regulating issues. Prerequisite: LEI 101.

LEI 213 TORTS AND PERSONAL INJURY LAW (3 S.H.)
Complete overview of tort and personal injury law. Emphasis is placed on intentional torts, tort defenses, negligence, strict liability and products liability. Tort immunities and specific tort actions of nuisance and wrongful death are also be covered. Prerequisites: LEI 101 or 231, 102, and 205.

LEI 214 INTERVIEWING & INVESTIGATION (3 S.H.)
An in-depth study of principles, methods, and investigative techniques utilized to locate, gather, document, and disseminate information. The emphasis is on developing interviewing and investigating skills intended to prepare paralegals to communicate effectively. Prerequisites: LEI 102 and 104.

LEI 215 VIOLENCE AND THE LAW (3 S.H.)
Examination of how the law treats violent incidents, with particular emphasis on spousal and child abuse. Students review the protection from abuse laws of Pennsylvania, New Jersey, and Delaware. Students also examine juvenile violence and school violence. A major research paper is required for this course. This is a nonlegal specialty course. Prerequisites: LEI 101 or 231, 102, and 121.

LEI 216 MEDICAL MALPRACTICE (3 S.H.)
This course consists of the following topics: establishing the professional relationship, negligence—based claims, informed decision making, causation and damages, affirmative defenses, limitations and immunities, vicarious liability and multiple defendants, hospital liability, contract, warranty and strict liability, and reform action of the litigation system. This is a nonlegal specialty course. Prerequisites: LEI 101, 102, 205, and 213.

LEI 217 HEALTH CARE LAW & ETHICS (3 S.H.) (W)
Course involves the legal aspects involved in today’s health care field as it relates to health care providers, the administrative staff, the patient, and the health insurance companies. Current legislation and regulatory issues are explored along with legal
aspects of medical ethics. Prerequisites: LEI 101 or 231, 102, 205, and 232.

LEI 225 SOCIAL SECURITY DISABILITY LAW (3 S.H.)
An examination of Social Security disability law beginning with the initial claimant interview, case evaluation, initial determination of the state disability determination service and reconsideration levels. Concentration is on the administrative law judge hearing, representation of claimants at the hearing level, and preparation for the hearing with a focus on medical impairments, work activity, and listings. Emphasis is also placed on the appeals process from initial determination, post-hearing appeals council and district court. This is a nonlegal specialty course. Prerequisites: LEI 101 and 102.

LEI 226 EVIDENCE (3 S.H.)
This course is designed to provide students with a working understanding of the federal and state rules of evidence. Students gain an understanding of the function of rules of evidence, objections to be anticipated, and the preparation of a civil case for trial without the exclusion of evidence based on application of those rules. Prerequisites: LEI 101, 102, 104, and 205 or 121.

LEI 227 ALTERNATIVE DISPUTE RESOLUTION (3 S.H.)
Students gain practical insight in the theory that there are alternative means of deciding and going forward with a case. In-depth discussion includes mediation, arbitration, private counseling, and negotiation. Emphasis is placed on time considerations, efficiency in handling a case, expertise in alternative resolution, and cost factors. This is a nonlegal specialty course. Prerequisite: LEI 102 and 205.

LEI 230 ADVANCED PARALEGAL SEMINAR: CRIMES OF THE CENTURY (3 S.H.) (W)
An overview and analysis of the justice system using literature, film, drama, and other media. Focus is on current issues regarding the legal system, e.g., the existence of gender bias, the court of public opinion, the legal system as a force for social change, and how morality relates to law. This is a nonlegal specialty course. Prerequisites: LEI 101, 102, 104, and 121.

LEI 231 INTRODUCTION TO LEGAL NURSE CONSULTANT (3 S.H.)
This course is an exploration of the role of the legal nurse consultant in the legal field. Areas of practice and professional responsibilities of the legal nurse consultant are examined. Basic introduction of legal terminology.

LEI 232 PRINCIPLES AND PRACTICES OF THE LEGAL NURSE CONSULTANT (3 S.H.)
A comprehensive application of major functions of a legal nurse consultant. Students analyze cases from both plaintiff and defense prospective, and examine the legal nurse consultant’s role in civil practice, further analysis of medical records, the trial process, and development of life care plans. Trial preparation, alternate dispute resolution, settlement, arbitration and mediation, interacting with defense clients, locating and working with expert witnesses, communication with plaintiff clients are also introduced. Prerequisites: LEI 102, 205, and 231.

LEI 233 LEGAL CONSULTING MENTORSHIP (3 S.H.)
Students are introduced to environments where legal nurse consulting is practiced, such as law firms, insurance companies, state agencies, independent practice setting, and risk management areas. Students are paired with legal nurse consultants on a rotating basis to gain first-hand practical knowledge of the role of the legal nurse consultant. Prerequisites: LEI 102, 205, 212, 213, and 231.

LEI 234 ALCOHOL, VEHICLES, AND THE LAW (3 S.H.)
A comprehensive overview of established jurisprudence involving alcohol use and the operation of motor vehicles and the prosecution and defense of related matters. Discussion of applicable case and statutory law, the arrest process, pretrial and trial activities, motion practice, and alternative sentencing. Prerequisites: LEI 101 and 245.

LEI 237 SEX CRIMES (3 S.H.)
This course is designed to give an overview of sex crimes, to include sexual abuse of children, date rape, rape by a stranger, consensual sex crimes, and other related issues such as the date-rape drug and special sanctions for offenders with transmittable diseases. The purpose of this course is to heighten awareness of the specific problems in handling these issues in the criminal justice system. Students analyze potential hazards in defending/prosecuting cases. Assignments include sharing of related current events with the class, discussing assigned readings, and reviewing actual court documents relating to sex crimes. This is a nonlegal specialty course. Prerequisites: LEI 101, 121 and 102.

LEI 238 INTERNET LEGAL RESEARCH (3 S.H.)
This course has been designed to provide students with in-depth exposure to technology techniques used in the litigation process. The class is divided into litigation teams that manage the litigation, its discovery, and its trial presentation with the aid of exemplar computer programs used in the industry. Students will have hands-on training in software programs and their application in the litigation process. Prerequisites: LEI 101 and 102.

LEI 240 INTELLECTUAL PROPERTY (3 S.H.)
This course is an overview of the classes of intellectual property, including patents, trademarks, service marks, copyrights, and trade secrets, with emphasis on the paralegal’s role in securing intellectual property rights, ownership issues and licensing of intellectual property. Prerequisites: LEI 101 and 102.

LEI 245 CRIMINAL PROCEDURE (LEGAL ELECTIVE) (3 S.H.)
An advanced course in criminal law and procedure, where students learn about the areas of bail arraignment, alternate resolutions, pretrial motions, trial skills and sentencing. Students are provided a Aclinic-like® experience with ample opportunity to have practical skills in all topical areas. This is a nonlegal specialty course. Prerequisites: LEI 101, 204, and 121.

LEI 246 INTRODUCTION TO FORENSIC SCIENCE (LEGAL ELECTIVE) (3 S.H.)
This course is intended as a general introduction to the basics of forensic science. This introductory level course covers areas of interest to those working in legal nurse consulting, the paralegal profession, and law enforcement. General areas covered include reviewing and understanding the autopsy report including bodily changes after death, specifics associated with strangulation, gunshot wounds, toxicology reports, medical records associated with sexual assault cases, as well as terminology associated with these reports. Students develop skills to analyze and scrutinize reports generated from the use of forensic DNA testing, including reviewing the collection and testing techniques. The use of references and the internet are covered. Actual case examples are utilized when applicable. Coursework assumes NO prior forensic experience. This is a nonlegal specialty course. Prerequisites: LEI 101 or 231, and 102.
LEI 248 ADMINISTRATIVE LAW
(LEGAL ELECTIVE) (3 S.H.)
A survey course of basic areas and concerns of administrative law. Administrative law defines the legal powers of government agencies and the limits of these powers. Topics covered in the course schedule include structure of administrative agencies, agency discretion, rules and regulations, investigations, informal and formal proceedings, and judicial review. Each class, students are provided with exercise and examples of the practical aspects of the paralegal's role in administrative law. This is a nonlegal specialty course. Prerequisite: LEI 101.

LEI 251 COMPUTER TECHNOLOGY
AND THE LAW (3 S.H.)
This course focuses on technology used in law offices. Students become familiar with some of the most commonly used legal database programs. Students are taught to use software used for the creation and editing of legal files, documents, pleadings, letters, spread sheets, billing, and exhibits. This includes instruction on the various programs in the Microsoft Office Suite, as well as Adobe and Westlaw training. This is a nonlegal specialty course. Prerequisite: LEI 101.

LEI 252 CRIMES ON THE INTERNET (3 S.H.)
The course provides students in the fields of computer fraud investigations and digital forensics with an understanding of the fundamental legal principles governing the collection and use of evidence. The course also covers federal computer crime statutes and rules of evidence as they relate to computer fraud investigations and digital forensics. This is a nonlegal specialty course. Prerequisites: LEI 101 and 102.

