



Widener University

School of Business Administration
2018 Graduate Catalog

Widener University Information

UNIVERSITY POLICY

It is the policy of Widener University not to discriminate on the basis of sex, gender, pregnancy status, age, race, national origin or ethnicity, religion, disability, status as a veteran of the Vietnam era or other covered veteran, sexual orientation, gender identity, marital status, or genetic information in its educational programs, admissions policies, employment practices, financial aid, or other school-administered programs or activities. This policy is enforced under various federal and state laws, including Title VII of the Civil Rights Act of 1964 as amended by the Civil Rights Act of 1991, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act, and the Americans with Disabilities Act. Further, in compliance with state and federal laws, Widener University will provide the following information upon request: (a) copies of documents pertinent to the university's accreditations, approvals, or licensing by external agencies or governmental bodies; (b) reports on crime statistics and information on safety policies and procedures; and (c) information regarding gender equity relative to intercollegiate athletic programs—Contact: Senior Vice President for Administration and Finance, Widener University, One University Place, Chester, PA 19013; tel. 610-499-4151. Comments or requests for information regarding services and resources for disabled students should be directed to: Director of Disability Services, Widener University, One University Place, Chester, PA 19013; tel. 610-499-1266; or Dean of Students, Widener University Delaware Law School, P.O. Box 7474, Wilmington, DE 19803; tel. 302-477-2173.

Title IX of the Education Amendments of 1972 ("Title IX") prohibits discrimination based on sex and gender in educational programs and activities that receive federal financial assistance. Such programs include recruitment, admissions, financial aid and scholarships, athletics, course offerings and access, hiring and retention, and benefits and leave. Title IX also protects students and employees from unlawful sexual harassment (including sexual violence) in university programs and activities. In compliance with Title IX, the university prohibits discrimination and harassment based on sex in employment as well as in all programs and activities.

The university's Title IX coordinator monitors compliance with Title IX and its accompanying regulations. Individuals with questions or concerns about Title IX and/or those who wish to file a complaint of non-compliance may contact the Title IX coordinator or deputy coordinators: The university's Title IX coordinator is Director of Employee Relations Alison Kiss Dougherty, One University Place, Chester, PA 19013; tel. 610-499-1301; e-mail akdougherty@widener.edu. The university has also appointed several deputy Title IX coordinators: For students on the Chester, PA, campus and Extended Learning students: Assistant Dean for Student Development and Engagement Catherine Feminella, One University Place, Chester, PA 19013; tel. 610-499-4392; e-mail cafeminella@widener.edu; or Chief of Campus Safety Kevin Raport, tel. 302-477-2202; e-mail kjraport@widener.edu. For students and employees on the Wilmington, DE, campus: Dean of Students Susan Goldberg, Widener University Delaware Law School, 4601 Concord Pike, Wilmington, DE 19803; tel. 302-477-2173; e-mail slgoldberg@widener.edu. For students and employees on the Harrisburg, PA, campus: Supervising Attorney and Director, of Student Organizations Mary Catherine Scott, Widener University Commonwealth Law School, 3800 Vartan Way, Harrisburg, PA 17106; tel. 717-541-0320; e-mail mscott9055@widener.edu.

The U.S. Department of Education's Office for Civil Rights (OCR) is the division of the federal government charged with enforcing compliance with Title IX. Information regarding OCR can be found at: www.ed.gov/about/offices/list/ocr/index.html. Questions about Title IX may be directed to OCR as well as to the university's Title IX coordinator or deputy coordinators.

This publication contains information, policies, procedures, regulations, and requirements that were correct at the time of publication. In keeping with the educational mission of the university, the information, policies, procedures, regulations, and requirements contained herein are continually being reviewed, changed, and updated. Consequently, this document cannot be considered binding and must be used solely as an informational guide. Students are responsible for keeping informed of official policies and meeting all relevant requirements.

The university reserves the right and authority at any time to alter any or all of the statements contained herein, to modify the requirements for admission and graduation, to change or discontinue programs of study, to amend any regulation or policy affecting the student body, to increase tuition and fees, to deny admission, to revoke an offer of admission, and to dismiss from the university any student at any time, if it is deemed by the university to be in the best interest of the university, the university community, or the student to do so. The provisions of this publication are subject to change without notice, and nothing in this publication may be considered as setting forth terms of a contract between a student or a prospective student and Widener University.

ACCREDITATIONS & MEMBERSHIPS

Widener University is a member of the Association for Continuing Higher Education and is accredited by the Middle States Commission on Higher Education.

Widener University's graduate programs are additionally accredited by the following: AACSB International—The Association to Advance Collegiate Schools of Business (School of Business Administration), American Association of Sexuality Educators, Counselors, and Therapists (Center for Human Sexuality Studies), American Bar Association (School of Law), American Psychological Association (Doctor of Psychology; Clinical Psychology Internship), Commission on Accreditation for Healthcare Management Education (MBA in Healthcare Management), Commission on Accreditation in Physical Therapy Education (Doctor of Physical Therapy), Commission on Collegiate Nursing Education (School of Nursing), Commission on Continuing Legal Education of the Supreme Court of Delaware (Delaware Law School), Council on Social Work Education (Center for Social Work Education), National Association for Education of Young Children (Child Development Center), National Council for the Accreditation of Teacher Educators (Center for Education), Pennsylvania State Board of Nursing (School of Nursing), Pennsylvania Continuing Legal Education Board of the Supreme Court (Commonwealth Law School), Pennsylvania Department of Education (Center for Education), Pennsylvania Department of Welfare (Child Development Center), Pennsylvania Private School Board (Center for Education).

Widener University's graduate programs hold membership in the following: Academic Council of the American Physical Therapy Association (Institute for Physical Therapy Education), American Society for Engineering Education (School of Engineering), Association of Engineering Colleges of Pennsylvania (School of Engineering), Association of American Law Schools (Delaware Law School and Commonwealth Law School), Greater Philadelphia Engineering Deans Economic Development Council (School of Engineering), Engineering Deans Institute (School of Engineering), Engineering Research Council of the American Association of Engineering Societies (School of Engineering), Engineering Workforce Commission (School of Engineering), National Association of Schools of Public Affairs and Administration (Master of Public Administration), National Association of State Boards of Accountancy (Delaware Law School and Commonwealth Law School), National Council for Schools and Programs of Professional Psychology (Institute for Graduate Clinical Psychology), National League for Nursing and the American Association of Colleges of Nursing (School of Nursing).

School of Business Administration

2018 Graduate Catalog

GRADUATE PROGRAM DIRECTORY

ALLIED HEALTH EDUCATION: Maggie Place
610-499-4284 • maplace@widener.edu

BUSINESS ADMINISTRATION: José Proença
610-499-4330 • jproenca@widener.edu

CLINICAL PSYCHOLOGY: Sanjay R. Nath
610-499-1214 • snath@widener.edu

CRIMINAL JUSTICE: Shana Maier
610-499-4651 • slmaier@widener.edu

EDUCATION: Robin Dole
610-499-4352 • rldole@widener.edu

ENGINEERING: Sachin Patil
610-499-4037 • spatil@widener.edu

HOSPITALITY & TOURISM: Shiang-Lih Chen McCain
610-499-1110 • schenmccain@widener.edu

HUMAN SEXUALITY STUDIES: Justin Sitron
610-499-4296 • jasitron@widener.edu

NURSING: Barbara Patterson
610-499-4222 • bjpatterson@widener.edu

OCCUPATIONAL THERAPY: Wendy Wachter-Schutz
610-499-4372 • wlwachterschutz@widener.edu

PHYSICAL THERAPY: Jill Black
610-499-1277 • jdblack@widener.edu

PUBLIC ADMINISTRATION: Jim Vike
610-499-1120 • jevike@widener.edu

SOCIAL WORK: Beth Barol
610-499-1152 • bibarol@widener.edu

GENERAL DIRECTORY

INFORMATION LINE
610-499-4600

BOOKSTORES
Main Campus, 610-490-7012
Delaware Campus, 302-478-0606
Harrisburg Campus, 717-541-3905

BUSINESS OFFICES
Main Campus, 610-499-4150
Delaware Campus, 302-477-2207
Harrisburg Campus, 717-541-3905

CAMPUS SAFETY
Main Campus, 610-499-4201
Delaware Campus, 302-477-2200
Harrisburg Campus, 717-541-3948

FINANCIAL AID
Main Campus, 610-499-4174
Delaware Campus, 302-478-2209
Harrisburg Campus, 717-541-3961

LIBRARIES
Main Campus, 610-499-4066
Delaware Campus, 302-477-2244
Harrisburg Campus, 717-541-3926

REGISTRAR
Main Campus, 610-499-4142
Delaware Campus, 302-477-2009
Harrisburg Campus, 717-541-3904

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School of Business Administration Information

GRADUATE PROGRAMS

Master of Business Administration (Concentrations in Accounting Information Systems, Business Process Innovation, Data Analytics, Enterprise Resource Planning, Finance, Health Care Management, Hospitality Management, Organizational Leadership, Taxation, and Technology Management)

Master of Business Administration in Health Care Management

Master of Science in Business Process Innovation

Master of Science in Taxation and Financial Planning

Certificate in Accounting Information Systems

Certificate of Advanced Graduate Studies

Certificate of Business Process Innovation

Certificate in Enterprise Resource Planning

Certificate in Financial Planning

Certificate in Health Care Management

Certificate in Organizational Leadership

Certificate in Taxation

Dual Degree Programs (with School of Engineering, School of Human Service Professions, School of Law, and Sidney Kimmel Medical College of Thomas Jefferson University)

ACADEMIC ADMINISTRATION

Dean: Jayati Ghosh

Associate Dean & Director, SBA Graduate Programs:

E. José Proença

Assistant Dean of Academic Programs: Louisa Anne Vike

Department Head of Accounting, Economics, & Finance:

Kenn B. Tacchino

Department Head of Management & Health Care

Administration: Donna McCloskey

VISION

Widener University School of Business Administration's vision is to be a premier business school in the region recognized for challenging, trend-setting programs for educating future business leaders.

MISSION

At the Widener University School of Business Administration:

- We prepare students for successful careers and leadership positions in business.
- We provide a challenging, educational environment that promotes lifelong professional and personal growth through experiential and service learning.
- Our commitment to ethics and to diversity of thought, experience, and background inspires our students, faculty, and staff to become proactive and socially responsible citizens.
- As teacher-scholars, we value scholarship and generate knowledge that is valuable to our profession and the business community.
- We embrace the interests of our stakeholders and engage them in our programs and activities.

GENERAL INFORMATION

ADMISSION PROCESS

Interested holders of baccalaureate degrees are invited to apply for admission to any of the graduate programs in business by:

- Completing the online application form.
- Submitting two letters of recommendation.
- Sending official transcripts from all previous colleges attended.
- Taking the Graduate Management Admission Test (GMAT) (see Matriculation Status for alternatives).
- Taking the Test of English as a Foreign Language (TOEFL) for all applicants from non-English speaking countries.

All inquiries should be addressed to:

SBA Graduate Programs Office

Widener University

One University Place

Chester, PA 19013

Phone: 610-499-4305; Fax: 610-499-4615

For on campus programs, submit applications at:

www.widener.edu/admissions/graduate.

For the online MBA, submit applications at:

<http://onlineprograms.widener.edu/admissions/apply-online>.

We have a rolling admissions process. You may enter a program in any semester. Your application must be completed in time to be processed for your desired semester.

Applications are processed by Admissions, and acceptance decisions are made by the School of Business Administration after all application documents are received.

Information pertaining to the GMAT may be obtained from Widener's SBA Graduate Programs Office or online from the Graduate Management Admission Council at www.gmat.org.

INTERNATIONAL STUDENTS

International students should consult the International Student Services web page at www.widener.edu/admissions for international graduate student guidelines or contact the Office of International Student Services at Widener University, One University Place, Chester, PA 19013; phone: 610-499-4499, international.admissions@mail.widener.edu

ADMISSION REQUIREMENTS

Admission to graduate programs in business may be granted following an evaluation of the application file. Factors affecting the admission decision include previous academic performance, test scores, recommendations, and work history. The minimum undergraduate GPA required for admission is 2.7. The minimum GMAT required for admission is 450. International students must additionally earn a minimum TOEFL score of 95 or a minimum IELTS score of 7. The GMAT may be waived for:

- Applicants with five years or more of relevant work experience after graduation from a bachelor's program; proof of work experience must be submitted.
- Applicants who hold a master's degree from an accredited institution.
- Applicants with a cumulative undergraduate GPA of 3.3 or higher.

- For the MSBPI program, applicants who have completed a certificate program in business process innovation, enterprise resource planning, or accounting information systems and earned at least a 3.3 cumulative GPA.
- For the MSTFP program, applicants who have completed a certificate program in taxation or financial planning and earned at least a 3.3 cumulative GPA, as well as applicants who have earned the CMA, CPA, CIA, CFA, CFP, CFM, or CISA designation.

PROFICIENCY IN COMPUTER SKILLS

Students entering any graduate program in business are expected to be proficient in the use of Microsoft Word for report writing, PowerPoint for presentations, and Excel, including the use of formulas, for creation of charts and graphs. Students must be proficient in the use of email and internet search engines.

REGISTRATION

Registration is conducted each semester according to the schedule published in the academic calendar.

ACADEMIC CALENDAR

The academic calendar is available on CampusCruiser. A schedule of SBA graduate classes is available online at www.widener.edu/academics/schools/business/graduate, or e-mail sbagradv@mail.widener.edu, or call 610-499-4305.

GRADING SYSTEM

Grades are recorded as follows:

A	4.0 points
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
F	0.0
I (Incomplete)	0.0
W (Withdrawal without prejudice)	0.0

Each instructor has the option of using the + and – grade. Students will be informed of the grading policy for each course at the beginning of the semester.

The grade of I is given when a student has not completed course requirements because of excusable reasons. A student who receives a grade of incomplete must arrange to make up all deficiencies with the instructor issuing the grade. If the work is not made up within one calendar year from the end of the semester in which the incomplete is received, the grade will be automatically converted to F. Upon completion of the requirements, the instructor will institute a change of grade. (Note: a student does not register again for a course in which the grade of incomplete has been received.) A student cannot be awarded a degree when there is an outstanding incomplete grade on the transcript, even if the incomplete is in a course not required in the degree program.

If a course is repeated, both grades will be recorded on the transcript, but only the most recent grade will be used in calculating the grade point average (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.

Students whose academic performance is considered inadequate will be dismissed from the program. Conduct inconsistent with the ethical and professional standards of the discipline, whether it occurs before or after matriculation, is also grounds for dismissal from the program. Such conduct includes academic fraud. See the “Academic Policies and Standards” section.

A student dismissed for academic fraud may no longer enroll in the graduate programs of the university and may not apply for admission into another division of the university. Please see the section titled “Standards for Academic Integrity.”

DROP/ADD POLICY

Students taking a course in the School of Business Administration may withdraw from the course at any time prior to the final examination and receive the grade of W. If a course offered through these programs does not include a final examination, the deadline for withdrawing from the course with a grade of W is the final class meeting for the course.

Students may add a course without special permission no later than one week after the semester has begun. If a student wishes to add a course after one week, written permission must be obtained from the director of graduate programs.

AUDITING

A student will be permitted to audit courses with the approval of the instructor. No grade or credit is given for auditing a course and examinations need not be taken; however, the registration procedure and fee structure are the same as those for other students. A reduced fee structure may apply to holders of a Widener master’s degree in business who wish to audit courses.

CHALLENGE EXAMINATIONS

A challenge examination may be taken for select graduate courses. Not all graduate courses may be challenged. If interested in challenging a course, please see the director of SBA graduate programs. There is a fee for each examination, and the grade received is either Pass or Fail. An elective course successfully challenged must be replaced with another course. Courses challenged do NOT satisfy residency requirements. Students may not receive more than a total of 6 credits for challenged and transferred courses. Students may not challenge courses in the last six credits of their degree program.

ACADEMIC POLICIES AND STANDARDS

The following academic policies and standards apply to students in all the graduate programs in business:

- No more than 6.0 credits with grades of less than B– may be earned in 600-level courses taken in the graduate program.
- No more than 3.0 credits with a grade of F—including grades of I that become grades of F—may be received in courses taken in the graduate program. Courses may be repeated but a second failure will cause dismissal of the student.
- At the end of each semester, a warning letter is sent to each student receiving an F, I, C, or C+ in a 600-level course.
- Students must complete the required course of instruction with a minimum cumulative GPA of 3.0 in 600-level courses in order to graduate.
- Students not meeting the requirements stated above will be dismissed from the program. A dismissal letter is sent to the student from the dean and an “Academic Hold” notification is sent to the registrar.

- Students dismissed for academic reasons may not enroll in additional courses unless they are reinstated to the program.
- Students dismissed for academic reasons may petition for reinstatement no sooner than six months after the end of the semester in which they received the grade that caused the dismissal.
- Students, once reinstated, will be dismissed from the program without the possibility of reinstatement if they earn a grade below B in any subsequent course. Permanently dismissed students cannot apply to any other graduate programs in the School of Business Administration.
- Conduct inconsistent with the ethical and professional standards of the discipline, whether it occurs before or after matriculation, is grounds for dismissal from the program. Such conduct includes academic fraud. A student dismissed for academic fraud may no longer enroll in graduate programs and may not apply for admission into another division of the university. See “Standards for Academic Integrity.”
- Students must complete all degree requirements within the time period stated for their program.
- Students not taking a course for a 24-month period are automatically classified as inactive. Students who wish to return must petition the director of graduate programs. Students who are permitted to return must follow the curriculum in place at the time of return.
- For students in the certificate in taxation or financial planning programs who withdraw from two or more classes, permission of the department head of accounting, economics, and finance is required to continue with the program.

TRANSFER CREDIT

Graduate transfer credit must be approved by the dean of the School of Business Administration and may be permitted subject to the following restrictions:

- No more than six credits in total will be accepted into the core or elective portion of the graduate degree program.
- Not all core courses are eligible for transfer credit.
- Only courses for which the applicant has earned a grade of B or better may be considered for transfer credit.
- Only courses completed within five years prior to entry into the graduate program will be considered for transfer.
- Courses considered for transfer credit for core requirements will be evaluated by the appropriate department and must be of equivalent level and content to the Widener core course.
- Courses considered for transfer credit for electives will be evaluated by the appropriate department and must be of graduate level and in a field directly related to the business degree being pursued.
- Foundation courses may be waived based on completion of equivalent graduate or undergraduate work. A grade of C or better is required for waiver. Waivers for foundation courses will not be recorded on the student’s transcript.
- Business courses must be taken at AACSB-accredited institutions. Special consideration may be made for courses offered outside the purview of the transferring institution’s business school (e.g., economics is sometimes offered through the social science department).
- Taxation courses must be taken at AACSB or ABA accredited institutions.
- HCM-related courses must be taken at either CAHME- or AACSB-accredited institutions.

- Courses taken at institutions outside of the United States will be evaluated on a case-by-case basis.
- Requests for transfer credit must be made at the time of entry into the program.
- Admitted students who want to take a course at another institution must obtain written permission from the director of graduate programs *prior* to taking the course.
- Transfer credit does not reduce the minimum hours residency requirement established for each program.
- For each program, up to 6 credit hours may be taken in other School of Business Administration programs with the permission of the director of graduate programs.
- For each program, up to 6 credit hours may be taken in other Widener graduate programs with the permission of the director of graduate programs.

STUDENT STATUS

Students in the School of Business Administration are considered to be full-time graduate students when they are enrolled in 9 or more semester hours of graduate study. It is recommended that students take no more than 12 semester hours of graduate study in a semester. Students who enroll in 3–6 semester hours of graduate study are considered to be part-time students.

SAP CERTIFICATE OF RECOGNITION

Students enrolled in graduate business programs may earn a Certificate of Recognition from SAP upon successful completion of three courses containing significant SAP content. Students can obtain a list of approved courses from the SBA Graduate Programs Office.

STANDARDS FOR ACADEMIC INTEGRITY

ACADEMIC INTEGRITY POLICY

The Academic Integrity Policy was approved by the Faculty Council. Additional regulations are excerpted and paraphrased from the “Minutes of the Academic Council.” These regulations explain Widener University’s expectations regarding students’ academic conduct and describe procedures related to those expectations. Exceptions to the regulations may be made only by special action of the school/college academic councils of the Academic Review Board. References in this catalog refer to the Main Campus only.

STATEMENT ON ACADEMIC INTEGRITY

Widener University strongly supports the concept of 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 unacceptable; they are serious violations of university policy. In some circumstances, students’ conduct may require review under the research integrity policy, the freedom to learn policy, the judicial review policy, and other university policies. Widener University expects all students to be familiar with university policies on academic integrity, as outlined in this catalog. The university 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.

VIOLATIONS OF ACADEMIC INTEGRITY

Violations of academic integrity constitute academic fraud. Academic fraud consists of any action that serves to undermine the integrity of the academic process or that gives the student an unfair advantage, including:

- inspecting, duplicating or distributing test materials without authorization.

- cheating, attempting to cheat, or assisting others to cheat.
- altering work after it has been submitted for a grade.
- plagiarizing.
- using or attempting to use anything that constitutes unauthorized assistance.
- fabricating, falsifying, distorting, or inventing any information, documentation, or citation.

Each student's program may have on record additional specific acts particular to a discipline that constitutes academic fraud. These specific acts are specified in relevant handbooks or course syllabi.

STATEMENT ON PLAGIARISM

One of the most common violations of 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 will be held to the definition of plagiarism that follows:

Definition of Plagiarism

Plagiarism—submitting 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 citations. When a student paraphrases a work, it is still necessary to cite the original source. Merely rearranging a sentence or changing a few words is not sufficient. The citation style should be appropriate for the discipline and should clearly indicate the beginning and ending of the referenced material. All sources used in the preparation of an academic paper must also be listed with full bibliographic details at the end of the paper, as appropriate in the discipline.

FACULTY AND STUDENT RESPONSIBILITIES

- Every student, faculty member, and administrator is responsible for upholding the highest standards of academic integrity. Every member of the Widener community shall honor the spirit of this policy by refusing to tolerate academic fraud.
- When expectations for a course are not addressed in this policy, it is the responsibility of the instructor to provide students with additional guidelines for what constitutes "authorized" and "unauthorized" assistance.
- It is the responsibility of every student to seek clarification if in doubt about what constitutes "authorized" and "unauthorized" assistance. In cases of collaborative work, all students within the collaborative group may be responsible for "unauthorized" assistance to any individual student within the collaborative group.
- Students are required to obtain permission prior to submitting work, any part of which was previously or will be submitted in another course. The instructor has the option of accepting, rejecting, or requiring modification of the content of previously or simultaneously submitted work.

A student who suspects that a violation of academic integrity has occurred should report that violation to the associate provost or their dean. In this report, the student should describe any action taken, such as talking with the person involved or with a faculty or staff member. Every effort will be made to preserve the anonymity of the student reporting the incident; however, confidentiality cannot be guaranteed.

RESOLUTION AT THE FACULTY/STUDENT LEVEL FOR ACADEMIC FRAUD OCCURRING IN A COURSE

Process and Reporting

A faculty member who becomes aware of possible academic fraud in a course will:

1. Collect and preserve all evidence of the suspected fraud.

2. Inform the suspected student(s) in writing. The faculty member may contact the associate provost for additional support and guidance.
3. Provide the student with the opportunity to respond to the charges within five business days of his/her receipt of, or refusal to accept, notice of the suspected fraud. If the student fails to respond to this opportunity, the student forfeits any right to appeal the decision to the school or college level where the course is taught, and the faculty member will determine the penalty.
4. Discuss the academic fraud with the student and agree to pursue student/faculty resolution. If no such agreement is reached, the faculty member refers the matter to the dean of the school or college level where the course is taught and will be processed at the school/college level.
5. In cases where a faculty member takes action for a case of academic fraud, the faculty member will send a report describing the academic fraud and the penalty being imposed to the student, the dean of the school or college where the course involved is taught, the dean of the school or college where the student is enrolled, and the Office of the Associate Provost for Graduate Studies and Extended Learning as the office of record. Please contact the associate provost for guidelines and templates for constructing the reports.

If the faculty member is not satisfied with the sanctions available, he or she may refer the case to the dean responsible for the course in question.

If the student does not accept responsibility for the academic fraud or disagrees with the sanction imposed by the faculty member, the student may appeal the outcome at the school or college level according to the process stipulated in the bylaws or student handbook of the school or college where the course is taught.

Penalties

The suggested penalty for academic fraud in any course is failure in the course. However, faculty members may take alternative steps. Penalties available to faculty members include:

- Formal warning.
- Reduction in grade for the assignment.
- Reduction in the grade for the course.
- Failing grade for the assignment.
- A failing grade (F) in the course.
- A failing grade (XF) in the course (a grade of XF will appear on the transcript and be defined on the transcript as failure as a result of academic fraud).

Offenses Subject to Expulsion

All reports of academic fraud will be reviewed by the associate provost to verify whether reports have been received indicating that the student has been found responsible for any other act of academic fraud. In cases where the associate provost finds that the case is a repeat offense for which the student has received a failing grade (F or XF) in a course for each offense or a case in which a student has stolen or attempted to steal an examination, the associate provost will expel the student from the university. The student may appeal cases resulting in expulsion to the Academic Review Board.

RESOLUTION AT THE SCHOOL/COLLEGE LEVEL

Process and Reporting

When a faculty member or any other employee of the university becomes aware of possible academic fraud occurring outside a course, the faculty member or employee will:

1. Collect and preserve all evidence of the suspected fraud.
2. Refer the matter to the dean of the school or college where the student is enrolled.

When a case of academic fraud occurring in a course is referred to the dean of the school or college where the course

is taught or when a case of academic fraud occurring outside a course is referred to the dean of the school or college where the student is enrolled:

1. The dean will notify the student and the associate provost in writing of the charge of academic fraud, the penalty to be imposed, and all rights of appeal, if any.
2. If a student wishes to contest the charge of academic fraud or disagrees with the sanction imposed, the student may do so according to the process stipulated in the bylaws or student handbook of the school or college where the course is taught. In such a case, the student will also be informed of the process as stipulated by the school or college.
3. In cases where the penalty results in dismissal of the student from the school or college, the student may appeal the decision at the university level in writing to the Academic Review Board via the associate provost.

Penalties

The maximum penalty imposed in school or college resolution for individuals convicted of academic fraud shall be dismissal from the school or college. Lesser penalties may include:

- Formal warning.
- Reduction in grade for the assignment.
- Reduction in the grade for the course.
- Failing grade for the assignment.
- Failing grade (F) in the course.
- A failing grade (XF) in the course (a grade of XF will appear on the transcript and be defined on the transcript as failure as a result of academic fraud).
- Required attendance at an academic integrity workshop or tutorial.

Offenses Subject to Expulsion

All reports of academic fraud will be reviewed by the associate provost to verify whether reports have been received indicating that the student has been found responsible for any other act of academic fraud. In cases where the associate provost finds that the case is a repeat offense where the student has received a failing grade (F or XF) in a course for each offense or a case where a student has stolen or attempted to steal an examination, the associate provost will expel the student from the university. The student may appeal cases resulting in expulsion to the Academic Review Board.

RESOLUTION AT THE UNIVERSITY LEVEL— REPEAT OFFENSES / THEFT OF EXAMINATION MATERIALS

Process

The associate provost will review all reports of academic fraud.