LEI 253 REAL ESTATE TITLE SEARCH
AND EXAMINATION (3 S.H.)
Students learn the fundamentals of a land title search utilizing both classroom sessions and practical applications in two separate courthouses. This is an advanced class that emphasizes traditional and computerized search techniques along with classroom sessions to enhance understanding of the material students are searching and the legal implications of that information. The title examination process is also reviewed as an extension of the search process. Students are uniquely educated through this course and positioned for placement and advancement in the real estate industry. Introduction to Real Estate is a pre-requisite and Advanced Real Estate is recommended either prior to or in conjunction with this class. Students will receive a certificate from PA Land Title Institute upon successful completion of this course. Prerequisite: LEI 203.

LEI 254 BIOETICS AND THE LAW (3 S.H.) (W)
Advances in medical technology have forced society to make increasingly complex decisions regarding life and death. Students are introduced to topics such as constitutional issues, health law technology, surrogacy, privacy issues, AIDS, wrongful birth/wrongful life, physician/patient relationship, cloning, human genome project, and constitutional issues. This is a nonlegal specialty course. Prerequisite: LEI 101.

LEI 255 WHITE COLLAR CRIME (3 S.H.)
This course provides students with an understanding of the complexity of white-collar crime. Students review, analyze, and discuss actual case studies. Students also examine the legal and ethical aspects encompassed by the term “white-collar crime” and the extent and cost of white collar crime. Students also identify and evaluate the legal elements that encompass both individual and corporate crimes, and develop an appreciation of the difficulties of enforcement and prosecution of white-collar criminality. This is a nonlegal specialty course. Prerequisite: LEI 101.

LEI 257 CRIME SCENE INVESTIGATION (3 S.H.)
This course provides an overview of techniques and methods of crime scene investigation focusing on practical suggestions as well as theoretical viewpoints of the field. Topics include fundamentals of preliminary investigation, identification, protection and collection of evidence, applicable law, bloodstain evidence, fingerprinting techniques, and court presentation. This is a nonlegal specialty course. Prerequisites: LEI 101, 102, and 121.

LEI 259 COMPUTERS FOR PARALEGALS & LEGAL NURSE CONSULTANTS (3 S.H.)
An overview of basic computing skills needed in a legal environment. Students receive hands-on experience using Windows programs, including Microsoft Word, PowerPoint, and Excel. Courtroom presentation software is explored. Students learn law practice technology to use the Internet to communicate professionally, file court documents, and research legal and medical information. This is a nonlegal specialty course.

LEI 260 TERRORISM & HOMELAND SECURITY (3 S.H.)
This course is an introduction to the structure, legal issues, and study of domestic terrorism. Organization and financing of terrorist networks, media influences, and terrorist tactics are reviewed. Both domestic terrorism and the development of international terrorism are discussed. This course provides an overview of the Patriot Act, civil liberties, and law enforcement bureaucracy. This is a nonlegal specialty course. Prerequisite: LEI 101.

LEI 261 ENTERTAINMENT LAW (3 S.H.)
Entertainment law addresses the ethical and legal principles for paralegals involved in an entertainment law practice. In addition to looking at general topics, it provides details for specific genres such as television, recording, music, and sports. Entertainment law covers the legal structures of the entertainment industry, television, and film. Live stage performances, recording and music publishing, and sports law are also discussed throughout this course. This is a nonlegal specialty course. Prerequisites: LEI 101 and 102.

LEI 264 CRIMINAL MITIGATION AND ETHICS (3 S.H.)
The purpose of this course is to introduce students to the psychological and neuropsychological issues found in forensic evaluations. This course explores the foundational areas such as legal, ethical, and applied aspects of the mitigation evaluation. Students examine criminal and civil cases to develop an understanding of the various behavioral science matters that could impact the outcome of a criminal proceeding, by lowering the amount of moral blame, and thus lowering the criminal penalty or civil damages for the action. Examples include familial violence, malingering and deception, competency to stand trial, and mitigation defense. This is a nonlegal specialty course. Prerequisite: LEI 246.

LEI 265 COMPUTERS FOR PARALEGALS
AND LNCs II (3 S.H.)
This course is intended for students who have some computer experience and wish to gain hands-on experience using computers for research purposes. The class covers subscription database searching such as Westlaw, HeinOnline, and Proquest. Students also explore the myriad of Internet sources available, including primary and secondary legal resources. Students learn how to
use the advance features of search engines to find legal practice tools as well as information about individuals and business enterprises. This is a one credit pass/fail course. This is a nonlegal specialty course.

LEI 267  FORENSIC PSYCHOLOGY AND ETHICS (3 S.H.)
The purpose of this course is to introduce students to the psychological and neuropsychological issues found in criminal forensic evaluations. This course explores the foundational areas such as legal, ethical, and applied aspects of the forensic psychological evaluation. Students develop an understanding of the various behavioral science matters that could impact the outcome of a criminal proceeding. Examples include familial violence, malingering and deception, competency to stand trial, and mitigation defense. This is a nonlegal specialty course.

LEI 268  WRONGFUL CONVICTIONS (3 S.H.)
This course examines the principal problems that lead to the conviction of the innocent and the leading proposals for reform. Students read and examine actual cases of the exonerated to further explore the causes and consequences of wrongful conviction. Faulty eyewitness identification, questionable testimony, police and prosecutorial misconduct, ineffective assistance of counsel, false confessions, reliability in the use of DNA evidence, and the improper use of science in the courtroom are examined. Students review the court documents that should be turned over in the criminal discovery process. Documents utilized in the actual review of cases for exonerations are examined. This is a nonlegal specialty course. Prerequisite: LEI 101.

LEI 269  PRODUCT LIABILITY (3 S.H.)
An overview of personal injury and product liability litigation with emphasis on an analytical approach through thorough fact investigation and case preparation. The class covers a history of product liability law, case management, new case evaluation, determination of correct parties, and discovery. The importance of expert witnesses, specific types of medical and consumer products, design defects, and standards and regulations are discussed. Students learn how to locate and evaluate expert witnesses, prepare forms, pleadings and discovery. This is a nonlegal specialty course. Prerequisites: LEI 101 and 102.

LEI 270  LITIGATION & TRIAL PRACTICE (3 S.H.)
This class provides a comprehensive treatment of the paralegal’s contribution to civil litigation practice and covers the litigation process from pre-suit investigation to appeal. Topics include litigation principles, attorney-client relationship and ethics, evidence, depositions, preparation and structure of a civil trial, judgments and appeals. Students learn key terminology unique to litigation and to prepare pleadings most often required in civil litigation. This is a nonlegal specialty course. Prerequisites: LEI 101, 102, and 121.

LEI 271  CRIMINALISTICS (3 S.H.)
This course examines criminal procedure and the admissibility of testimonial and physical evidence utilized in criminal trials and hearings. The exclusionary rule and the distinction between real and testimonial evidence as admitted or excluded from court proceedings are examined emphasized through the use of case law. Through the discussion of court decisions, students can visualize the use of legal principles by law enforcement and correctional officers and others involved in the justice system.

MANAGEMENT (MGT)

MGT 210  FOUNDATIONS OF MANAGEMENT (3 S.H.)
This course is an introduction to management and organization theory. It integrates classic management thought with contemporary business and behavioral concepts. Students learn about the environment of business and the role that managers play in guiding the business firm to success. The class discusses the responsibilities and functions of management. Students learn how to plan, design organizations, lead and motivate people, and exercise control. Prerequisite: Sophomore standing.

MGT 365  INTERNATIONAL BUSINESS (3 S.H.)
The course is designed to present a specialized, managerial overview of environmental and operational issues of international business. Several related topical areas are investigated. First, the course examines the scope and patterns of international business and the environments it confronts. Emphasis is placed on the economic, political, legal, financial, and cultural environments of international business. Second, the theories and institutions of international business are explored, with a focus on multinational corporations (MNCs) and their global strategy formulation and implementation. Prerequisites: MGT 210 and junior or senior standing.

MGT 390  ENTREPRENEURSHIP AND SMALL BUSINESS MANAGEMENT (3 S.H.)
Fundamental principles for those preparing to enter the world of business or those intending to pursue specific advanced courses in finance, real estate, insurance, and law. Topics include forms of financing, insuring against business risks, acquisition and financing of real estate, business failures and reorganizations, and a general study of the Bankruptcy Act and Rules. Prerequisites: FIN 303 and junior standing.

MGT 440  MANAGEMENT AND SOCIETY (3 S.H.)
The interaction of the Judeo-Hellenistic customs and mores and legal constraints on the action of the manager. Lectures, discussions, and analyses of cases in sufficient depth provide the student with an awareness of the ethical requirements of managerial professionalism. Prerequisite: MGT 210 and junior or senior standing.

MGT 451  MANAGEMENT SEMINAR (3 S.H.)
This is an integrative course designed to focus on contemporary issues in management theory and practice. Class discussion and projects examine key areas of concern through an interdisciplinary framework of managerial, economic, ethical, and social values. A key aspect of the course is the preparation of a strategic business plan. Student groups work with real entities, including local business firms and product development teams, to develop plans and recommend implementation activities. The development of a strategic business plan requires students to integrate material from all of their core courses plus new material from this course. Prerequisite: Senior standing and completion of all SBA core courses except MGT 452.