1. If the associate provost finds the case is a repeat offense where the student has received a failing grade (F or XF) in a course for each offense, the associate provost will expel the student from the university. The student may appeal the case to the Academic Review Board.
2. If the associate provost finds the case is a repeat offense where the student has not received a failing grade for both offenses, the case will be referred to the Academic Review Board.
3. If the student has stolen or attempted to steal an examination, the associate provost will expel the student from the university. The student may appeal the case to the Academic Review Board.

Penalties

The maximum penalty imposed by the Academic Review Board for individuals convicted of academic fraud shall be expulsion from the university. Penalties include:

- An XF grade in the course (a grade of XF will appear on the transcript and be defined on the transcript as failure as a result of academic fraud).

- Removal of the privilege of representing the university in extracurricular activities, including athletics, as well as the privilege of running for or holding office in any student organization that is allowed to use university facilities or receives university funds.
- Suspension from the university for up to one academic year. Students suspended for academic fraud cannot transfer into Widener any credits earned during the suspension.
- Dismissal from the university. Students dismissed for academic fraud must apply for readmission according to the Academic Review Board guidelines. Readmission applications by students suspended for academic fraud must be approved by the Academic Review Board.
- Expulsion from the university without the opportunity for readmission.

Reporting

The associate provost will send a report describing the academic fraud and the penalty being imposed to the student, the affected faculty members, the dean of the school or college where the course involved is taught, and the dean of the school or college where the student is enrolled, as well as maintain a copy as the office of record.

STUDENT APPEALS/DECISIONS— EXPULSION/DISMISSAL

When a student is expelled or dismissed by the associate provost, the student may initiate his or her appeal to the Academic Review Board by notifying the associate provost in writing of the request for an appeal, together with a concise statement of the grounds for the appeal.

Written notice of the student's request for appeal, together with the concise statement of the student's grounds for the appeal, must be received by the associate provost no more than ten business days following the decision of the faculty, school/college, or university.

When a case is referred to the Academic Review Board, the associate provost shall notify the student in writing of the time and location for the Academic Review Board hearing.

The membership of the Academic Review Board consists of the provost, the associate provost, the dean, the chair of the faculty, and the chair of the Faculty Council Academic Affairs Committee; provided, however, that any majority of the foregoing members shall constitute a quorum for purposes of conducting any matters to come before the Academic Review Board pursuant to these standards. Any faculty member on the Academic Review Board involved in the original accusations will not participate in deliberations in that case.

At an appeal before the Academic Review Board, the student shall have the opportunity to be heard and the right to produce witnesses or introduce evidence subject to the reasonable discretion of the Academic Review Board. The student may also be accompanied by a representative of his or her choosing who may not participate in the appeal. The Academic Review Board shall not be subject to any evidentiary rules but shall accept or reject evidence in its sound discretion. All appeals shall be closed to the public and no stenographic record shall be required unless requested at the expense of the requesting party. In the absence of a stenographic record, the Academic Review Board shall provide, in its sole discretion, either a recorded record or notes of the proceedings taken by a member of the Academic Review Board.

The results of all appeals to the Academic Review Board, permitted in the Academic Integrity Policy, shall be final.

Any matter submitted to a faculty member, the school/college, or the university for decision or review under this policy will be decided in a timely manner and the parties will use their best efforts to conclude the proceedings within the semester in which the alleged offense has occurred or the appeal is received,

provided, however, that any delay in the proceedings will in no way operate as a waiver of the university's right to assess any or all of the sanctions permitted hereunder. References to the associate provost also includes his/her designee, except with respect to membership on the Academic Review Board.

ACADEMIC REVIEW BOARD

The Academic Review Board consists of the provost, the associate 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 that transcend a single school or college (e.g., distribution or residency requirements, walk-through policy), and (2) serving as the appeal body in cases of an alleged violation of procedure in school/college Academic Council hearings.

ACADEMIC GRIEVANCE APPEAL PROCEDURE

If a student has a grievance concerning a class in which he or she is enrolled, he/she will first try to resolve the problem with the instructor of the class. If a student has a grievance concerning an academic requirement of the program (e.g., comprehensive examination, final clinical oral examination, clinical placements), he/she will first try to resolve the problem with the director of the program. If it is impossible to resolve the matter at this initial level, the grievance must be placed in writing. Then the student may appeal to the next higher level. The student should inquire in the office of the dean responsible for the course or program in question for the proper appeal procedure if the student's grievance is not resolved to the student's satisfaction after initial appeal to the instructor or the program director.

GRADUATION REQUIREMENTS AND AWARDING OF DEGREES

Students are responsible for knowing and meeting curriculum requirements as shown in this catalog.

Those who expect to receive either the master's or doctoral degree should make clear their intentions to their advisors. A student who completes requirements for the degree at the conclusion of either summer session will be awarded the degree in August of that year; **the student must submit a graduation petition online at www.widener.edu/registrar by March 1.** A student who completes requirements for the degree at the conclusion of the fall semester will be awarded the degree in December of that year; **the student must submit a graduation petition online at www.widener.edu/registrar by July 1.** A student who completes requirements for the degree at the conclusion of the spring semester will be awarded the degree in May of that year; **the student must submit a graduation petition online at www.widener.edu/registrar by November 1 of the previous year.** The university holds only one formal commencement in the spring to which August, December, and May graduates are invited.

A student who will be an August graduate may participate in the Commencement ceremony in May of that year. The student must petition to participate by April 30, and the student must be registered for a three-credit course at the time of the petition.

A student who petitions for graduation and who, for whatever reason, is not awarded the degree, must re-petition.

Please note that a waiver of any requirement for the degree must be approved in writing by the Office of the Dean of the School of Business Administration.

ANNUAL NOTICE TO STUDENTS REGARDING EDUCATION RECORDS

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution.) These rights include:

- The right to inspect and review the student's education records within 45 days after the day the university receives a request for access. A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The university official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the 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.
- The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask the university to amend a record should write the university official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.

If the university decides not to amend the record as requested, the university will notify the student in writing of the decision and the student's 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.

- The right to provide written consent before the university discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

The university discloses education records without a student's prior written consent under the FERPA exception for disclosure to university officials with legitimate educational interests. A university official is a person employed by the university in an administrative, supervisory, academic, 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 serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A university official also may include a volunteer or contractor outside of the university who performs an institutional service or function for which the university would otherwise use its own employees and who is under the direct control of the university with respect to the use and maintenance of PII from education records, such as an attorney, auditor, contractor, consultant, or collection agent, or a student volunteering to assist another university 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 responsibilities for the university.

Upon request, the university also discloses education records without consent to officials of another school in which a student seeks or intends to enroll. Such education records may include updated or corrected information,

including, without limitation, disciplinary and health records.

- The right to file a complaint with the U.S Department of Education concerning alleged failures by the 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, SW
Washington, DC 20202
- 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 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, telephone listing(s), electronic mail address, photographs, major field of study, grade level, enrollment status (e.g., undergraduate or graduate, full-time or part-time), dates of attendance, participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors and awards received, and the most recent educational agency or institution attended.

TRANSCRIPTS

Students in good financial standing may have copies of their transcripts forwarded to employers, agents, or institutions of higher education by contacting the Office of the Registrar.

FINANCIAL AID

Widener University offers a wide range of financial aid programs. Financial information is available on the university’s website at www.widener.edu/admissions/graduate/financial_aid.

CAMPUS SAFETY

CAMPUS SECURITY AND FIRE SAFETY REPORTS

Widener is committed to the safety and security of all members of the Widener University community. The university’s annual Campus Safety and Fire Safety Reports are on the Widener website and contain information on campus security and personal safety, including crime prevention, university law enforcement authority, crime reporting policies, disciplinary procedures, and other campus security matters. The Campus Safety Reports contain statistics for the three previous calendar years on reported crimes that occurred on campus, in certain off-campus buildings and property owned and controlled by the university, and on public property within or immediately adjacent to and accessible from campus.

The Fire Safety Report contains information on fire safety systems in on-campus student housing facilities, the number of fire drills held during the previous year, the university’s policies on portable electrical appliances, smoking, and open flames in student housing facilities, the university’s procedures for student housing evacuation in the case of a fire, policies regarding fire safety education and training programs provided to students and employees, a listing of persons or organizations to which fires should be reported, and plans for future improvements in fire safety. It also contains statistics for the three most recent calendar years concerning the number of fires and cause of each fire in each on-campus student housing facility, the number of persons who received fire-related injuries that resulted in treatment at a medical facility, the number of deaths related to a fire, and the value of property damage caused by a fire.

The annual Campus Safety and Fire Safety Reports are available online at www.widener.edu/campussafety. 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.

MASTER OF BUSINESS ADMINISTRATION

The Widener MBA program prepares students for leadership positions in business. We care about and measure ourselves by the professional and career success of our graduates. Our flexible design, customizable curriculum, and innovative pedagogy provide students with a portfolio of business and managerial competencies that are relevant to their unique situation and needs. Our courses are taught by a team of full-time faculty and industry executives. Our rigorous AACSB-accredited academic program and networking support structure enable our graduates to excel at their jobs, advance their careers, and achieve their professional aspirations.

STUDENT LEARNING GOALS AND OBJECTIVES

The MBA program has learning goals and objectives focused on enabling students to develop a portfolio of competencies needed to lead and manage organizations in the business and not-for-profit sectors. Students learn to develop viable business models that deliver desired results, and to acquire the skills to build and manage talented teams, robust structures and information systems, and effective business processes. Skill development occurs in an innovative learning-by-doing environment, characterized by a range of teaching methods that include cases, simulations, role-plays, work-based assignments, and field projects.

MBA LEARNING GOALS AND OBJECTIVES

Goal 1: Social Responsibility—MBA students will have the ability to promote effective codes of ethics that meet the expectations of a broad group of stakeholders, as well as the ability to evaluate the sustainability reporting efforts of an organization.

Objective 1: Students will be able to evaluate an organization's corporate governance principles and code of ethics to determine if these are in the best interest of multiple stakeholders.

Objective 2: Students will be able to evaluate an organization's sustainability report and related reporting standards using criteria set by widely-recognized sustainability reporting standard setting body.

Goal 2: Innovation—MBA students will have the ability to foster an environment of creativity and to lead a process of innovation aimed at improvements in products, services, and business processes.

Objective 1: Students will be able to identify opportunities for innovation.

Objective 2: Students will be able to articulate a process for innovation.

Goal 3: Leadership—MBA students will have the ability to position their units, teams, or firms for success by applying and demonstrating the core competencies of leadership, including intrapersonal, interpersonal, team, organizational, and strategic leadership.

Objective 1: Students will be able to demonstrate understanding relevant leadership styles and practices.

Objective 2: Students will be able to practice the core competencies of professional leadership and followership.

Goal 4: Organizational Intelligence and Analytics—MBA students will have the ability to identify, analyze, and solve organizational issues using appropriate analytical techniques.

Objective 1: Students will be able to define an organizational issue and gather information relevant to the analysis and development of solutions.

Objective 2: Students will be able to analyze and evaluate alternatives using appropriate analytical tools and approaches.

Objective 3: Students will be able to propose a solution based on analysis and evaluation.

Goal 5: Communication—MBA students will have the ability to communicate effectively and professionally within business situations.

Objective 1: Students will be able to determine whether communication artifacts are best tailored to the topic and business situation within which the information is to be conveyed.

Objective 2: Students will be able to assess the format, style, and depth of information to determine if business communication, ranging in scope from one-to-one to large group, can achieve the business objectives.

Objective 3: Students will be able to capitalize on current business technologies by matching communication channels with communication objectives.

ACADEMIC POLICIES AND STANDARDS

All academic policies and standards for the School of Business Administration apply to the master of business administration program. Additional policies are as follows:

- Students must complete all degree requirements within five academic years from the date they matriculate into the program.
- Students wishing to take a leave of absence from the program must formally notify the director of graduate business programs.
- Students not taking a course in a 24-month period are considered inactive. Students who wish to return must petition the graduate program director.

PROGRAM OF STUDY

THE MBA CURRICULUM

The major components of the MBA curriculum are the Foundation Program, which may be satisfied by equivalent undergraduate work, the MBA Core Program, concentration electives, and professional development workshops.

THE FOUNDATION PROGRAM (0-13 CREDITS)

The Foundation Program consists of coursework designed to ensure that all students have exposure to a “common body of knowledge” and have attained comparable levels of proficiency before beginning the MBA Core Program.

In general, students who have completed an undergraduate degree in business from a U.S. institution within five years of matriculation will have met the foundation requirements. The equivalent of the following foundation coursework is required of all MBA students:

Graduate Foundation Courses		Credits
BUS 518	Applied Quantitative Analysis	3.0
BUS 528	Accounting & Legal Environment of Business	3.0
BUS 538	Principles of Economics	3.0
BUS 550	Organization Behavior & Management	1.0
BUS 568	Financial Foundations for Managers	3.0

THE MBA CORE PROGRAM (24 CREDITS)

The MBA Core Program consists of a sequence of courses designed to provide students with core strategic, leadership, and functional skills and enable them to integrate these skills to achieve desired results for a business firm or non-profit entity.

MBA Core Courses		Credits
BUS 605	Leading Organizations and People	3.0
BUS 615	Information Systems and Data Analytics	3.0
BUS 625	Managerial Economics in an Innovative Environment	3.0
BUS 635	Marketing	3.0
BUS 645	Accounting & Managerial Decision Making	3.0
BUS 655	Strategic Financial Management	3.0
BUS 665	Managing Business Processes	3.0
BUS 675	Managing for Results	3.0

MBA CONCENTRATIONS

The MBA program enables students to specialize their degree program through concentrations. Each concentration consists of 9 credits of electives.

- Accounting Information Systems
- Business Process Innovation
- Data Analytics
- Enterprise Resource Planning
- Finance
- Hospitality Management
- Organizational Leadership
- Taxation
- Technology Management
- Healthcare Management

To earn a concentration, students must complete the specified requirements beyond the completion of the MBA core. These requirements are described later in this catalog.

PROFESSIONAL DEVELOPMENT WORKSHOPS (NONCREDIT)

All MBA students are required to complete four professional development workshops (PDWs) while they are in the MBA program. These three-hour workshops are delivered by a professional coach and are designed to help students enhance their professional growth and implement a plan for launching and advancing their careers. Two PDWs are offered each semester, typically on weekends or in the evenings. The Ethics PDW is required of all students.

RESIDENCY REQUIREMENTS AND DEGREE ELIGIBILITY

A student must complete the minimum residency requirement of 27 credit hours in the MBA Core and elective courses, maintain a minimum GPA of 3.0 in all 600-level courses, and complete all credit and noncredit requirements to qualify for the MBA degree.

MBA PROGRAM—COURSE SEQUENCING

Students may choose to enroll on a full-time or a part-time basis. The following ladders are recommended:

FULL-TIME (1-YEAR SEQUENCE)

Fall Semester (12 credits)		Credits
BUS 605	Leadership	3.0
BUS 615	Information Systems	3.0
BUS 625	Managerial Economics	3.0
Elective 1		3.0
Spring Semester (12 credits)		
BUS 635	Marketing	3.0
BUS 645	Accounting & Managerial Decision Making	3.0
BUS 655	Strategic Financial Management	3.0
Elective 2		3.0
Summer Semester (6 credits)		
BUS 665	Managing Business Processes	3.0
Elective 3		3.0
Last Semester (3 credits)		
BUS 675	Managing for Results	3.0

PART-TIME SEQUENCE

The course sequence for part-time students will be developed in conjunction with the student's advisor.

ACCOUNTING INFORMATION SYSTEMS CONCENTRATION (9 CREDITS)

Many traditional accounting functions are now embodied in accounting information systems that require a different combination of technical and financial expertise. The accounting information systems (AIS) concentration is designed to enable students to design, use, and audit sophisticated accounting information systems and to act as consultants to advise organizations as to the liabilities and risks associated with changing technology. Emerging career opportunities in technology-related fields include electronic commerce, information technology auditing, business systems consulting, forensics, analytics, information risk assessment, and web assurance. These areas are going to be the key accounting markets of the future.

Students are required to complete 9 credits from the following:

ACCT 630 [†]	Accounting Information Systems	3.0
ACCT 632 [†]	ERP Systems: Profitability Analysis	3.0
BPI 601 [†]	Business Process Analysis & Process Automation	3.0
IS 610	Database Systems	3.0
IS 625	Data Mining	3.0
Elective approved by the program director		3.0

[†] SAP course

Widener has been named a "Center of Excellence for Business Process Innovation" by SAP and Software AG since 2003.

BUSINESS PROCESS INNOVATION CONCENTRATION (9 CREDITS)

Business process management centers on understanding the need to change the focus of organizations from functional silos to integrated end-to-end business processes in order to gain a competitive advantage. This concentration may be earned online.

Students are required to complete the following 9 credits:

BPI 600	Business Process Management	3.0
BPI 601 [†]	Business Process Analysis & Process Automation	3.0
BPI 620	Business Process Strategy & Innovation	3.0

[†] SAP course

ENTERPRISE RESOURCE PLANNING CONCENTRATION (9 CREDITS)

ERP is the backbone of a company—the infrastructure that makes everything work. Likewise, it's a valuable place to gain a competitive edge. With the ERP concentration, students learn how to select, manage, and get the most from ERP solutions, and they will earn a valuable Certificate of Recognition from SAP, one of the largest providers of ERP systems.

Students are required to complete 9 credits from the following:

ACCT 630 [†]	Accounting Information Systems	3.0
ACCT 632 [†]	ERP Systems: Profitability Analysis	3.0
BPI 601 [†]	Business Process Analysis & Process Automation	3.0
IS 650 [†]	Knowledge Management & Social BPM	3.0
Elective approved by the program director		3.0

[†] SAP course

Widener has been named a "Center of Excellence for Business Process Innovation" by SAP and Software AG since 2003.

DATA ANALYTICS CONCENTRATION (9 CREDITS)

Data analytical skills—the ability to extract, synthesize, and model data—are highly sought after in organizations. Gathering knowledge from the vast streams of organizational data is in demand in industries ranging from healthcare, banking, and financial services to retail. By combining the fields of information technology, applied statistics, and business process, students develop the unique ability to analyze data, effectively communicate the gathered business intelligence, and implement evidence-based decisions.

Students are required to complete the following 9 credits:

IS 610	Database Systems	3.0
IS 625	Data Mining	3.0
IS 650	Knowledge Management & Social BPM	3.0

FINANCE CONCENTRATION (9 CREDITS)

All managerial decisions have financial implications. For this reason, business executives require an in-depth understanding of financial analysis, financial management, and the interactions between business firms and financial systems. The finance concentration equips students with the conceptual knowledge and analytical tools for developing, evaluating, and recommending financial strategies in corporate and investment management settings.

Students are required to complete 9 credits from the following:

FIN 604	Security Analysis & Investment Management (BUS 655 or FP 601)	3.0
FIN 620	Mutual Fund Investments (BUS 655, FP 601, or permission of the instructor)	3.0
FIN 630	Business Valuation	3.0
FP 600	Overview of Financial Planning in the Information Age	1.5
FP 601	Financial Fundamentals	1.5
FP 633	Insurance Products & Planning	1.5
FP 646	Behavioral Finance & Client Communication	1.5
Elective approved by the program director		3.0

Note: Prerequisites are in parentheses

HOSPITALITY CONCENTRATION (9 CREDITS)

The global hospitality industry is the largest industry in the world, and one of the fastest growing fields for future employment. Hospitality management is the art of creating an atmosphere where customer satisfaction is the ultimate goal. This requires understanding the entire hospitality industry, as well as having a firm grasp of the business portion of this industry. The MBA with a hospitality concentration equips students to enter management positions within the hospitality field and provides them with knowledge in management theories and advanced studies within the hospitality industry, including a deeper understanding of business practices. The concentration's aim is to enhance the students' thinking capabilities and refine their decision making and problem solving skills within the context of the global hospitality industry.

Students are required to complete 9 credits from the following:

HT 600	Strategic Management in the Hospitality	3.0
HT 604	Strategic Human Resources in Hospitality Management	3.0
HT 606	Strategic Marketing in the Hospitality Industry	3.0
HT 645	Issues & Trends in Hospitality Management	3.0

ORGANIZATIONAL LEADERSHIP CONCENTRATION (9 CREDITS)

In today's ultra-competitive business environment, human capital provides a more sustainable competitive advantage than technology, product differentiation, or financial capital. Organizations succeed when they have well-conceived strategies that are effectively executed by a capable and motivated workforce. Strong leadership is essential, as are systems to monitor and develop the performance of the firm's most valuable asset—its people.

In this concentration, students develop leadership and management skills. They acquire the competencies needed to measure and improve effectiveness at every level of the business enterprise—individual, group, and organizational.

Students are required to complete the following:

MGT 622	Developing Management Skills	3.0
MGT 625	Management of Change	3.0
MGT 680	Project Management	3.0

TAXATION CONCENTRATION (9 CREDITS)

This concentration is designed for professionals who are interested in enhancing their knowledge of taxation at a graduate course level.

Requirements

Students must take three 600-level courses (9 credits) in taxation, finance, or financial planning. Prerequisites may be necessary and are the responsibility of the student.

TECHNOLOGY MANAGEMENT CONCENTRATION (9 CREDITS)

Technology and science are the cornerstone of the new global economy and a powerful engine in almost every business. From pharmaceuticals to IT, from nanotechnology to alternative energy, the pervasive nature of technology and the need for managers to add value across an organization is a rapidly growing requirement in today's business world. This program is relevant for professionals who wish to gain further knowledge in the area of technology or science management to advance their skill set and their careers.

The concentration is designed to equip business students with the ability to analyze, design, communicate, and manage in industrial, technology, science, and engineering environments. The technology management concentration gives the practicing professional a solid understanding of the fundamentals of the technology management process, blending theory and practice to help develop the skills and understanding needed to succeed in a competitive business world. Participants who complete the certificate can expect to improve their skills in the areas of:

- Economic/operational planning
- Team/project management
- Communication of technical material
- Analysis and decision making

Students are required to complete 9 credits from the following:

ENGR 600	Engineering Project Management	3.0
ENGR 611	Operations Research	3.0
ENGR 612	Stochastic Optimization	3.0
ENGR 614	Engineering Management	3.0
ENGR 619	Technical Communications	3.0

MBA IN HEALTH CARE MANAGEMENT (MBA-HCM) CONCENTRATION

Accredited by the Commission on Accreditation for Healthcare Management Education (CAHME)

The MBA-HCM may be earned on campus or online.

BACKGROUND AND PURPOSE

Health care is one of the largest industries in the United States, accounting for nearly 16 percent of GDP and employing more than 13 million people. It is also an industry that is growing significantly. With growth has come the challenge of containing costs, improving quality, and providing greater access to a diverse and aging population. In such an environment, health care organizations need well-prepared and competent managers—people who can position their firms for success in a competitive marketplace, design systems to deliver cost-effective care, and develop and lead an effective workforce.

The MBA in health care management (MBA-HCM) provides these competencies to individuals interested in management careers in the health care industry. It prepares graduates to work in a variety of health-related organizations, including hospitals and health systems, long-term care organizations, mental health facilities, medical practice and ambulatory care organizations, insurance companies, pharmaceutical firms, government agencies, and consulting firms. The program is interdisciplinary in nature, drawing upon and focusing on the interaction and interdependence of management, economics, medicine, and politics.

The program is designed to meet the expressed needs of senior health care executives for competent graduates to fill entry level and middle management positions in health care organizations. Graduates are trained for leadership roles through a rigorous and innovative curriculum that focuses on the application of sound theoretical concepts to practical situations, the development of professional and interpersonal skills, and the mastery of competencies needed to succeed in the health care industry. The program also provides students with opportunities to gain valuable field experience through career development workshops and other management development options.

With classes offered in the evening and on weekends, the health care MBA program is ideal for those who wish to continue working while pursuing a graduate degree on a part-time basis. A significant percentage of students in the health care MBA program work full time in the health care industry.

VISION

We aspire to be a premier graduate program in health care management in the Delaware Valley, recognized for a challenging educational experience that prepares students for leadership positions in the health care industry.

MISSION

The mission of the MBA-HCM program is to:

- Provide a relevant high-quality graduate education in health care management.
- Prepare clinicians and nonclinicians for entry level and middle management positions in the health care industry and enable them to assume leadership roles in their field.
- Meet the needs of our students through excellence in teaching, program flexibility, and continuous improvement of the educational experience.

- Conduct research that improves health care policy and management practice, and facilitate the dissemination and application of this research.
- Serve our stakeholders: Widener University, health services organizations, the health administration profession, health care providers, and local communities.

VALUES

We are guided by the following values:

- Caring—We care about the needs of our students, our profession, and our community. Our program enables students to balance school, work, and family demands. Our research addresses problems faced by health care providers. Our service meets the needs of our community and stakeholders.
- Excellence—We strive for excellence in teaching, research, and service. We expect excellence from our students.
- Collegiality and Integrity—We operate in an atmosphere of respect and collaboration.

COMPETENCIES

Students in the MBA-HCM program gain knowledge of the health care industry and develop a portfolio of competencies needed to lead and manage clinical and administrative units in healthcare organizations. They learn to develop viable business models that deliver desired results (clinical outcomes, business outcomes, and community/stakeholder outcomes). They acquire the skills to build and manage talented teams, robust structures and information systems, and effective administrative and clinical processes. Skill development occurs in an innovative learning-by-doing environment, characterized by a range of teaching methods that include cases, simulations, role-plays, work-based assignments, and field projects.

MBA-HCM graduates will develop competencies in:

- Health System Knowledge—Ability to evaluate impact of health policy, laws, and regulations on health outcomes and performance of healthcare organizations and make appropriate recommendations to achieve desired goals and outcomes.
- Population Health Management—Ability to assess and manage population health status, risk, and outcomes.
- Communication—Ability to communicate effectively with individuals and groups through clear and concise written reports and persuasive oral presentations.
- Interpersonal Effectiveness—Ability to utilize emotional intelligence capabilities and interpersonal skills to develop and manage effective working relationships.
- Information Management—Ability to use appropriate data and information in conjunction with robust analytical techniques and decision models to make sound management decisions and achieve desired outcomes.
- Process Management—Ability to analyze, design, improve, and control organizational processes to deliver desired clinical and business outcomes.
- Financial Management—Ability to use financial data, tools and techniques to assess financial risk, appraise capital investment decisions, and evaluate the impact of organizational strategies on financial performance.
- Strategic Orientation—Ability to position an organizational unit, product, or service for success in the marketplace.
- Leadership—Ability to deploy appropriate leadership styles and techniques to lead individuals, groups, and organizations toward achievement of vision, mission, and goals.

- Performance Management—Ability to motivate, manage and change individual and organization behavior to achieve desired performance outcomes and organizational goals.
- Team Building and Collaboration—Ability to manage group dynamics to drive collaboration, team performance, and organizational goals.
- Ethics and Professionalism—Ability to use ethical analysis, principles, and standards to make sound ethical decisions, promote organizational integrity, and behave in a professional manner.

ACADEMIC POLICIES AND STANDARDS

All academic policies and standards for the School of Business Administration apply to the master of business administration program. Additional policies are as follows:

- Students must complete all degree requirements within five academic years from the date they matriculate into the program.
- Students wishing to take a leave of absence from the program must formally notify the director of graduate business programs.
- Students not taking a course in a 24-month period are suspended from the program. Students who wish to return must petition the graduate program director.