MGT 452  MANAGEMENT POLICY AND STRATEGY (3 S.H.) (W)
Policy formulation and strategic decision-making from the viewpoint of the top-level manager is presented. The student is called upon to integrate the frameworks of accounting, finance, management, economics, and marketing through case analysis and group discussion. This is the capstone course for the bachelor of science in business administration. Early in the semester, students are assessed on business concepts covered previously in the SBA
core curriculum via a comprehensive examination. All sections are writing enriched. Prerequisites: Senior standing and completion of the SBA core curriculum.

**MANAGEMENT INFORMATION SYSTEMS (MIS)**

**MIS 180  COMPUTING AND SPREADSHEETS (1 S.H.)**
Today’s business professionals are required to be more involved with computer application usage and development. The student has to demonstrate the understanding and ability using electronic spreadsheets for decision support purposes. Using state-of-the-art spreadsheet techniques, the student will be required to create and manipulate spreadsheet data, perform sensitivity analysis (what if scenarios), perform simple macro programming, and create graphs and charts.

**MIS 290  MANAGEMENT INFORMATION SYSTEMS (3 S.H.)**
This course provides elementary concepts to the management of information systems. The most important factor in doing business in today’s competitive environment is how accurate, complete, and fast information is disseminated to the manager. This course covers gathering, discriminating, storing, organizing, and disseminating information so that it can be used efficiently. It embroils security of vital information and cost of using hardware, software, and personnel. The focus is on understanding the underlying principles of information systems from a user’s perspective for different management functions. The course surveys the use of current information systems technology in various business functions, including accounting, economics, marketing, human resources, finance, sports management, and international management. Topics cover various system applications for specific business functions and their importance to today’s manager. Issues include how information should be integrated into the organization to provide a competitive advantage. Prerequisite: MIS 180.

**MARKETING (MKT)**

**MKT 300  MARKETING PRINCIPLES (3 S.H.)**
This course fulfills a core requirement and serves as the foundation for further study in marketing. The course primarily has a micro-marketing orientation in that it studies marketing from the perspective of an individual manager or firm in the design of the marketing mix, target market selection, environmental assessment, securing information, and understanding consumer/buyer behavior. Marketing’s macro interface with society and the ethical responsibilities of managers in a global context are examined. A dynamic computer simulation stressing team work and group decision making is an integral part of the course. Prerequisites: EC 202 and junior standing. Students may not receive credit for both MKT 180 and MKT 300.

**MKT 400  CONSUMER AND BUSINESS BUYER BEHAVIOR (3 S.H.)**
This course marketing elective analyzes in detail the qualitative and quantitative factors contributing to the thought processes, feelings, and behaviors of individual consumers and business organizations. The course critically examines the contributions of economics, marketing, and related behavioral disciplines to modern consumer behavior theories to deduce and predict consumer behavior of firms and individuals. Topics include a review of cultural, social, personal, and psychological factors influencing behavior. Problems and contributions of modern psychoanalytic theory and motivation research are studied from the perspective of their impact on improved marketing decision making. Students are introduced to current research trends in the discipline as reflected in the leading academic marking journals. The course requires an in-depth research paper investigating a current consumer behavior topic. Students may not receive credit for both MKT 400 and PSY 203 (Consumer Behavior and Advertising). Prerequisite: MKT 300.

**MKT 402  MARKETING MANAGEMENT (3 S.H.)**
Strategic management decision making is the principal focus of this course. Students are introduced to the strategic and tactical decisions managers make on a daily basis. Analysis of a firm’s core competencies and mission is related to its target market and competitive environment. Through a series of case studies, students are required to select a strategic marketing alternative and defend the logic and soundness of their choice. Examples from the internet are integrated throughout the course. A marketing simulation is used to provide students with deeper appreciation of the details in designing a marketing mix and assessing competitive environments. Prerequisites: EC 201, 202, MKT 300, and MATH 117.

**MKT 403  PROFESSIONAL PERSONAL SELLING (3 S.H.)**
Personal selling is the face-to-face, personalized method of communicating with customers. Often, salespeople constitute the largest expense for marketing communications within a business. In this course, students learn the strategies, skills, and behaviors an individual needs to be able to create, communicate, and deliver value to a customer. The primary topic is the steps in the selling process designed to initiate, develop, and enhance customer relationships. Other topics are the buying process, adaptive selling, negotiation skills, and ethical issues in selling. This hands-on course makes extensive use of exercises, role plays, and interactions with the professional sales community. Prerequisite: Junior standing and MKT 300 or permission of the instructor.

**MKT 405  SALES MANAGEMENT (3 S.H.)**
This marketing elective course provides an overview of the terminology, methods, and issues in managing the personal selling function of the promotional mix. Topics include sales forecasting and quota methods, selection and recruiting of sales people, training, compensation, motivation methods and issues, organization of sales territories, sales force automation, and the professional personal-selling process. The course relies on a mix of lectures, exercises, guest speakers, case studies, and an interview project. Prerequisites: EC 201 and 202, MKT 300, MATH 117.

**MKT 406  MARKETING RESEARCH (3 S.H.)**
This course introduces students to the methodology and procedure of securing information for improved marketing decision making. The marketing research process is presented as a sequence of logically connected steps that depends on problem definition, research design, sample selection, and data interpretation and presentation. Questionnaire design, scale development, hypothesis testing, and regression analysis are other topics studied. Students are assigned a semester-long research project addressing one of the areas of study. Prerequisites: EC 201, 202, MKT 300, and QA 252.

**MKT 409  CUSTOMER RELATIONSHIP MANAGEMENT (3 S.H.)**
Customer relationship management (CRM) is a business strategy that enables companies to understand and connect with their customers more effectively. Emerging technologies permit firms to
become more customer-centric—a new strategic imperative. Defining and implementing an effective CRM strategy is currently a key topic for marketers. The technology available to support a CRM strategy is new and rapidly changing, requiring that marketers rethink their interactions with customers. In this course, students will learn about how a company crafts and implements a strategy to coordinate and integrate all of the various touch-points available to customers, including web pages, call centers, and the field sales force. Various CRM software packages will be examined and discussed. Technology will be explored from the point of view of the technology purchaser and user, so a technical background is not necessary. Projects and exercises will help students to become familiar with a variety of the software packages. Prerequisites: EC 201 and 202, MKT 300.

MKT 410 INTERNATIONAL MARKETING (3 S.H.)
The global dimensions of marketing activities are emphasized in this course. The course stresses the importance of cultural, political, social, religious, technological, and economic factors in determining how consumer preferences are formed. The conditions for designing successful marketing strategies across diverse markets are studied. Major topics include comparative advantage, the standardization/customization debate, currency fluctuations, market entry strategies, the nature of business risks in global markets, growth of regional alliances, and manipulating controllable marketing variables on a global scale. The course makes use of case studies to reinforce concepts. A major term paper is required. Prerequisites: EC 201 and 202, MKT 300.

MKT 412 ADVERTISING (3 S.H.)
This marketing elective course provides an overview of the terminology, methods, and issues in managing the advertising function of the promotional mix. Topics include social, ethical, and regulatory aspects, advertising research, advertising campaign development, media selection, advertising on the internet, direct marketing, creative process, and the functions of advertising participants. A significant creative project is required. The course relies on a mix of lectures, case study discussions, and projects. Prerequisites: EC 201 and 202, MKT 300.

MUS (MUS)

MUS 101 HISTORY & LITERATURE OF MUSIC I (3 S.H.)
An introduction to the language of music and a survey of music in Western civilization from the Middle Ages through Bach.

MUS 102 HISTORY AND LITERATURE OF MUSIC II (3 S.H.)
An introduction to the language of music and a survey of music in Western civilization from 1750 to the present.

MUS 105 CONCEPTS OF MUSIC (3 S.H.)
This course is also designed for students pursuing early childhood teacher certification. Emphasis is placed on learning concepts and developing an understanding of mathematics as a body of connected ideas. The NCTM’s Professional Standards for Teaching Mathematics provides a framework for selecting topics for this course. Topics are presented in a historical context and include an introduction to problem solving; elementary set theory; patterns, relations, and functions; number concepts and relationships; and elementary number theory. Prerequisite: MATH 101 or a satisfactory score on the mathematics placement test.

MATH 112 MATHEMATICAL IDEAS II (3 S.H.)
This course is also designed for students pursuing early childhood teacher certification. Emphasis is placed on learning concepts and developing an understanding of mathematics as a body of connected ideas. The NCTM’s Professional Standards for Teaching Mathematics provides a framework for the selection of topics for this course. Topics are presented in an historical context and include synthetic and metric geometry; introductory notions in probability; and the collection, representation, and interpretation of data. Prerequisite: MATH 101 or a satisfactory score on the mathematics placement test.

MATH 115 CONCEPTUAL MATHEMATICS (3 S.H.)
This course is intended for students who have completed MATH 101 or demonstrated math proficiency on the math placement test. The course uses concepts of elementary algebra to solve consumer-related problems. This course satisfies a mathematics/science general education elective for noneducation and nonbusiness majors. Students should consult their academic advisors before enrolling in this course. This course is not open to those who have completed MATH 117 or higher.