PROGRAM OF STUDY FOR MBA-HCM

THE MBA-HCM CURRICULUM

The major components of the MBA-HCM curriculum are the Foundation Program, which may be satisfied by equivalent undergraduate work, the MBA Core Program, the HCM concentration electives, the professional development workshops, and the administrative residency, which may be waived for students having managerial experience.

THE FOUNDATION PROGRAM (0–13 CREDITS)

The Foundation Program consists of coursework designed to ensure that all students have exposure to a “common body of knowledge” and have attained comparable levels of proficiency before beginning the MBA Core Program.

In general, students who have completed an undergraduate degree in business from a U.S. institution within five years of matriculation will have met the foundation requirements. The equivalent of the following foundation coursework is required of all MBA students:

Graduate Foundation Courses		Credits
BUS 518	Applied Quantitative Analysis	3.0
BUS 528	Accounting & Legal Environment of Business	3.0
BUS 538	Principles of Economics	3.0
BUS 550	Organization Behavior & Management	1.0
BUS 568	Financial Foundations for Managers	3.0

THE MBA CORE PROGRAM (24 CREDITS)

The MBA Core Program consists of a sequence of courses designed to provide students with core strategic, leadership, and functional skills and enable them to integrate these skills to achieve desired results for a business firm or non-profit entity.

MBA Core Courses		Credits
BUS 605	Leading Organizations and People	3.0
BUS 615	Information Systems and Data Analytics	3.0
BUS 625	Managerial Economics in an Innovative Environment	3.0
BUS 635	Marketing	3.0
BUS 645	Accounting & Managerial Decision Making	3.0
BUS 655	Strategic Financial Management	3.0
BUS 665	Managing Business Processes	3.0
BUS 675	Managing for Results	3.0

Healthcare Management Concentration (9 credits)

MBA-HCM students are required to complete the following:

HCM 601	Health Policy	3.0
HCM 661	Managing Community Health	3.0
MGT 622	Developing Management Skills	3.0

PROFESSIONAL DEVELOPMENT WORKSHOPS

All MBA students must attend four professional development workshops. These three-hour workshops provide the skills, knowledge, and information that students need for professional growth and career advancement. Students are required to take the ethics workshop and the two-part career planning workshop. Students may choose their other workshops from a variety of workshops covering topics such as career planning, time management, networking, and interviewing skills.

ADMINISTRATIVE RESIDENCY

The administrative residency provides students with the opportunity to demonstrate management competencies by applying their knowledge and skills to real world issues in health care organizations.

Students are required to put in a minimum of 360 hours, on a full- or part-time basis. They may do it at their current employer or at another health care organization. The administrative residency project must be substantial enough to require about 8 hours of work per week. Students work with an HCM faculty advisor and an on-site management preceptor. Students with senior management experience may request a waiver of the administrative residency requirement. Details can be found in the *Residency Manual*.

MASTER OF SCIENCE IN BUSINESS PROCESS INNOVATION

PURPOSE

The purpose of the master of science in business process innovation (MSBPI) program is to prepare students to connect information technology (IT) with business for sustainable competitive advantage. In today's fast-paced and constantly changing business world, agile information systems are crucial for business process success. Information agility integrates information architecture with competitive strategy and business process excellence by coordinating the latest thinking in data design, knowledge capture, change management, and project management. When combined with business process mapping and redesign, both technical and non-technical managers can substantially improve the business value generated by an organization's IS resources.

STUDENT LEARNING GOALS AND OBJECTIVES

Goal 1: MSBPI graduates can leverage information systems for a competitive advantage and to promote organizational strategy.

- Objective 1: Students will analyze a business/department and recommend appropriate information systems, technologies, and processes to address the identified needs.
- Objective 2: Students will complete projects and assignments that adequately address the nontechnological aspects of information systems.

Goal 2: MSBPI graduates communicate effectively with business and information technology professionals in writing and orally.

- Objective 1: Students will successfully make a presentation on an information systems project that addresses both managerial and technological issues.
- Objective 2: Students will research and present current literature in the field and apply it to the material covered in class.

Goal 3: MSBPI graduates are effective project managers.

- Objective 1: Students will participate effectively in teams.
- Objective 2: Students will apply project management techniques and skills to complete case analyses and projects.

Goal 4: MSBPI graduates make use of appropriate resources to maintain currency in the field.

- Objective 1: Students will use current certification exam materials to prepare for assignments in the project management and database courses.
- Objective 2: Students will research and present current literature in the field and apply it to the material covered in class.

ACADEMIC POLICIES AND STANDARDS

The academic policies and standards for the School of Business Administration apply to the MSBPI program. A candidate must complete a minimum of 30 credit hours (ten 600-level courses) and maintain a minimum GPA of 3.0 to qualify for the degree. The minimum residency requirement is 24 semester hours (eight courses).

- Students must complete all degree requirements within five academic years from the date they matriculate into the program.
- Students wishing to take a leave of absence from the program must formally notify the director of graduate business programs.
- Students not taking a course in a 24-month period are considered inactive. Students who wish to return must petition the graduate program director.

PROGRAM OF STUDY

The requirements for the degree are:

- Three required courses in information systems.
- One required course in management.
- Three required courses in business process innovation.
- Three Concentration electives.

MSBPI FOUNDATION COURSE (3 CREDITS) Credits

BUS 518	Applied Quantitative Analysis or equivalent	3.0
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MSBPI CORE COURSES (21 CREDITS)

BPI 600	Business Process Management: Modeling to Monitoring	3.0
BPI 601 [†]	Business Process Analysis & Process Automation	3.0
BPI 610	Business Process Strategy & Innovation	3.0
IS 620	Database Systems	3.0
IS 625	Data Mining & Data Warehousing	3.0
IS 650 [†]	Business Intelligence & Data Visualization	3.0
MGT 680	Project Management	3.0

[†] SAP course

CONCENTRATION COURSES (9 CREDITS)

Students are required to complete 9 credits from the following:

ACCT 630	Accounting Information Systems	3.0
ACCT 632	ERP Systems: Profitability Analysis	3.0
MGT 625	Management of Change	3.0
BUS 615	Information Systems and Data Analytics	3.0
BUS 665	Managing Business Processes	3.0
MGT 622	Developing Management Skills	3.0

MASTER OF SCIENCE IN TAXATION AND FINANCIAL PLANNING

OVERVIEW

The graduate program in taxation and financial planning is designed for practicing financial advisors; accountants; attorneys; and recent economics, finance, and accounting majors, as well as others wishing to enter the field of taxation and financial planning. Emphasis is placed on planning for clients, as well as technical competence in practical applications of the current tax law. Successful completion of the curriculum requirements will lead to the degree of master of science in taxation and financial planning (MSTFP).

MISSION

Widener University's MSTFP program is designed to prepare students to become effective tax and financial planners.

Goal 1—MSTFP students will be competent in the fundamentals of taxation and financial planning.

- Objective 1: Students will demonstrate an understanding of the suitability of various financial products using real-world examples.
- Objective 2: Students will interpret and apply the Internal Revenue Code, treasury regulations, and case law to real-world situations.

Goal 2—MSTFP students will be proficient in conducting tax research using primary sources of the law.

- Objective 1: Students will complete research problems using both electronic and hard copy resources in a tax research course.
- Objective 2: Students will properly research case study situations and prepare a well-written explanation of the tax law.

Goal 3—MSTFP students will be effective communicators.

- Objective 1: Students will successfully prepare oral presentations of the results of their research projects.
- Objective 2: Students will prepare well-written client letters and other client communications.

Goal 4—MSTFP students will be knowledgeable concerning the ethical responsibilities of a tax practitioner and a financial planner.

- Objective 1: Students will use Circular 230 and apply it to hypothetical situations.
- Objective 2: Using case studies, students will identify and examine issues involving ethics.

CERTIFIED FINANCIAL PLANNER

The MSTFP program is registered with the Certified Financial Planner Board of Standards, Inc. The CFP Board is a certifying organization whose mission is to benefit the public by fostering professional standards in personal financial planning. The completion of this program indicates completion of the education component of the CFP Board's CFP® certification program. To be certified and authorized to use the CFP®, Certified Financial Planner™, and CFP certification marks, individuals must complete additional examination, experience, and ethics requirements.*

CFP®, CERTIFIED FINANCIAL PLANNER™, and CFP [with flame logo]® are certification marks owned by Certified Financial Planner Board of Standards, Inc. These marks are awarded to individuals who successfully complete CFP Board's initial and ongoing certification requirements.

**Widener University does not certify individuals to use the CFP®, CERTIFIED FINANCIAL PLANNER™, and CFP [with flame logo]® certification marks. CFP certification is granted solely by the Certified Financial Planner Board of Standards, Inc., to individuals who, in addition to completing an educational requirement such as this CFP Board-registered program, have met ethics, experience, and examination requirements.*

ACADEMIC POLICIES AND STANDARDS

All academic policies and standards for the School of Business Administration apply to the MSTFP program.

RESIDENCY REQUIREMENTS AND DEGREE ELIGIBILITY

Students must complete the minimum residency requirement of 28.5 credits in the MSTFP core and elective courses, maintain a minimum GPA of 3.0 in all 600-level courses, and complete all credit and professional membership requirements to qualify for the MSTFP degree.

PROGRAM OF STUDY

The requirements for the degree are:

- Core requirements (25.5 credits)
- Elective requirements (9 credits)
- Professional membership requirements

REQUIRED COURSES (24 CREDITS)

FP 600	Overview of Financial Planning	1.5
FP 601	Financial Fundamentals	1.5
TAX 603	Federal Income Tax for Financial Planning	3.0
FIN 604	Securities Analysis & Investment Management	3.0
TAX 610	Tax Research	1.5
TAX 611	Federal Corporate Taxation & the Law of Business Entities	3.0
TAX 612	Federal Estate & Gift Taxation	3.0
TAX 619	Pensions & Retirement Planning	3.0
FP 633	Insurance Products & Planning	3.0
FP 696	Comprehensive Financial Plan	3.0

ELECTIVE COURSES (9 CREDITS)

Students select nine credits from 600-level courses in BUS, TAX, FP, FIN, BLAW, or ACCT.

PROFESSIONAL DEVELOPMENT MEMBERSHIP ASSOCIATION

- All students enrolled in the *on-campus* MSTFP degree program or the *on-campus* TAX or CFP Certificate™ are **required** to become members of one of the most prominent associations in the financial services industry—the Society of Financial Service Professionals (SFSP). The association has agreed to offer substantially reduced annual student rates. The SBA graduate programs office has application information for this group.
- Selected FP and TAX courses integrate the resources (e.g., journals, newsletters, webinars) available only to association members to ensure that students can obtain leading edge information from financial and tax experts.
- If you are already a member of this organization, please provide the graduate office with your membership number for our files.

DUAL DEGREE PROGRAMS

The following dual degree programs are currently being offered:

JD/MBA with Delaware Law School

MJ/MBA with Delaware Law School

MEng/MBA with School of Engineering

PsyD/MBA with Graduate Clinical Psychology

PsyD/MBA-HCM with Graduate Clinical Psychology

MD/MBA-HCM with Jefferson Medical College of Thomas Jefferson University

JD/MBA

Widener University Delaware Law School and School of Business Administration have a dual degree program designed to grant the JD/MBA degree within four years of full-time study or five years of part-time study. In addition to saving time, the dual degree program results in a fully integrated curriculum where the disciplines of law and business administration complement each other, affording students an opportunity to grasp the relationships more readily than if each field were studied separately. Nine of the business credits count toward the JD as electives, and nine of the law course credits count toward the MBA, giving a total reduction of 18 credits had the two degrees been pursued separately.

Students interested in the dual degree program should apply for admission separately to both the Delaware Law School and the School of Business Administration. The independent admission procedures of both schools of the university must be followed. Acceptance by both schools is required before formal admission to the dual degree program may be granted.

Law students interested in the dual degree program should submit an application to the SBA Graduate Programs Office during the spring semester of their first year.

MBA students interested in the dual degree program should submit an application to the Delaware Law School as soon as possible. MBA students must be matriculated in the law school prior to completing the last 9 credits of their MBA coursework to take advantage of the dual degree program.

For more information, contact the Delaware Law School Admissions Office or the SBA Graduate Programs Office.

MJ/MBA

Master of jurisprudence in corporate law with a concentration in regulatory analysis and compliance can be earned as a dual degree program with the MBA. Widener's corporate and business law program has the distinction of being accredited by the Compliance Certification Board (CCB) and is a member of the Society for Corporate Compliance and Ethics (SCCE). Widener University Delaware Law School received the Society of Corporate Compliance and Ethics 7th Annual International Compliance award for the exceptional work done to further the compliance and ethics profession. Specifically, Widener University was recognized for achievements in academic development promoting the profession of compliance and ethics, technology focused on assisting compliance professionals, and the development of programs focused on integrity and ethical behaviors. The MJ is an online program designed to accommodate the working professional seeking to improve employment opportunities or simply to keep pace with changing regulatory requirements. The MBA may be taken on campus or online. The dual degree program requires 48 credit hours, a savings of 14 credit hours over achieving the degrees separately. For more information, contact the Law School or the SBA Graduate Programs Office.

MENG/MBA

The Schools of Engineering and Business Administration have collaborated to offer a program for engineers who have managerial and technical responsibilities. Completion of the required curriculum leads to the degrees of master of engineering and master of business administration. MBA candidates must take the GMAT or qualify for a waiver, and acceptance by both schools must be granted before formal admission to the MEng/MBA program is completed. Students interested in this dual degree program should apply to both the School of Engineering and the School of Business Administration.

PSYD/MBA-HCM & PSYD/MBA

Dual degree programs are available for those students wishing to earn the PsyD and the MBA-HCM or the PsyD and the MBA. The student receiving dual degrees can expect a wider range of career opportunities in clinical psychology, business, and health care management.