MATH 117 ELEMENTARY FUNCTIONS (4 S.H.)
A review of elementary algebra followed by the study of functions and graphs (emphasizing polynomial, exponential, and logarithmic functions), systems of linear equations, matrices, and linear programming. Prerequisite: MATH 101 or a satisfactory score on the mathematics placement test.

MATH 118 ELEMENTARY CALCULUS I (4 S.H.)
Concepts of calculus. The emphasis is on the differentiation and integration of polynomial, rational, exponential, and logarithmic functions. Prerequisite: MATH 117 or a satisfactory score on the mathematics placement test.
MUS 109  AMERICA'S MUSIC (3 S.H.)
Treatment of the music of the United States that reveals the diversity of America's music from the early 17th century until the present. The factors that have contributed to American music's growth, including folk, sacred, and secular elements, are discussed.

MUS 306  MUSIC OF THE CLASSICAL PERIOD (3 S.H.)
This course examines music of the second half of the 18th century. Although the focus will be on the works of Wolfgang Amadeus Mozart, Joseph Haydn, and Ludwig van Beethoven, students will also look at the place of the musician in society, lesser known composers, and the development of genres such as the string quartet, the symphony, and opera.

MUS 307  MUSIC OF THE ROMANTIC ERA (3 S.H.)
The course examines Western European 19th-century music. Students study works by both well-known composers such as Schubert, Brahms, and Wagner, and lesser-known ones such as Balakirev, Field, and Clara Schumann. Topics for discussion include the impact of Beethoven, the lied, keyboard works, symphonic traditions, and opera.

MUS 308  MUSIC OF THE 20TH CENTURY (3 S.H.)
Developments in musical composition in the 20th century. Examination of styles and composers from impressionism to the electronic age.

MUS 371  POSTROMANTICISM: 1875–1915 (3 S.H.)
An examination of the music of the post romantic period (1875–1915). Students focus on works by such composers as Bizet, Debussy, Franck, Mahler, Mascagni, Schoenberg, Strauss, and Wolf, with particular attention paid to the influence of Wagner and the role of text in generating sound and structure.

OPERATIONS MANAGEMENT

OPM 352  OPERATIONS MANAGEMENT (3 S.H.)
(formerly MGT 352)
Production/operations management techniques as applied to logistics problems. Topics include decision making, forecasting, capacity planning, linear programming, facility location, the transportation method, layout planning, information systems and operations, scheduling and aggregate planning, job-shop scheduling, and inventory control systems. Prerequisites: MATH 118, QA 251, 252, and junior standing.

OPM 375  GLOBAL OPERATIONS MANAGEMENT (3 S.H.)
(formerly MGT 442)
An organization's decision to consider in favor of globalizing operations involves factors such as product, domestic/foreign market interplay, cost, technology transfer, and resource availability. Technological and scientific development also impact on recoverable resources. In addition, because many uncertainties enter in choosing a country for the site of globalizing operations, risk assessment is included in the decision-making process. The course focuses on issues of immediate concern for operational decision making in the new global environment. It examines the international aspects of quality, productivity, and strategy while addressing concerns of customers, employees, and shareholders. Prerequisite: MGT 365. Corequisite: OPM 352.

OPM 380  INTRODUCTION TO MANAGEMENT SCIENCE (3 S.H.)
(formerly MGT 480)
The primary objective of this course is to introduce students to basic quantitative methods for managerial decision making. Topics include mathematical programming; linear, integer, and goal programming; advanced inventory control models; network theory; queuing models; Markov processes; simulations; and game theory. Computer applications play a basic role in this course. Prerequisites: MATH 117, 118, and junior standing.

OPM 445  MANAGEMENT OF TECHNOLOGY, PRODUCTIVITY, AND CHANGE (3 S.H.)
(formerly MGT 445)
This course covers the basic concepts, techniques, and strategies of managing change in business organizations. Proactive and reactive schemes are examined in different business environments, and approaches for improving productivity and quality are discussed. This includes both quantitative methods and behavioral approaches. The main issues in adopting new technology are also discussed, including the decisions of development versus acquisition—"when" to adopt and "how" to implement effectively a new technology. The trade-offs involved in each of these decisions are analyzed in detail. Prerequisite: MGT 210. Corequisite: OPM 352.

OPM 460  SUPPLY CHAIN MANAGEMENT (3 S.H.)
(formerly MGT 460)
A second course in production management covering topics such as production planning, inventory management, production control, master production schedules, material requirement planning, and other advanced topics in the production and inventory fields. During the course, students are exposed to the SAP R/3 system and a series of hands-on applications are used. Prerequisite: OPM 352.

PHILOSOPHY (PHIL)

PHIL 105  INTRODUCTION TO LOGIC (3 S.H.)
A consideration of the forms of valid reasoning and argument, with practice in detection of fallacies. A survey of methods of deductive and inductive reasoning is undertaken. Examination of the concepts of validity, consistency, factual support, and probability, with special emphasis on methods of verification and proof in various sciences and in daily life. No prerequisite.

PHIL 110  CRITICAL THINKING (3 S.H.)
Techniques of critical thinking. Topics include analysis and systematization of ideas, uses of definition, methods of distinguishing valid arguments from fallacies, ways of improving statistical samples, strategies for presenting arguments clearly, equivalent ways of phrasing ideas, and legitimate versus inappropriate appeals to authority. The last weeks of the course are devoted to practicing what has been learned on topics such as medical ethics (e.g., euthanasia) and political theory (e.g., government regulation of business).

PHIL 120  SYMBOLIC LOGIC (3 S.H.)
This course is a rigorous examination of the theory and methods of symbolic logic. Students do problems and proofs in both sentential logic and first order predicate logic, using truth-tables, logic trees, and Int/Elim systems of natural deduction. Emphasis is placed on developing skills at translating sentences from natural language into symbolic notation. This course is useful for majors in computer science, mathematics, engineering, and disciplines in which knowledge of formal systems is important.

PHIL 210  MAJOR PHILOSOPHERS (3 S.H.)
An historical introduction to philosophy. The most interesting ideas of the major philosophers are selected to present a comprehensive view of the fundamental problems of knowledge, ethics, and philosophy of religion.
PHIL 215 ETHICS AND MEDICINE (3 S.H.)
A survey of moral problems and issues in medicine and biomedical research. No background in either science or moral philosophy is required. Problems discussed include genetic manipulation, informed consent, infanticide, abortion, euthanasia, and the allocation of medical resources. Moral theory is presented with the aim of enabling students to think critically and analytically about moral issues. The need for setting biomedical issues in a broader perspective is stressed.

PHIL 350 ETHICS (3 S.H.)
This approach to philosophy is through the analysis of moral problems and the critical investigation of theories of moral characteristics in various cultures.

PHIL 352 BUSINESS ETHICS (3 S.H.)
An examination of ethical issues in the business world. Topics include product safety, consumerism, affirmative action, ecological damage, and the relationship between morality and economics.

PHYSICS (PHYS)

PHYS 108 INTRODUCTION TO ASTRONOMY (SAME AS ESSC 108) (3 S.H.)
This course is designed for nonscience majors. The course provides an overview of the whole universe. Astronomy topics include understanding the planets, the Sun, stars and stellar evolution, the Milky Way, galaxies, and cosmology. The history of astronomy, telescopes, the nature of light and gravity are also covered. Students are expected to have basic math and calculator skills. Evening observation sessions using the Widener Observatory are a required part of the course. Three hours lecture; one hour observing. No prerequisites.

PHYS 109 INTRODUCTION TO WEATHER AND CLIMATE (SAME AS ESSC 109) (3 S.H.)
This course is designed to provide a descriptive survey of weather and climate for nonscience majors. Subjects include composition and structure of the atmosphere, solar and terrestrial radiation, temperature, atmospheric stability, forms of condensation and precipitation, pressure and wind systems, severe weather (thunderstorms, tornadoes, and hurricanes), weather analysis and forecasting methods, air pollution, the changing climate, world climates, and optical phenomena in the atmosphere. The laboratory component, PHYS 119, is a separate course. Credit will not be granted for both this course and ENVR/PYHS 209 Meteorology. Three hours lecture. No prerequisites. Corequisite: PHYS 119.

PHYS 118 ASTRONOMY LABORATORY (SAME AS ESSC 118) (1 S.H.)
This laboratory course is designed to complement ESSC 108. Laboratory exercises include identifying moon features, optics, understanding star properties, spectral analysis, and classification of galaxies. The laboratories are mostly pen and paper exercises to be completed in class. This course fulfills the science laboratory requirement. Two hours laboratory. Corequisite: ESSC 108.

PHYS 119 WEATHER AND CLIMATE LABORATORY (SAME AS ESSC 119) (1 S.H.)
This laboratory course is designed to complement PHYS 109. Students engage in exercises that involve analyzing daily weather cycles, employing instruments to determine atmospheric temperature and humidity, learning about the forms of condensation and precipitation, studying global pressure and wind systems, analyzing surface and upper-air weather maps, understanding the nature of air pollution, and classifying world climates. This course fulfills the College of Arts and Sciences science laboratory requirement. Two hours laboratory. Corequisite: PHYS 109.

PHYS 120 CONCEPTUAL PHYSICS (3 S.H.)
An introductory course for students who do not plan to major in science. The central ideas, principles, and relationships of physics are applied to the study of the natural universe and the human environment. Many of the concepts discussed are investigated through activities. The concepts presented are developed and supported with minimal mathematics. Concepts discussed include mechanics, properties of matter, heat, sound, electricity and magnetism, light quantum mechanics, and atomic and nuclear physics.

PROFESSIONAL WRITING

PRWR 215 EFFECTIVE COMMUNICATION (3 S.H.) (W)
The theory and application of oral, written, and interactive (computer) communication techniques. Using topics relating to their own disciplines, students prepare appropriate forms of communication, including oral presentations, short reports, letters, memos, proposals, and a research paper. This course does not satisfy the general education distribution requirement in humanities. Prerequisite: ENGL 101.

PSYCHOLOGY (PSY)

PSY 105 INTRODUCTION TO PSYCHOLOGY (3 S.H.)
A general introduction to scientific psychology, including biological psychology, development, learning, memory, psychological disorders, and social psychology.

PSY 200 INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY (3 S.H.)
The relation of general psychology to aspects of business and industry, including personnel selection, training, placement, supervision, and evaluation. A discussion of organizational influences on behavior, job motivation and satisfaction, leadership, communication, problem solving, and research methods in industrial and organizational psychology. Prerequisite: PSY 105.

PSY 202 EDUCATIONAL PSYCHOLOGY: EARLY LEARNERS (SAME AS ED 202) (3 S.H.) (S.L.)
This course is an introduction to the application of psychological theories and principles to educational settings for young learners. Topics include basic concepts of measurement and assessment, developmental characteristics of learners, theories of learning and motivation, classroom management and teacher behavior, and individual differences of young learners. Diversity in family and community contexts, as well as the culture of child development/day care, preschool, and elementary school settings is explored. This is a service learning course. Education majors must receive a “B” or better in this course to remain in the Teacher Certification program. Students can only receive credit for PSY 201 or PSY 202. Prerequisite: PSY 105.

PSY 203 CONSUMER BEHAVIOR AND ADVERTISING (3 S.H.)
An investigation of how psychological processes influence the marketing and consumption of products as well as the marketing and acceptance of ideas. Topics include how advertising attempts to change attitudes and behavior, the influence of motivation theory
PSY 204 SOCIAL PSYCHOLOGY (3 S.H.)
This course focuses on human behavior in a social setting, emphasizing types of research that may be used to study social behavior. Topics include attitude formation and change; aggression and its opposite, helping behavior; factors that influence compatibility with other people; and group processes, conformity to a group, and leadership. Students cannot receive credit for both PSY 204 and PSY 210. Prerequisite: PSY 105 or SOC 105.

PSY 205 PERSONALITY (3 S.H.)
Examples of four major types of contemporary personality theories are examined, contrasted, and compared. The role of theory and the relationship of research and evaluation strategies to theory are considered, with examples from each of the theories studied. Theories examined include psychoanalytic, trait, phenomenological, and behavioral approaches to the study of personality. Required for psychology majors. Prerequisite: PSY 105.

PSY 206 PSYCHOLOGY OF WOMEN
(SAME AS GWS 206) (3 S.H.)
The social construction of gender and its impact on the lives of women are examined in this course. This survey course covers a wide array of psychological topics as they relate to the female experience in American culture. The influence of historical, developmental, and social contexts on psychological experiences are also examined. Prerequisite: PSY 105.

PSY 210 CROSS-CULTURAL SOCIAL PSYCHOLOGY (3 S.H.)
Cross-cultural social psychology, a new area of study in psychology, deals with research done outside of the United States and looks both for the universals of social behavior and for differences that might be brought about by culture. Differences between subcultures (e.g., groups defined by race, ethnicity, or social class) are also considered. Prerequisite: PSY 105. Students may not take both PSY 204 and PSY 210.

PSY 211 HUMAN GROWTH & DEVELOPMENT I (3 S.H.)
This course studies human development from birth to adolescence. The course addresses the interplay of biological, intellectual, social, and emotional development. Students cannot receive credit for both PSY 211 (Human Growth and Development I) and PSY 332 (Human Growth and Development I with Lab). Prerequisite: PSY 105.

PSY 212 HUMAN GROWTH & DEVELOPMENT II (3 S.H.)
Human development from adolescence through adulthood and old age. The course explores changing capacities and stresses throughout the human life span. Prerequisite: PSY 105.

PSY 215 MULTICULTURAL PSYCHOLOGY (3 S.H.) (S.L.)
This course is an introduction to the principles, theories, and applications of multiculturalism. Students are required to examine their own sense of self and others’ identity, beliefs and assumptions, and behaviors. Theories, research, and skills are explored so that students can acquire the necessary multicultural competencies for effective work with children and adolescents from diverse backgrounds (i.e., culture, race, ethnicity, class, and gender) in multicultural environments (i.e., public schools, community organizations). This is a service-learning course. Prerequisite: PSY 105.

PSY 216 COMMUNITY PSYCHOLOGY (3 S.H.) (S.L.)
This course provides an introduction to the field of community psychology. Students learn about social issues, social institutions, and other settings that influence individuals, groups, and organizations. Principles, theories, and methods, and their application to community issues and settings are also explored. This is a service-learning course. Prerequisite: PSY 105.

PSY 220 LEARNING AND MEMORY (3 S.H.)
This class provides an in-depth look at how animals—including humans—learn about their environment. Students explore topics such as animal behavior, associative learning, classical and operant conditioning, the effects of reward and punishment, and spatial navigation. Students also learn about how the fundamental principles of conditioning and learning are applied in current psychology and research. Prerequisites: PSY 105.

PSY 225 ABNORMAL PSYCHOLOGY
(FORMERLY PSY 325) (3 S.H.)
This course focuses on similarities and differences between normal and abnormal behavior, individual and environmental genesis and treatment of neurosis and psychosis, and relation of abnormality to social, religious, educational, and other aspects of living. Prerequisite: PSY 105.

PSY 230 COGNITION (3 S.H.)
This course involves an in-depth analysis of human information processing. Topics include perception, attention, memory, and higher cognitive functions. Practical applications of cognitive principles are also discussed. Students cannot receive credit for both PSY 230 and PSY 331. Prerequisite: PSY 105.

PSY 235 FORENSIC PSYCHOLOGY (3 S.H.)
Psychological research has much to offer to the fields of law and law enforcement. In this course, the potential impact and relevance of empirical psychological research to the criminal justice system is discussed in detail. Topics include basic methodological issues, lie detection, repressed memories, jury selection, line-up construction, eyewitness identification and testimony, courtroom persuasion, and group decision-making. Prerequisites: PSY 105 and 3 additional credits in either psychology or criminal justice.

PSY 240 HEALTH PSYCHOLOGY
(FORMERLY PSY 350) (3 S.H.)
This course studies the contributions of psychology to the promotion and maintenance of health, and to the prevention and treatment of illness. The course is concerned with understanding how behavior affects health, how health affects behavior, and how this knowledge is applied to diagnosis, prevention, treatment, and rehabilitation. Prerequisites: PSY 105.

PSY 245 GROUP DYNAMICS (3 S.H.)
An advanced course in social psychology dealing with the dynamics of group interaction. Among topics to be discussed are one-to-one relationships in personal and work situations; group formation, structure, and leadership; group functioning and conformity; and the effective work group. Prerequisite: PSY 105 or SOC 105.

PSY 260 PARANORMAL PSYCHOLOGY (3 S.H.)
This course involves a critical examination of beliefs in paranormal phenomena. Students read and discuss reports of ESP, human spontaneous combustion, near death experiences, and other parapsychological experiences. In addition, the psychological processes that underlie beliefs in other paranormal phenomena, such as aliens, ghosts, and “hidden” animals, will be discussed. An emphasis is placed on understanding the errors in
cognitive processes that can lead to erroneous beliefs. This course counts as an experimental advanced elective for psychology majors. Prerequisite: PSY 105.

**PSY 265 EVOLUTIONARY PSYCHOLOGY (3 S.H.)**
This course examines a range of psychological phenomena within the framework of evolutionary psychology. The basic principles of evolution through natural selection are introduced followed by their application to animal and human behavior. Topics include ethology, food preferences, short-term mating strategies, long-term mating strategies, parental investment, kinship, alliances, aggression, and dominance. An introduction to behavior genetics is also covered. Prerequisite: PSY 105.

**PSY 270, 271 SUPERVISED RESEARCH TOPICS IN PSYCHOLOGY (3 S.H.)**
Students work with a faculty member in conducting a research project of mutual interest. Students are required to become familiar with the scholarly literature relevant to the research project in addition to their active involvement with other aspects of the research, such as research design, construction of research materials, data collection, data analysis, and report writing. Regular meetings with the supervising faculty member and a final written report are required. Permission of the instructor is required prior to registration. PSY 270 and 271 may be taken for two semesters, six credits maximum. This course may be used to fulfill one psychology advanced elective based on the area of research. Prerequisite: PSY 105.