Students must be admitted by both the School of Human Service Professions and the School of Business Administration.

PURPOSE

Regardless of which career path a PsyD student is considering (private practice, employed clinician, consultant, organizational psychologist, leadership development in the corporate world) and whether that path occurs in the for-profit or not-for-profit sector of the economy, there is a strong case for pairing clinical psychology skills with business skills.

Every institution (whether for-profit or non-profit; independent practice or large employer) faces resource pressures, which makes it critical to bring in enough revenue to cover operating costs. Doing so requires a deep understanding of the entity's "business model": How does the institution generate revenue? Where does it incur costs? And what can be done to boost revenues and reduce costs so that the institution makes enough of a margin to survive and grow? The MBA program provides clinical psychologists with this "strategic business" perspective.

A dual degree program provides several advantages in a competitive job environment. It will give you the operational, financial, marketing, people, and strategic skills needed to boost your organization's performance, thus bestowing on you the credibility to lead. It will make you a better practitioner by giving you a superior understanding of the healthcare environment and preparing you to take on the changing reimbursement system. It will make you a more effective leadership development consultant by helping you understand the business context in which your client operates. In other words, our multi-accredited competency-based program will differentiate you in the marketplace.

COURSE TRAINING

Students spend five years in full-time residence in the Institute for Graduate Clinical Psychology. Within that time frame, the business program can be completed by adding courses in each semester, including summer. In addition to fulfilling the essential requirements of the separate degrees, students are required to participate in a number of noncredit learning experiences that are specifically designed to help them integrate their training and develop unique skills. Students are expected to earn their dual degree within five years of study.

ADMISSION

The applicant must possess a BA or BS degree from an accredited institution. A major in psychology is desirable but not essential. Evaluation of the student's ability to do graduate work is based upon academic performance and high scores in the Graduate Record Exam (GRE). Personal character, attributes of emotional maturity and stability, and capacity for relating to and working with other people are major factors evaluated in reviewing applicants. Evidence for these attributes is sought from records of past performance, letters of reference, work history, and a personal interview. Applicants to these programs must be accepted by both the Institute for Graduate Clinical Psychology and the School of Business Administration. For admissions information, contact the Institute for Graduate Clinical Psychology, Widener University, One University Place, Chester, PA 19013.

ACCREDITATIONS

The MBA-HCM and MBA are accredited by AACSB International—The Association to Advance Collegiate Schools of Business. The MBA-HCM is also accredited by the Commission on Accreditation for Healthcare Management Education (CAHME). The PsyD program and its clinical internship are fully accredited by the American Psychological Association.

MD/MBA-HCM

The Sidney Kimmel Medical College of Thomas Jefferson University and the Widener University School of Business Administration have a joint program designed to grant the MD/MBA-HCM degrees within five years. As the health care system has become more complex, the need for physicians who can lead effectively and manage agile health care organizations has grown. The dual program is designed to prepare physician managers who will operate in the interface between clinical practice and management. The physician-leader will be trained to make decisions that consider the balance among quality, access, cost effectiveness, and efficiency.

The curriculum in Widener's MBA-HCM program recognizes the paradigm shift the health care industry is undergoing. The locus of care is moving from in-patient hospital settings to managed care

organizations, ambulatory care, home care, and long-term care, and the ability to manage population risks and actions is becoming critical. There is an increased imperative to balance quality, access, and expenditures. In addition to developing management skills, the programs emphasize an understanding of the issues confronting the various sub-sectors of the health care industry.

ADMISSION

Two admission processes are used. The student must first follow the admission application guidelines established by Sidney Kimmel Medical College. Second, students accepted by Sidney Kimmel Medical College must be recommended by the dean of Sidney Kimmel Medical College for the MD/MBA-HCM dual degree program. The applicant will be reviewed by the MBA program director at Widener University upon receipt of application. Scores from the Medical College Aptitude Test (MCAT) may be substituted for the Graduate Management Aptitude Test (GMAT). The applicant must possess a BA or BS degree from an accredited institution.

ACCREDITATIONS

The Sidney Kimmel Medical College is accredited by the Accreditation Council on Graduate Medical Education. The Widener MBA-HCM program is accredited by the Commission on Accreditation for Healthcare Management Education and by AACSB International—The Association to Advance Collegiate Schools of Business.

ACCELERATED DEGREE PROGRAMS

ACCELERATED BS/MBA, BS/MS

For outstanding students in the School of Business Administration undergraduate programs, this is an accelerated path to obtaining a bachelor's degree and a master's degree. Qualified students in their junior year may apply for acceptance to the MBA, MSBPI, or MSTFP programs.

- All foundation courses should be completed in the bachelor's degree program.
- The GMAT must be taken before the completion of the bachelor's degree or waived with a cumulative undergraduate GPA of 3.3 or higher.
- Two graduate courses can be taken to complete the bachelor's degree and be counted toward the master's degree. This results in savings of both time and cost.
- To determine your eligibility, contact the SBA graduate business programs office in room 243 of the Quick Center.

CPA: 150-CREDIT-HOUR REQUIREMENT IN PENNSYLVANIA

For students who are aspiring to be a CPA in Pennsylvania and most other states, each graduate program will provide the credits needed to meet the 150-credit-hour requirement. In Pennsylvania, 36 credit hours in accounting and business related subjects (e.g., finance, business law) are required as part of the 150 credit hours. If you have questions concerning the 150-credit-hour requirement, please contact the department head of accounting, economics, and taxation.

CERTIFICATE PROGRAMS

Certificate programs are ideal for individuals who want to develop specialized knowledge and skills in a particular field but who do not, at this time, want to pursue a full-length master's degree in that field. A certificate can typically be earned by completing four 3-credit graduate courses in a specific area or discipline. The School of Business Administration offers certificate programs in the following specialized areas:

- Accounting Information Systems
- Business Process Innovation
- Enterprise Resource Planning
- Health Care Management
- Organizational Leadership
- Taxation

Courses taught in the certificate programs are equivalent to courses taught in the MBA, MSBPI, and MSTFP degree programs. Academic credit earned in a certificate program is fully transferable to the corresponding graduate degree program, so students can opt to pursue a master's degree at a later date. Also, completion of the certificate program with a cumulative GPA of 3.3 or above may waive the GMAT for admission to the MSBPI and MSTFP programs. Students in a certificate program must maintain a minimum cumulative GPA of 3.0 (with no more than one grade of C or lower).

ADMISSION

Persons who have earned a baccalaureate degree from an accredited college or university with a cumulative GPA of at least 2.7 are invited to apply for a certificate program. Applicants should:

- Complete the application online.
- Have official transcripts sent from previous colleges and universities attended.
- Submit two letters of recommendation.

All inquiries should be directed to the SBA graduate programs office: phone, 610-499-4305; fax, 610-499-4615; or e-mail, sbagradv@mail.widener.edu.

CERTIFICATE IN ACCOUNTING INFORMATION SYSTEMS

PURPOSE

Many traditional accounting functions are now embodied in accounting information systems that require a different combination of technical and financial expertise. The accounting information systems (AIS) concentration is designed to enable students to design, use, and audit sophisticated accounting information systems and to act as consultants to advise organizations as to the liabilities and risks associated with changing technology. Emerging career opportunities in technology-related fields include electronic commerce, information technology auditing, business systems consulting, information risk assessment, and web assurance. These areas are going to be the key accounting market of the future.

CERTIFICATE REQUIREMENTS

Students must complete **four** of the following:

ACCT 630 [†]	Accounting Information Systems	3.0
ACCT 632 [†]	ERP Systems: Profitability Analysis	3.0
BPI 601 [†]	Business Process Analysis & Process Automation	3.0
IS 610	Database Systems	3.0
IS 625	Data Mining	3.0
	Elective approved by the program director	3.0

[†] SAP course

Note: Widener University School of Business Administration is an approved sponsor of Continuing Professional Education for Accountants and is registered with the Commonwealth of Pennsylvania Department of State Bureau of Professional and Occupational Affairs State Board of Accounting.

Prerequisites may be necessary and are the responsibility of the student. A minimum cumulative GPA of 3.0 must be maintained with no more than one grade of C or lower.

CERTIFICATE IN BUSINESS PROCESS INNOVATION

PURPOSE

Business process management centers on understanding the need to change the focus of organizations from functional silos to integrated end-to-end business processes in order to gain a competitive advantage.

CERTIFICATE REQUIREMENTS

Credits

Students must complete the following 9 credits:

BPI 600	Business Process Management: Modeling to Monitoring	3.0
BPI 601 [†]	Business Process Analysis & Process Automation	3.0
BPI 620	Business Process Strategy & Innovation	3.0

[†] SAP course

Students are also required to take 3 credits of the following:

BUS 665	Managing Business Processes (Prerequisite: BUS 538 or equivalent)	3.0
IS 650	Business Intelligence & Data Visualization (Prerequisite: BUS 518 or equivalent)	3.0
MGT 680	Project Management	3.0

Widener University has been named a "Center of Excellence for Business Process Innovation" by SAP and Software AG since 2003.

CERTIFICATE IN ENTERPRISE RESOURCE PLANNING (ERP)

PURPOSE

This certificate program is designed for professionals who are interested in enhancing their knowledge and understanding of enterprise systems and to obtain hands-on experience.

CERTIFICATE REQUIREMENTS

Credits

Students must complete the following 12 credits:

ACCT 630 [†]	Accounting Information Systems	3.0
ACCT 632 [†]	ERP Systems: Profitability Analysis	3.0
BPI 601 [†]	Business Process Analysis & Process Automation	3.0
IS 650 [†]	Knowledge Management & Social BPM	3.0

Prerequisites may be necessary and are the responsibility of the student. A minimum cumulative GPA of 3.0 must be maintained (with no more than one grade of C or lower).

All of the above courses have significant assignments on SAP, one of the world's largest ERP software vendors. Widener is a member of the SAP University Alliance and has been offering ERP courses using SAP software since 1999. More than 250 graduates have participated in the program. The certificate courses, when taken as part of a matriculated degree program, result in a Certificate of Recognition from SAP, Inc.

CERTIFICATE IN HEALTH CARE MANAGEMENT

PURPOSE

There is a critical need for well-trained and competent managers in the health care industry. Intense competition, spiraling costs, and scarcity of resources have fueled the demand for health care leaders who can position their firms for greater success and motivate their employees to higher levels of performance.

Most health care organizations have a pool of talented employees who, with appropriate additional training, can step into this leadership role. To move into the managerial ranks, these people must understand the economics and financing of health care, learn how to design and implement cost-effective health care processes, and develop the interpersonal skills needed to manage a professional workforce.

The certificate in health care management is designed to provide such knowledge and skills through a high quality educational experience. It is ideally suited for individuals who would like to prepare for management positions in the health care industry but do not, at this time, want to pursue a graduate degree in the field.

TRANSFER OF CREDIT

Courses taught in the certificate program are equivalent to their counterparts offered in the MBA-HCM program. Academic credit earned in the certificate program is fully transferable to the MBA-HCM.

CERTIFICATE REQUIREMENTS

Students must complete the following 12 credits to receive the certificate. Students without an appropriate undergraduate foundation in some business-related disciplines may have to take additional foundation courses. (See course descriptions for prerequisites.)

Required Course		Credits
BUS 605	Leading Organizations & People	3.0
HCM 601	Health Care Policy	3.0
HCM 661	Managing Community Health	3.0
MGT 622	Developing Management Skills	3.0

CERTIFICATE IN ORGANIZATIONAL LEADERSHIP

PURPOSE

As businesses become more competitive, there is a need for effective leaders who can manage people, projects, and change.

The certificate in organizational leadership is designed to provide these skills. It is ideally suited for individuals who are interested in preparing for front-line management positions, but are not ready to pursue a master's degree.

CERTIFICATE REQUIREMENTS

Students must complete the following 12 credits:

Required Course		Credits
BUS 605	Leading Organizations & People	3.0
MGT 622	Developing Management Skills	3.0
MGT 625	Management of Change	3.0
MGT 680	Project Management	3.0

CERTIFICATE IN TAXATION

PURPOSE

This certificate program is designed for professionals who are interested in enhancing their knowledge of taxation at a graduate course level without earning a master's degree.

CERTIFICATE REQUIREMENTS

- Four 600-level courses (12 credits) in taxation, finance, or financial planning.
- Prerequisites may be necessary and are the responsibility of the student.
- A minimum cumulative GPA of 3.0 must be maintained (with no more than one grade of C or lower).

Courses

ACCOUNTING

ACCT 607 INTERNAL AUDITING AND ASSURANCE SERVICES

Theory and application of modern management-oriented internal auditing. Emphasis is placed on the Institute of Internal Auditors, Code of Ethics and Standards. The course also focuses on the interaction between the internal and external auditors in an organization. Areas reviewed include operational audits, internal control, environmental audits, and strategic auditing. The case approach and group presentations are used extensively. Prerequisite: BUS 520 or equivalent. *3 semester hours*

ACCT 630 ACCOUNTING INFORMATION SYSTEMS

This course examines the role of accounting information systems in organizations. The primary focus is on using information technology to provide relevant accounting information to managers for use in planning, performance evaluation, and corporate governance. Particular emphasis is placed on valuation procedures for investments in IT, including enterprise systems, knowledge management systems, and interorganizational (B2B) systems. Emphasis is also placed on the role of accounting in enterprise risk management and internal control. Intra- and interorganizational budgeting and collaborative planning are also explored. SAP software is used in this course. Prerequisite: BUS 520 or equivalent. *3 semester hours*

ACCT 632 ENTERPRISE RESOURCE PLANNING (ERP) SYSTEMS: PROFITABILITY ANALYSIS

This course is designed for the managers who are responsible for the capture and analysis of profitability information. SAP software is used in the course. The course begins with understanding the four basic financial statements and how information is gathered to derive the numbers reported on those statements. Further study is given to how these numbers can be manipulated to control financial profitability. The course then covers other profit determinates: sales and production planning, product costing (including activity-based costing), cost and profit centers, target costing, customer profitability analysis, and small business performance measurement. Multiple hands-on assignments are performed using several of the SAP Application Modules. Prerequisite: BUS 520 or equivalent. *3 semester hours*

ACCT 635 INFORMATION TECHNOLOGY AUDITING

This course examines the procedures and risks associated with the dynamic and growing area of information systems auditing.