**PSY 291 COGNITION WITH LABORATORY (4 S.H.)**
This course involves an in-depth analysis of human information processing through lecture and structured lab activities. Topics include perception, attention, memory, and higher cognitive functions. Practical applications of cognitive principles are also discussed. Students design and conduct experiments in cognitive psychology and write laboratory reports. Psychology majors only. Students take either PSY 230 or PSY 291; they may not take both. Prerequisite: PSY 105.

**PSY 292 HUMAN GROWTH AND DEVELOPMENT I WITH LABORATORY (4 S.H.)**
Through both lecture and structured lab activities, this course focuses on biosocial, cognitive, and psychosocial changes that occur from birth to adolescence. Topics introduced in lecture are further explored using a variety of qualitative and quantitative research methods used in the field. Psychology majors only. Students take either PSY 211 or PSY 292; they may not take both. Prerequisite: PSY 105.

**PSY 330 CURRENT ISSUES IN PSYCHOLOGY (3 S.H.)**
This course involves a survey of a wide range of current issues in psychology. Students will read and discuss recent journal articles with two goals in mind. The first is to gain proficiency in reading journal articles and the second is to become knowledgeable about the cutting edge of psychology. In addition to articles provided by the course instructor, the students will find additional sources and use them to supplement class discussions. Psychology majors only. Prerequisites: PSY 105 and junior standing.

**PSY 331 COGNITION WITH LABORATORY (4 S.H.)**
This course involves an in-depth analysis of human information processing through lecture and structured lab activities. Topics include perception, attention, memory, and higher cognitive functions. Practical applications of cognitive principles are also discussed. Students design and conduct experiments in cognitive psychology and write laboratory reports. Psychology majors only. Students take either PSY 230 or PSY 331; they may not take both. Prerequisite: PSY 105 and PSY 385 (grade C or better).

**PSY 332 HUMAN GROWTH AND DEVELOPMENT I WITH LABORATORY (4 S.H.)**
Through both lecture and structured lab activities, this course focuses on biosocial, cognitive, and psychosocial changes that occur from birth to adolescence. Topics introduced in lecture are further explored using a variety of qualitative and quantitative research methods used in the field. Psychology majors only. Students take either PSY 211 or PSY 332; they may not take both. Prerequisite: PSY 105 and PSY 385 (grade C or better).

**PSY 335 COMMUNITY-BASED YOUTH DEVELOPMENT INTERVENTION STRATEGIES AND PRACTICES: INTEGRATING CRIMINAL JUSTICE AND PSYCHOLOGICAL APPROACHES (SAME AS CJ 335) (6 S.H.)**
This is an interdisciplinary criminal justice and psychology year-long course on community intervention strategies and practices for at risk youth. Theories and research that explain problem behaviors (i.e., mental health, substance abuse, delinquency) are reviewed, focusing on both the macro structural factors emphasized in criminology and the micro level perspective emphasized in psychology. Current intervention and prevention programs are examined and combined with field experience to train students in the principles of civic engagement, as well as in the mentoring and treatment of at risk youth. Open to criminal justice or psychology majors with junior standing or above, or with instructor’s permission. 6 semester hours

**PSY 355 BIOLOGICAL PSYCHOLOGY (3 S.H.)**
An introduction to the anatomy, physiology, and pharmacology of the nervous system and its role in experience and behavior. Topics include the biological basis of perception, memory, motivation, emotion, and mental illness. This course satisfies either the science/mathematics or social science distribution requirements. Prerequisite: PSY 105.

**PSY 360 SENSATION AND PERCEPTION (3 S.H.)**
This course deals with the physiological and psychological systems that allow us to see, hear, feel, smell, and taste the incredible range of stimuli we can perceive. Although intimately related, sensation and perception play two complimentary but different roles in how we interpret our world. Sensation is the process of sensing our environment through touch, taste, sight, sound, and smell. Perception is the way we interpret these sensations and therefore make sense of everything around us. The study of sensation and perception also involves an exploration of the constraints on our perceptual systems, since what we can't perceive is often just as important (and often even more interesting) as what we can. Prerequisite: Psychology 105.

**PSY 368 HUMAN NEUROPSYCHOLOGY (3 S.H.)**
Human neuropsychology is the branch of psychology that seeks to understand the relationship between neural structure and function. In this course, students learn about neural anatomy and physiology and the role these play in determining normal and disordered behaviors. Topics of discussion include the neuropsychology of perception, attention, memory, language, emotion, and action. Prerequisite: PSY 105.

**PSY 375 COUNSELING AND PSYCHOTHERAPY (3 S.H.)**
Theories and methods used in therapeutic interventions with individuals are emphasized. In addition to readings and lectures,
the course includes practice at introductory-level skills and class presentations. Prerequisites: PSY 105 and 325.

PSY 376  PSYCHOLOGY/EDUCATIONAL TESTING
(SAME AS ED 376) (3 S.H.)
A critical examination of the potentials and limitations of the presently used tests of intelligence, achievement, aptitude, interests, attitudes, and personality. The use of tests in educational and psychological research, counseling, guidance, and industry is examined. The development, use, and standardization of tests for evaluation and research are also included. Students cannot receive credit for both ED 376 and PSY 376. Prerequisite: PSY 105.

PSY 377  HISTORY & SYSTEMS OF PSYCHOLOGY (3 S.H.)
The historical and philosophical roots of contemporary systems of psychology. The systems discussed include structuralism, functionalism, behaviorism, Gestalt psychology, and psychoanalytic theory. These systems are examined historically, in terms of the individuals whose ideas contributed to their formulation, and philosophically, in terms of how each system resolves the problem of knowledge, the mind-body problem, and the issues of scientific verification and theory construction. Prerequisite: PSY 105 and one psychology course at the 200 level or above.

PSY 381  STATISTICAL METHODS (3 S.H.)
Topics include scaling, graphing data, descriptive statistics, correlation, hypothesis testing, and nonparametric statistics. This course is designed for majors outside of social science. Majors in psychology and social science should take PSY 385 instead. Students may not receive credit for both PSY 381 and another statistical methods course such as PSY 385, QA 251, ENGR 111, ENGR 315, MATH 114, or MATH 373. This course may not be used to satisfy the social science general education requirement. Prerequisite: Familiarity with elemental algebra.

PSY 385  STATISTICAL METHODS WITH LABORATORY FOR SOCIAL SCIENCES
(FORMERLY PSY 381/383) (4 S.H.)
Elementary statistics applied to psychology and other social sciences. Topics include methods for graphing data, descriptive statistics such as measures of central tendency dispersion, and correlation, simple probability theory, and inferential statistics including t-tests, ANOVA, and nonparametric statistics such as chi-square. The use of the SPSS statistical computer package is covered in the laboratory. This course is required of majors in criminal justice, communication studies, psychology, and social work. Majors from other departments are welcome, although students may not receive credit for both PSY 385 and another statistical methods course such as PSY 381, QA 251, ENGR 111, ENGR 315, MATH 114, or MATH 373. This course may not be used to satisfy the social science general education requirement. Prerequisites: MATH 101 or equivalent or a satisfactory performance on the Mathematics Placement Test; basic computing skills and proficiency with the Windows computing environment; and the math requirement with a minimum grade of C (beginning in fall 2010).

PSY 387  RESEARCH DESIGN AND LABORATORY FOR PSYCHOLOGY
(FORMERLY PSY 382/384) (4 S.H.)
This course teaches the application of scientific method to the study of human behavior. Topics include the relationship between theory, hypotheses and empirical research, ethical considerations of research with humans, laboratory and field experimental methods, survey research, participant observation, and the use of documents and available data. The laboratory reinforces the theoretical issues covered in the lecture portion of the course. Students complete structured, hands-on exercises with experimental and non-experimental research methods in psychology. Students use the computer to analyze data, conduct literature reviews, and write research reports. Required of psychology majors. Prerequisite: Minimum grade of C in PSY 385 for psychology majors.

PSY 394, 395  PSYCHOLOGY PRACTICUM (3-6 S.H.)
Students work 100 hours per three credits in one of several applied psychology settings under the supervision of qualified personnel. Students are also required to become familiar with the scholarly literature relevant to their placement, and to write a research paper integrating the research and fieldwork aspects of the practicum. Students have regular meetings with the practicum instructor throughout the semester. Permission of the instructor is required prior to registration. Open only to juniors and seniors. Not available to students who are student-teaching. May be taken for one or two semesters. Students may take no more than 15 credits between PSY 394, 395, and 423. Prerequisites: Junior or senior standing, PSY 105, and 6 semester hours of psychology.

PSY 423  PSYCHOLOGY INTERNSHIP (9-12 S.H.)
This course is a continuation of PSY 394, 395. Students work 100 hours per three credits in one of several applied psychology settings under the supervision of qualified personnel. Students are also required to become familiar with the scholarly literature relevant to their placement, to participate in on-campus meetings, and to write a research paper integrating the research and fieldwork aspects of the practicum. Students have regular meetings with the internship instructor throughout the semester. Permission of the instructor is required prior to registration. Open only to juniors and seniors. Not available to students who are student-teaching. Students may take no more than 15 credits between PSY 394, 395, and 423. Prerequisites: Junior or senior standing, PSY 105, PSY 394, and 6 semester hours of psychology.

PSY 409, 410  SENIOR RESEARCH IN PSYCHOLOGY (6 S.H.)
Research in an area of the student’s special interest. Required of all majors in behavioral science and psychology. Prerequisites: PSY 385 and 387.

PSY 188, 288, 388, 488, 588  SPECIAL TOPICS IN PSYCHOLOGY (3 S.H. EACH)
Topics for these courses are offered in response to student and faculty interest.

QUANTITATIVE BUSINESS ANALYSIS (QA)

QA 251  ELEMENTARY STATISTICAL ANALYSIS (3 S.H.)
Introduction to the use of probability and inference for decision making in the administrative and social sciences. Topics include collection, measurement, and presentation of data (descriptive statistics); probability distributions and expected values; and sample design and parameter estimation. Prerequisite: MATH 117 and 30 credits.

QA 252  INTERMEDIATE STATISTICAL ANALYSIS (3 S.H.)
More advanced use of probability and inference in the administrative and social sciences. Topics include hypothesis testing; multiple and nonlinear regression and correlation analysis; analysis of variance; chi-square tests; other nonparametric tests; time-series analysis; and decision making under uncertainty, including Bayesian analysis. Prerequisite: QA 251 and 30 credits.
**READING (RDG)**

**RDG 105  COLLEGE READING & STUDY SKILLS (2 S.H.)**
This course is designed for first-year and transfer students to develop efficient reading and study techniques in various subject areas. Topics such as vocabulary development, note taking from text material, lecture note taking, organizational skills, test-taking strategies, and flexibility in reading rates are stressed. The course is open to upperclassmen as an elective. This course is developmental.

**SCIENCE (SCI)**

**SCI 101  FUNDAMENTALS OF PHYSICAL SCIENCE (3 S.H.)**
A course in the physical sciences, designed for nonscience majors, that explores the history and development of the fundamental physical laws affecting matter in the universe. It explores the kinds of changes that occur when different types of matter interact. Emphasis is on the application of these physical and chemical laws of nature, as they are significantly observable on the planet earth. The impact of the development of the physical sciences on contemporary life is emphasized.

**SOCIAL SCIENCE (SSCI)**

**SSCI M906  WORLD GEOGRAPHY (1.5 S.H.)**
The World Geography module is an introductory survey that examines the relationship between the physical features of the earth and the various human societies that reside on it. The module introduces the study of geography, the problems geographers encounter, and the methods and tools used to try to solve these problems.

**SOCIAL WORK (SW)**

**SW 107  INTRODUCTION TO SOCIAL WORK AND SOCIAL WELFARE (3 S.H.)**
This introductory course provides students with a general understanding of the field of social work, its value base, and unique contribution to individuals, families, groups, and the community. It also provides students with an understanding of the history, purpose, and function of the social welfare system. A major focus of the course is to examine the broad application of social work practice in a variety of settings. Social work theory and methods, contemporary trends in the field, social policy, and the relationship between social work and other human service professions is explored. Special attention is given to the areas of diversity, oppression, and social justice. Students are also involved in a service learning project as one of the key assignments.

**SW 206  HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT I (3 S.H.)**
This is the first of a two semester course covering the major theoretical perspectives for understanding human behavior in the social environment. The basic concepts of human development are explored using the life cycle as an organizing framework. Factors of human diversity such as race, gender, ethnicity, class status, sexual orientation, and physical ability are regularly addressed. During the first course, human behavior from conception through adolescence is examined and the developmental processes are explored and presented from the framework of the individual within the context of family, group, community, and organizations. Prerequisites: SW 107 and PSY 105.

**SW 207  HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT II (3 S.H.)**
This is the second of a two semester course covering the major theoretical frameworks for understanding human behavior in the social environment. The course explores basic concepts of human development using a developmental life cycle framework as the organizing focus. Significant factors and influences of human diversity such as race, gender, ethnicity, class status, sexual orientation, gender identity, and physical ability are addressed. The course content focuses on late adolescence through late adulthood, including death, loss, and bereavement. The course focuses on the "person-in-environment" and "risk and resilience" perspectives. These conceptual frameworks have implications for social work from micro through macro levels of practice. Prerequisites: PSY 105, SW 107, 206.

**SOCIOLOGY (SOC)**

**SOC 105  INTRODUCTION TO SOCIOLOGY (3 S.H.)**
A general introduction to sociology covering empirically based theoretical insights on social groups, cultures, institutions, social organization, stratification, deviance, social movements, and social change. The development of a sociological perspective through the application of core concepts, such as the sociological imagination and the social construction of reality, formulates the basic framework for this course.

**SOC 201  CRIMINOLOGY (3 S.H.)**
The place of crime in society; its origins and relationships to other institutions are considered both historically and in the context of contemporary U.S. society. The following theoretical perspectives are explored: biological, psychological, social disorganization, differential association, strain, social structural, cultural and subcultural, functional, Marxist and other conflict, and labeling. Special topics include organized crime, white collar and corporate crime, and victimless crime. Prerequisite: SOC 105.

**SOC 202  SOCIAL ACTIVISM (3 S.H.) (S.L.)**
This course is a service learning course that includes some form of civic/political engagement in the form of social activism. Students learn about social activism by doing it, reflecting on their experiences and doing research related to the activism they engage in. Experiential learning sites can be found in multiple settings that provide service or take action on behalf of groups or issues where action committees are organized. Social activism offers opportunities to develop leadership skills and work within political/activist organizations. No prerequisites.

**SOC 203  SOCIOLOGY OF YOUTH (SAME AS GWS 203) (3 S.H.)**
Youth, adolescence, young adulthood—different terms, but all imply a period in life when individuals face various new issues, physically and emotionally. In this course, students explore such issues in the context of social and cultural frameworks. Students consider how sociologists view a category termed “youth” and explore how social systems determine who is a part of this category. Students also look at the personal and social implications of “youth” and the intersections and impact of race, class, and gender on the experiences of youth. Students are introduced to the social constructionist approach to study the issues of youth in the United States, as well as comparative perspectives. Prerequisite: SOC 105.
SOC 204 SOCIAL PROBLEMS (SAME AS GWS 204) (3 S.H.)
The study of social problems in the United States and other parts of the world. This course looks at political policy and the unrest that follows from inequality based on race, gender, class, sexual orientation, and sub cultural group practices. Through film, readings, and discussion, the class focuses on the application of critical thinking to understand and address the effects of social differentiation on individuals and groups. Prerequisite: SOC 105 or permission of instructor.

SOC 215 THE FAMILY (SAME AS GWS 215) (3 S.H.) (W)
An examination of the family as a social institution, with multicultural and cross-cultural differences. Areas of study include the organization of kinship systems, historical antecedents of family structure in the United States, gendered family roles, domestic violence, and the theoretical implications of societal change on intimacy patterns and family relations. Prerequisite: SOC 105.

SOC 235 MINORITIES IN AMERICAN SOCIETY (3 S.H.)
The course investigates the roles of race, ethnicity, and gender as the foundation of group relations and minority status in U.S. society. The sociohistorical process of creating subordinate groups and the nature of prejudice and discrimination are examined. The social, economic, and political consequences of the process for both minorities and the majority population are explored and related to issues of current interest. Prerequisite: SOC 105.

SOC 240 GENDER AND INTERNATIONAL DEVELOPMENT (SAME AS GWS 240) (3 S.H.)
This course focuses on how gender inequality is structured globally and how economic and political changes in the last half of the 20th century have impacted these inequalities. To understand the impact of economic and political changes, students examine regions such as Latin America, Asia (Southeast, South Asia, China), Africa, and the Middle East and make comparisons with the United States. Students look at the social, economic, and political structures in different countries of these areas and see how gender inequality is socially constructed and impacted by changes. Students end the course by looking at some of the ways women have made changes in the structure of their countries and ultimately their own lives.

SOC 245 RAP, HIP HOP, AND SOCIETY (3 S.H.)
This course explores the contemporary emergence of rap and hip hop culture. The course engages students in listening to music, viewing DVDs, and reading books and articles related to rap, hip hop, and cultural values. Societal issues of social control and freedom of speech are examined. Students explore these issues with the intent to broaden their sociological imaginations. Prerequisite: SOC 105.

SOC 266 CLASS SOCIETY (3 S.H.)
This course traces the sociological and historical processes of class formation in U.S. society. Emphasis is on the life styles characteristic of each class, on relationships among the classes, and on the consequences of inequality relative to the economic, political, and social opportunities available to individuals and groups. Prerequisite: SOC 105 or GP 101.