Topics include examination of the internal control framework, documentation techniques, assessment of management and application controls, risk assessment, and evidence collection and evaluation. Current SAS are covered in addition to current topics from the literature. Prerequisite: BUS 520 or equivalent. *3 semester hours*

**ACCT 655 FRAUD DETECTION:
INVESTIGATION AND PREVENTION**

This course introduces managers, accountants, and auditors to fraud and the techniques used to detect and deter fraud. Topics covered include fraud examination, internal fraud, forensic accounting, and financial statements fraud. Case studies of actual incidents of fraud are discussed including how the frauds were perpetrated, concealed, and detected. Discussion focuses on the body of knowledge developed in the fields of accounting, law, investigation, and criminology that deal with fraud. Prerequisite: BUS 520 or equivalent (an undergraduate auditing course is recommended but not required). *3 semester hours*

BUSINESS

**BUS 518 APPLIED QUANTITATIVE ANALYSIS—
SELF-STUDY**

This course provides students with a basic understanding of the tools of algebra and calculus. The course also introduces students to the concepts and methodology of statistical analysis that enables them to make decisions using quantitative tools. Prerequisites: None. *3 semester hours*

**BUS 528 ACCOUNTING AND LEGAL ENVIRONMENT OF
BUSINESS—SELF-STUDY**

This course is designed for graduate students with little or no prior experience in accounting. The course familiarizes students with the fundamentals of external financial reporting for business enterprises and not-for-profit entities. The financial accounting segment of the course focuses on the preparation, analysis, and limitations of financial statements in accordance with U.S. generally accepted accounting principles (GAAP). The conceptual framework that serves as the basis on which financial reporting standards are developed is also discussed. A brief overview of international financial reporting standards (IFRS) is also provided. The managerial accounting segment of the course covers such internal reporting issues as break-even analysis, capital budgeting, cost behavior patterns, and cost allocation. The legal component of the course addresses the formation of different types of business entities (e.g., corporation and partnership) and the regulatory role that the SEC, PCAOB, and Sarbanes-Oxley play in financial reporting. Prerequisite: None. *3 semester hours*

BUS 538 MICRO/MACROECONOMICS—SELF-STUDY

Economics is the social science that studies how individuals, groups, firms, governments, and entire societies deal with the inability to satisfy all wants and desires, known as scarcity. One of the primary methods we deal with this notion of scarcity is to establish markets; that is, the exchange of goods and services. While microeconomics focuses primarily on individual markets and their interaction with other related markets, macroeconomics studies how one evaluates and adjusts entire economies or an entity that involves numerous markets for numerous goods and services. *3 semester hours*

**BUS 550 ORGANIZATION BEHAVIOR
AND MANAGEMENT**

This course provides students with the foundations of management. It covers the functions, roles, and skills of management; basic concepts in organizational behavior and dynamics; and an introduction to strategic management. The theories, models, and issues addressed serve as the building blocks of knowledge that students will need and use in more advanced courses in the core MBA program. Prerequisite: None. *1 semester hour*

**BUS 568 FINANCIAL FOUNDATIONS FOR MANAGERS—
SELF-STUDY**

The primary objective of this course is to expose students to a broad foundational survey of the finance discipline. This broad exposure enables participants to improve communication with finance professionals, contribute to financial decisions, and better understand financial statements. The course covers topics in the area of financial institutions, investments, and business finance. It is expected that at the end of the course, students will have received an integrated perspective of how business and individuals are affected by markets and institutions and how markets and institutions can be used to achieve the goals of individuals and businesses. *3.0 semester hours*

BUS 598 BUSINESS INTERNSHIP

This course provides graduate students with the opportunity to obtain practical experience by applying the knowledge gained through their coursework in a business environment. Students work in a position relevant to their major field of study for a minimum of 24 hours per week for 10 weeks. Documentation for the internship includes learning objectives, term paper on employer and/or current issues in the industry, weekly journal entries, and an end of internship evaluation. Students can complete a maximum of two internships, each with its own distinct learning experience. This course is meant to complement and enrich the academic experience. It can only be taken pass/no pass and cannot be applied to graduation requirements. Prerequisite: Students must have completed 9 credits in the graduate program and have a GPA of 3.0 or higher. *2 semester hours*

BUS 605 LEADING ORGANIZATIONS AND PEOPLE

This course provides students with the knowledge, techniques and skills needed to become effective leaders of organizations, groups and people. Effective leaders acquire the credibility to lead by positioning their organizations/units for desired results and success in the marketplace. They influence external and internal stakeholders by engaging in a range of leadership styles and techniques that are appropriate for the situation. They build and manage effective teams, and deploy a variety of interpersonal and ethical skills to inspire and motivate people into following them. Students in this course will understand and appreciate how leadership is exercised at the strategic, organizational, group and individual levels. Students will develop strategic positioning, team building, ethical and interpersonal skills. Students will recognize their own leadership style and how a wide range of styles can make them more effective leaders. Prerequisites: BUS 550 or equivalent. *3 semester hours*

**BUS 615 INFORMATION SYSTEMS AND DATA
ANALYTICS**

The Information Age has had profound implications on the structure, management and strategies of the modern organization. Students will examine these transformations with particular emphasis on information systems (IS) as an enabler and driver of

corporate strategy, electronic business and inter-organizational information systems, business intelligence and knowledge management. In addition, because data is at the core of effective business decision making, students will also focus on data from its collection and consolidation through analysis and modeling, with particular emphasis on decision theory and data mining techniques. Ensuring data validity, reliability, security and privacy are emphasized. The course requires students have Excel 2013 (or lower) and a working knowledge of spreadsheets. Prerequisites: BUS 518 or equivalent. *3 semester hours*

BUS 625 MANAGERIAL ECONOMICS IN AN INNOVATIVE ENVIRONMENT

Managerial economic concepts and methods are used for developing business strategies and making business decisions. Students examine how to increase profit while valuing the objectives of multiple stakeholders. Students apply economic theory and use economic tools to make decisions that enhance business sustainability. Students are encouraged to use creative ideas for problem-solving. Students learn how to utilize concepts such as marginal analysis, demand estimation, forecasting, barriers to entry, pricing strategies, risk analysis, and dynamic versus allocative efficiency to make managerial decisions. Prerequisite: BUS 518 or equivalent, BUS 538 or equivalent. *3 semester hours*

BUS 635 MARKETING

This course presents marketing from the perspective of an individual manager or firm in the design and implementation of the marketing mix, target market selection, environmental assessment, and information management. Students learn how to seek, gauge, and respond to customer preferences, to champion continuous value creation strategies, and pursue customer-driven excellence. Learning is enhanced through the use of a marketing simulation. Prerequisite: None. *3 semester hours*

BUS 645 ACCOUNTING AND MANAGERIAL DECISION MAKING

This course builds upon the prerequisite (foundation) accounting requirement and provides a more in-depth understanding of the impact of business transactions, the elements of corporate financial statements, and the use of financial statements to evaluate company and management performance through the use of financial metrics including the balanced scorecard and horizontal and vertical analysis. Evaluation of management performance includes the examination of asset utilization, growth, profitability, cash flow, and financial health. Students are required to access 10-K filings and analyze selected sections regarding the company's performance and financial condition. Limitations of financial metrics are stressed throughout. The course examines accounting-related ethical issues as well as the impact of the Sarbanes-Oxley Act on management's responsibility for internal control over financial reporting. Cost-volume-profit analysis is also a component of the course. The rapidly growing trend of sustainability reporting by business organizations is also examined. Prerequisite: BUS 528 or equivalent. *3 semester hours*

BUS 655 STRATEGIC FINANCIAL MANAGEMENT

This course gives students an understanding of the role of finance in the overall management of a firm. The course focuses on the following concepts: financial planning and forecasting; short-term and long-term financing decision; valuation of assets and projects under certainty and uncertainty conditions; cost of financial capital and its application to capital budgeting; and business valuation issues including approaches to the execution of mergers, acquisition, and exit strategies. Students examine the

behavioral theories of corporate finance and the impact of managerial biases on capital budgeting and capital structure decisions. The ability to collect, analyze and present financial information is crucial for the success of a venture. Therefore, students devote time to building quantitative, analytical, and financial decision making skills. Prerequisites: BUS 568 or equivalent and BUS 645. *3 semester hours*

BUS 665 MANAGING BUSINESS PROCESSES

This course provides students with knowledge, skills, tools, and techniques to develop and improve processes and systems needed for their organizations to succeed in a highly competitive environment. Students learn how to create agile organizations that are capable of rapidly identifying customer needs and developing processes that facilitate the development of products and services demanded by customers. A key part of this course is understanding and measuring processes, so that they can be improved and consistently meet customer requirements. To achieve this, students use process analysis and measurement techniques developed from a variety of disciplines, including quality improvement, management science, and managerial accounting. These include Process and Work Redesign, LEAN, Six Sigma, and PDCA. Students learn how to apply tools such as control charts, Pareto charts, affinity and fishbone diagrams, XY charts, and force field analysis. Students study how improved processes can enable organizations to deliver what customers want, when they want it, and at a competitive price. Enterprise resource planning systems are covered as a process governance mechanism. Finally, students use benchmarking as a tool to not only measure and compare performance but also to demonstrate how that leads to improved results. Prerequisite: BUS 538 or equivalent and BUS 615. *3 semester hours*

BUS 675 MANAGING FOR RESULTS

This capstone course focuses on the most vital task of a manager—managing the organization for superior results. This task involves setting the organization on the right strategic path, creating a set of appropriate measures and guidance systems, developing an integrated set of functional strategies that work together to give the firm a competitive advantage, and finding new ways to generate greater value through innovation, new market creation, and globalization. To manage for results, managers have to play the role of integrator, innovator, and global strategist. In this course, students learn how to do all three.

As integrators, managers ensure that various parts of the firm work together in harmony. They make sure that actions in one part of the company do not counteract those in another part, that production and marketing choices are aligned, and that new products launched by the firm complement the old. As innovators, managers find new ways to generate revenue for the firm. They go beyond existing competition to develop new market spaces and find new ways to create value for the customer. As global strategists, managers identify and leverage opportunities that emerge in the global economy. They use arbitrage, adaptation, and aggregation strategies to tap into global markets and profit from international operations.

BUS 675 helps students develop skills to reconfigure organizational functions and integrate cross-functional decisions for competitive advantage. Students learn to develop value curves that will take the firm into new and less competitive market spaces. They become proficient at developing global strategy. To do all this, students draw upon and integrate the knowledge that they acquired in previous MBA courses. Prerequisite: Completion of all core business courses. *3 semester hours*

BUSINESS PROCESS INNOVATION

BPI 600 BUSINESS PROCESS MANAGEMENT: MODELING TO MONITORING

In an effort to 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 is a discipline involving 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, process controlling, and process transformation. The course 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. *3 semester hours*

BPI 601 BUSINESS PROCESS ANALYSIS AND PROCESS AUTOMATION

This course examines the role of information technologies in supporting business processes. Students are exposed to critical issues affecting the management of business processes enabled by enterprise resources planning (ERP) systems. Issues include how information technology should and can be integrated into the organization to provide a competitive advantage. There is an emphasis on business process analysis, design and implementation methodologies, in-depth coverage of workflow computing issues and the managerial role within this technology. Students are given hands-on assignments utilizing SAP. Case studies, assignments and projects are used extensively in order to strengthen a student's ability to diagnose deficiencies and propose the redesign of core organizational processes. Students develop a working knowledge of process modeling for the enterprise. *3 semester hours*

BPI 620 BUSINESS PROCESS STRATEGY AND INNOVATION

The primary focus of this course is on the integration of business-process knowledge and skills for creating a holistic understanding and application of process innovation strategy. Participants in the course acquire knowledge of strategic process innovation and critical thinking through intensive analysis of case studies, simulations of process innovation strategies, and discussions with industry practitioners on real-life situations. The balanced scorecard is introduced as a strategy tool, and processes are linked to each section of the scorecard. Prerequisite: BPI 600 or permission of the instructor. *3 semester hours*

FINANCE

FIN 603 REAL ESTATE FINANCE

A detailed study of the issues and problems in real estate finance. All aspects of the mortgage market are analyzed both from the perspective of the borrower and lender. The financial analysis of real estate investments including such subjects as valuation techniques, break-even interest rate analysis, hold versus sale decisions, and refinancing as an alternative to sale are discussed. Prerequisite: Undergraduate finance or equivalent. *3 semester hours*

FIN 604 SECURITIES ANALYSIS AND INVESTMENT MANAGEMENT

The course interweaves investment theory with hands-on analyses, using techniques employed by investment professionals. Students learn how to evaluate the risks and returns of financial assets and how to use these features in the selections of assets for investment portfolios. Students also learn how to perform statistical analyses of factors that influence the value of financial assets. They study modern portfolio theory and how it is used to create investment portfolios that meet client's specific needs. Additionally, they learn how to measure and attribute investment performances. The ultimate goal of this course is to equip students with knowledge and skills to choose a portfolio for a client. Prerequisites: FP 601 or BUS 660. *3 semester hours*