SOC 275 AFRICAN AND AFRICAN AMERICAN WOMEN IN SOCIETY (SAME AS GWS 275) (3 S.H.) (W)
This course explores some of the significant life experiences of women in sub-Saharan Africa (such as marriage, sex and sexuality, motherhood, being a wife, families, aging, widowhood, work, and urban vs. rural life), how the same type of experiences are lived by African American women, and how an understanding of culture and social organization helps us understand how African and African American women sometimes experience these similarly and sometimes differently. Writing enriched.

SOC 284 FILM AND SOCIETY (3 S.H.)
Films allow us to understand a little of what it would be like to be someone else—a different race, gender, sexual orientation, class, ethnic group—and to imagine living in another place or time. This class is intended to engage students in social issues through the lens of an art form most of us enjoy but often do not analyze. The goal is to sharpen observations and develop perceptive viewing through the difficult task of total immersion in the film while, at the same time, maintaining objectivity and critical detachment. No prerequisites.

SOC 307 SOCIAL DEVIANCE (3 S.H.)
A study of various forms of norm-violating behavior, including individual and group acts, using the societal reaction or interactionist perspective. Types of deviant behavior examined include sexual deviation, mental illness, juvenile gangs, alcoholism, and drug use. Prerequisite: SOC 105.

SOC 310 MEDICAL SOCIOLOGY (3 S.H.)
The institution of medicine from a sociological and cultural perspective. Topics include the relationship of medicine to the value system of the society, the sociology of the profession, and the socialization of the professional. Prerequisite: SOC 105.

SOC 315 POVERTY AND SOCIETY (3 S.H.)
When compared to most other advanced industrial capitalist nations, poverty rates in the United States are high, particularly in many of the nation’s urban centers. This course examines the causes and consequences of poverty. It explores the ways that social scientists define and measure poverty, examines the characteristics of poor Americans today, and considers a broad range of issues relating to poverty such as education, family structure, culture, economic restructuring, segregation, social movements, and public policy. To facilitate better comprehension and understanding of course content, there is a service learning component to the class that requires students to participate weekly in an organized activity with a community partner in Chester. Prerequisite: SOC 105.

SOC 317 SOCIOLOGY OF SEX AND GENDER (SAME AS GWS 317) (3 S.H.) (W)
An examination of sex/gender systems in historical, cross-cultural, and contemporary societies. Identity politics and the interconnections between gender, race, class, ethnicity, and sexual orientation are core segments of this course. Feminist, socialist, liberal, and conservative thought on sex/gender issues are included. Readings include classic early writings from the contemporary women’s movement and more recent gender analyses. This is a writing enriched course. Prerequisite: SOC 105.

SOC 320 CITIES AND SOCIETY—ANCIENT TO THE EARLY 20TH CENTURY (3 S.H.)
This course traces Western urban development from ancient Mesopotamia to the beginning of the 20th century. Cities are viewed as distinctive physical environments composed of architectural elements and spatial planning created by social and economic activity. Students explore the forces that have shaped these environments and how the relationships between people have been influenced by these urban arrangements during different historical eras. Prerequisite: SOC 105.

SOC 321 THE CONTEMPORARY CITY (3 S.H.)
This course focuses on how European and American cities have developed in the 20th century from the period of great industrial
growth to the present. Topics include the emergence and development of urban sociological theory; the formation of modern city planning; urban deconcentration and suburban development; problems of housing, poverty, and homelessness; and the role of technology in shaping the urban environment. Prerequisite: SOC 105.

SOC 325   UNIONS, LABOR, AND SOCIETY (3 S.H.)
Upon graduation, many Widener students will be employed in sectors of the economy in which unions play a significant role in determining wages, hours, and working conditions. This is especially true of the many students who will enter occupations in criminal justice, education, health care, and government services. This course examines the history, role, and function of labor unions in American society. It provides an overview of the development and growth of the labor movement, examines the process of collective bargaining and contract administration, and explores the current state of the labor movement. By the conclusion of the course, students are better prepared to enter into a unionized profession. Prerequisite: SOC 105.

SOC 330   MODERN ORGANIZATIONS AND WORK (3 S.H.)
This course discusses the development of modern organizations and the nature of work roles within them. Topics include the impact of industrialization, Weber’s theory of bureaucracy, 19th-century industrial ideologies, the emergence of Taylorism and Human Relations, alienation and work, the development of participatory organizational models, leadership, power, informal group processes, the law regarding hiring and promotion, and organizations in the larger political economy. Prerequisite: SOC 105.

SOC 335   DYNAMICS OF ORGANIZATIONS (3 S.H.)
Study concentrates on the structural and psychosocial processes in public and private sector organizations. It includes an examination of the following topics: authority and power, communication, decision making, leadership, and conflict and change. Prerequisite: SOC 105.

SOC 355   SOCIAL THEORY (3 S.H.)
Major theoretical concepts in sociology are examined with emphasis on classical theorists Marx, Weber, and Durkheim. Other theorists, including more contemporary theorists, and specific theories such as Symbolic Interactionism, are covered. Looks at post-modern critiques are also discussed. Required for the sociology minor. Prerequisite: SOC 105, junior or senior standing, or permission of the instructor.

SOC 367   SOCIAL MOVEMENTS AND SOCIAL CHANGE
(SAME AS GWS 367) (3 S.H.) (W)
This course explores the interaction between social movements and social change. The focus is on intentional change; on social movements as expressions of people’s interest in transforming social structures and cultural relations. Activism organized around class, race, gender, and other socially defined positions are examined through film, readings, and class discussion. Symbols, propaganda, music, marches, historical reference, and other forms of emotional involvement constitute part of the exploration of social movement organizations and the strategies they employ. Prerequisite: SOC 105.

SPANISH (SPAN)

SPAN 101, 102   ELEMENTARY SPANISH I, II (3 S.H. EACH)
This course introduces students to basic grammar and vocabulary through a variety of speaking, listening, reading, and writing activities. Recommended for students with little or no previous Spanish instruction.

SPAN 201, 202   INTERMEDIATE SPANISH I, II (3 S.H. EACH)
This course introduces students to more advanced grammar and vocabulary through a variety of speaking, listening, reading, and writing activities. Recommended for students with two or more years of high school Spanish.

TRANSITIONAL EDUCATION (TRED)

TRED 100   TRANSITIONAL EDUCATION (3 S.H.)
An orientation for mature students to the academic demands of college. A review of study techniques, critical reading, outlining, organizing ideas, note-taking and test-taking techniques, expository writing, library use, research methods, and writing of a fully documented research paper are included. Effectiveness in oral communication is stressed through participation in classroom discussions and oral presentations. Tuition free, but student pays $100 fee. Prerequisite: Entering adult student.

UNIVERSITY COLLEGE STUDIES (UCS)

UCS 101   INTRODUCTION TO UNIVERSITY COLLEGE STUDIES (3 S.H.)
This course introduces students to the world of the adult student in undergraduate higher education through readings, research, and essays. Translating experiential learning to the academic world is emphasized with students, starting the process of creating an academic and professional portfolio. The course is open to all University College students and may be used as a free elective.

UCS 200   BECOMING A CIVICALLY ENGAGED PROFESSIONAL (W) (3 S.H.)
This elective course for all University College students focuses on promoting learning through active participation in service experiences. Students build on their volunteer knowledge by reading and discussing essays about serving, giving, and leading. The historical context of service learning is reviewed. Structured reflection time is provided during which students link their beliefs about civic engagement to their individual experiences. Several opportunities are provided to the students to work in the surrounding community.
UCS 390  DEVELOPING EFFECTIVE DECISION MAKING AND PROBLEM SOLVING COMPETENCIES (4 S.H.)

This course enhances students’ knowledge of the decision-making process in organizations, the core of an organization’s operation, and the foundation for managers and supervisors at any level. It provides students with decision-making tools including descriptive statistics, probability theory, hypothesis testing, and decision analysis/tree. Throughout this course, students learn different perspectives in the study of individual, group, and organizational decision making and investigate the pros and cons of various theories and approaches under these perspectives. Students are required to consider the role of rationality and non-rationality in decision making and examine how uncertainty and ambiguity may impact their perceptions of choices and risks.

UCS 400  CAPSTONE SEMINAR (3 S.H.)

This course is the culminating academic experience for students in the professional studies major. Students integrate the significant learning achieved from courses, programs, and life/work experiences and make plans for their future. This seminar helps adult learners cope with their particular ending-beginning situations, identify their strengths to reinforce a positive sense of self, obtain support as they move into the next transition, and develop strategies to deal with change. During the seminar, students review the challenges that adults face in developing new life and work roles, such as developmental issues faced by “aging” students, including life-span concepts, age discrimination in the workplace, or the loss of structure that “going to school” gives adult learners. Students conduct a reappraisal of their goals and are encouraged to consider how the different parts of life fit together (intellectual, social, emotional, physical, vocational, spiritual). Prerequisite: Senior status (completion of at least 90 semester hours of credit toward the degree) and UCS 101.
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From Route 100: Take Route 30 (Lancaster Pike) East. Proceed to the fourth traffic light. Turn right onto Springdale Drive.

From Route 202: Take Route 30 (Lancaster Pike) West. Proceed to the second traffic light (first light past Church Farm School). Turn left onto Springdale Drive.
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