FIN 610 FINANCIAL INSTITUTIONS

Examination of theoretical, legal, and regulatory issues facing the management of commercial banks, savings and loan associations, life insurance companies, and pension funds. Topics include market structure of depository institutions, asset and liability management, risk-based capital and deposit premium, select foreign banking systems, and other contemporary issues facing financial institutions. Prerequisites: BUS 660 or FP 601 or equivalent. *3 semester hours*

FIN 620 MUTUAL FUND INVESTMENTS

This course presents an in-depth review of the mutual fund industry. The course focuses on explaining why investors use financial intermediaries, how a mutual fund operates, and why a mutual fund differs from other financial intermediaries such as banks or insurance companies. The portfolio management philosophy and techniques are very instrumental in the success of a fund. The course also looks in detail at the key characteristics of U.S. equity and bond markets and then focuses on the investment process for portfolio managers of stock and bond funds. In addition, it gives an overview of mutual fund marketing, with emphasis on the development of new products, pricing structures, and distribution channels. The course consists of lectures, class discussion, case analysis, and a group project. Lecture and discussion along with case study are designed to demonstrate and illustrate the important concepts and practices facing the mutual fund industry. Prerequisites: Undergraduate finance, BUS 655, FP 601, or permission of the instructor. *3 semester hours*

FIN 630 BUSINESS VALUATION

Valuation plays a major role in many areas of finance. The role it plays, however, is different in different arenas. This course is designed to present an in-depth analysis of tools and techniques of business valuation. Students are expected to apply these tools and techniques in assessing the appropriate value of a publicly traded firm. Valuation plays a major role in assessing the fair market value of assets in the event of IPO, mergers, and acquisitions, or to determine the accumulated wealth of family members. Valuation plays a central part in mergers and acquisitions analysis. The acquirer has to decide on a fair market value for the target firm before making a bid, and the target firm has to determine a reasonable value for itself before deciding to accept or reject the offer. When determining the value of a privately held corporation, many unique problems arise, such as the lack of market information and the lack of full financial data. This course is intended to present a range of tools and techniques that analysts in each of these areas will find useful. Prerequisite: BUS 655 or FP 601. *3 semester hours*

FIN 669 PORTFOLIO MANAGEMENT

The objective of this course is to provide students with a comprehensive and practical description of portfolio management. The world of active portfolio management has been changing over the last number of years to become more quantitative in nature. The conventional wisdom had been that stock returns related only to stocks' correlation with the total market, thus the best investment strategy was to follow the market. However, recent evidence points to other risk factors that contributes to returns and that the market rewards those who can properly identify and manage such risks. In such a situation a quantitative model of risk analysis would work more reliably than selecting individual stocks based primarily on qualitative information. The current state of computing technology permits one to put these ideas into practice. The portfolio management software, The Investment Portfolio, helps students meld theory with practice. Prerequisite: BUS 655 or FP 601. *1.5 semester hours*

FINANCIAL PLANNING

FP 600 OVERVIEW OF FINANCIAL PLANNING IN THE INFORMATION AGE

This course introduces students to the financial planning process, including the regulatory and ethical environment in which financial planners function. This course enables students to use a comprehensive financial factfinder. Students will be able to counsel clients regarding the development of personal financial statements. Students develop credit and debt management strategies. Finally, students apply analytical skills to create and communicate about special financial issues presented by education planning, contingency emergency planning, divorce, and bankruptcy. This is a required class. *1.5 semester hours*

FP 601 FINANCIAL FUNDAMENTALS

This course explores the quantitative methods used by financial planners. The course bridges students' prior studies in corporate finance to "kitchen table" finance. Students apply various methods of personal financial statement analysis, including ratio analysis and Monte Carlo analysis, to determine the financial health of a client. Through case studies, they apply critical thinking using time-value-of-money functions to project financial statements that assess a client's ability to achieve pre-retirement goals. Students explain how macroeconomic conditions could effect a client's current financial circumstance and potential effects on implemented recommendations. This course also introduces students to concepts of risk, capital markets, and alternative investments. Prerequisites: None, but FP 601 is a prerequisite for FIN 604 and FP 601 should be taken in the student's first semester when starting the program. If the student has taken BUS 568, the FP 601 course, but not the credit hours, may be waived. This is a required class. *1.5 semester hours*

FP 610 TAX RESEARCH

Students learn how to research the latest tax laws so that they can effectively navigate through our continuously changing federal and state tax environments. We focus on the Intelliconnect (formerly called CCH) software package available online through our library to research tax questions. Students will be able to learn how to locate and understand the significance of primary sources of the tax law such as the Internal Revenue Code, treasury regulations, private letter rulings, and court cases. A focus of the course is to develop the student's oral and written communication skills. To this end, students are asked to write memoranda

about items they have researched and solve case study problems using client letters. A research paper and an oral presentation about the paper is also required. This is a required class. *1.5 semester hours*

FP 633 INSURANCE PRODUCTS AND PLANNING

Students study insurance products and insurance-related financial planning issues. Students will be able to determine the amount of life-insurance coverage a client needs and select the appropriate life insurance products that meet the client's business, professional, and personal life needs. Students review health insurance options (including Medicare and Medicaid) and strategies for minimizing taxation through the use of health savings accounts and other health insurance strategies. Students learn how to design the optimal long-term care insurance contract and choose the best Medigap policy for their clients. One focus of the class is on the various annuity products and how they can be used to meet the financial and retirement planning needs of a client. The course also reviews business, disability, and property casualty insurance products and strategies. A final focus of this class is to help students develop their research and professional speaking skills. To this end, an oral presentation is required based on a topic the student researches. This is a required class. *1.5 semester hours*

FP 646 BEHAVIORAL FINANCE AND CLIENT COMMUNICATION

This course introduces students to one of the most important concepts in personal finance and the most recent topic added to the CFP® curriculum, behavioral finance. Students identify common irrational behaviors exhibited by clients to help clients make rational financial decisions. Students demonstrate effective communication techniques that enable them to educate, motivate, and persuade clients to change behaviors and achieve positive financial outcomes. Videos, case studies, and writings from the most influential academics in finance and psychology provide students practical knowledge of this subject that will benefit them throughout their careers. This is an elective class. *1.5 semester hours*

FP 696 COMPREHENSIVE FINANCIAL PLAN

In this capstone course, students develop, write, and present a comprehensive personal financial plan. Roll play throughout the course puts students in the role of financial planner to experience each step of the financial planning process, culminating with written and oral presentations. Students interview the client and perform fact finding to gather data necessary to develop the plan. They apply critical thinking to their analysis, integrating skills learned in topic specific courses, including investments, taxation, retirement planning, insurance, and estate planning to generate and implement creative solutions through a holistic solution for the client. To provide an experience that simulates an actual client/advisor relationship, the instructor role plays the client while working with the class to develop a common draft plan before each student implements his/her individual solution. The course culminates with a day of oral presentations, assessed by an independent CFP® practitioner, during which each student experiences alternative approaches presented by his/her peers. Please note: the financial plans are a valuable addition to student's portfolio of graduate work that can be used to submit to prospective employers during the job application process. Prerequisites: FIN 604, FP 600, FP 601, FP 633, TAX 603, TAX 612, and TAX 619. Please note: No exceptions can be made to waive any prerequisites. This is a required class. *3 semester hours*

HEALTH CARE MANAGEMENT

HCM 601 HEALTH CARE POLICY

This course enables students to critically evaluate the impacts of health care policies on their organizations and to devise ways in which the organization can influence and adapt to emerging policy making. It explores major challenges related to health care policy and the complexity of solving some of our greatest challenges in health care spending. Students analyze health policy issues in terms of how they relate to health professionals, delivery and payment systems, health outcomes and organizational performance. They evaluate the impact of health policy on current problems in the healthcare system. Students are also able to explain nuances and controversial aspects of health laws and assess their impact on the healthcare system in general and on focal organizations of interest. *3 semester hours*

HCM 661 MANAGING COMMUNITY HEALTH

Community and population health management, long considered the domain of public health officials, has now become a major responsibility of health care managers. Public and private payers are shifting away from volume-based reimbursement to value-based payment systems that put health care providers at risk for both the cost and quality of care they provide. Businesses are turning to population health methods to assess and monitor employee health, and manage health outcomes through a variety of worksite interventions. Health care managers have to develop the skills to (1) assess the health of their target population, (2) identify care gaps in that population, (3) risk stratify the population so that interventions are prioritized and resources are allocated by need, (4) develop effective interventions and care management structures aimed at individuals, systems and communities, and (5) implement and evaluate their programs to demonstrate their impact on health outcomes.

This course provides these skills as well as tools and techniques to assess and manage the health of patient, employee, and community populations. Students develop plans to conduct health needs assessments and health risk appraisals, use theories of health behavior and models of change to design interventions targeted to appropriate individuals and groups, and apply logic models to specify implementation steps and evaluation protocols that show how and why expected health outcomes will improve. *3 semester hours*

INFORMATION SYSTEMS

IS 610 DATABASE SYSTEMS

This course focuses on database design and implementation using the relational model. Various database concepts are investigated and applied, including data normalization, data integrity and security, and the administration of database systems. Structured Query Language (SQL) is covered in depth. Linkages between relational databases, business analytics, and evidence-based decision-making are emphasized. Prerequisite: BUS 518 or equivalent or permission of the instructor. *3 semester hours*

IS 625 DATA MINING

A comprehensive introduction to data mining mechanisms, data warehouse designs, implementation, maintenance, and online analytical processing technology. The course explores the data warehousing process, including developing a data warehouse with an ERP, architectures and development options, and maintenance and

operation. ERP and data mining software are used to complete course assignments and a project. Prerequisite: BUS 518, equivalent, or permission of instructor. *3 semester hours*

IS 650 BUSINESS INTELLIGENCE AND DATA VISUALIZATION

The purpose of this course is to provide a thorough investigation into the emergent practices in information and knowledge management. Information technology has been and will continue to be an important catalyst of innovation in this field. Artificial intelligence, expert systems, and web-based technologies that support and transform the field of knowledge management are covered. The process of the discovery, capture, sharing, and application of knowledge and the related organizational learning are emphasized. Students gain experience designing executive information systems that support strategic decisions and designing support systems for knowledge-based decision makers throughout the organization. Because organizations are structuring their activities through globally dispersed teams, taking a process approach, and are even outsourcing selected processes, intra- and interorganizational collaboration and decision support are also covered in this course. Extensive use of SAP and other technologies are incorporated. Prerequisite: BUS 528 or equivalent or instructor's consent. *3 semester hours*

MANAGEMENT

MGT 622 DEVELOPING MANAGEMENT SKILLS

Businesses whose managers have superior interpersonal skills have significantly higher profits and lower turnover than those without such skills. In fact, people management skills are three times more powerful in influencing financial success than market share, capital intensity, size, and industry return on sales combined. Yet, industry leaders say that business graduates are lacking in management and interpersonal skills. Managers are still struggling with questions like "How do I motivate my people to commit to a new idea?" "How do I communicate with poor performers without creating a defensive reaction?" and "How do I negotiate for resources in a hostile environment?"

This course takes a hands-on "learning by doing" approach to provide students with the people management skills needed in a dynamic work environment. Interactive exercises, role-plays, simulations, and video-based cases are used to build personal, interpersonal, and group skills. Personalized feedback and a focus on behavioral change enables students to become more aware of their strengths and weaknesses, and to acquire skills in areas such as communication, motivation, conflict management, negotiation, teamwork, and leadership. Students also learn how to institutionalize the skill set by "hardwiring" it into the organizational system. Prerequisite: None. *3 semester hours*

MGT 625 MANAGEMENT OF CHANGE

Trends and uncertainties in the marketplace challenge organizations to implement strategies that ensure their survival and competitiveness. To accomplish this, companies must have the ability to manage change. This course introduces students to a variety of tools that are used in specific phases of the change process. Student teams use these tools to develop change management programs or effect successful change management projects within their organizations. Prerequisite: None. *3 semester hours*

MGT 680 PROJECT MANAGEMENT

This course introduces the theory, technique, and applications regarding planning, performing, and controlling technical and managerial projects. Topics include project management terminology, project selection, forming project teams, project planning, negotiation and conflict resolution, budgeting and costs estimation, project scheduling, project integration, and control project termination. Prerequisite: None. *3 semester hours*

TAXATION

TAX 602 TAX ACCOUNTING

This course focuses on accounting issues relevant to tax practitioners. Traditional topics such as changes in accounting methods, accounting periods, and installment sales are covered. New topic areas include accounting for income taxes (interperiod tax allocation), financial statement analysis, expanded coverage of cost recovery concepts and depreciation recapture, and discussion of the Original Issue Discount (OID) rules. Prerequisite: An undergraduate tax course or permission of department head of economics, finance, and taxation or a departmental graduate advisor. Prerequisite: None. *3 semester hours*

TAX 603 INDIVIDUAL INCOME TAXATION

Students will be able to identify tax problems and/or opportunities for tax savings through the exposure to the primary sources that comprise the U.S. tax law such as the law's statutory provisions, treasury regulations, revenue rulings and cases. Use of primary sources help students to develop analytical and critical thinking skills and remain current in their field long after the class is over. Students will be able to recommend strategies for reducing adjusted gross income, for fully utilizing deductions for dependents, and for reducing taxable income. They will be able to make recommendations about the timing of sales and exchanges of investments. They learn how to utilize a wide variety of fringe benefits and tax exclusions. Moreover, by gaining an understanding of how tax penalties operate, students will be able to help clients avoid onerous penalties and interest charges. This course explores Circular 230 and the ethical requirements for tax and financial planners. This is a required class. *3 semester hours*

TAX 611 FEDERAL CORPORATE TAXATION AND THE LAW OF BUSINESS ENTITIES

This course helps students learn how to assess the legal and tax risks and benefits of using different business forms. They will learn how clients can incorporate their businesses without generating an income tax to the transferors. Students will be able to recommend strategies for minimizing the effects of double corporate taxation on the corporation and its shareholders. They will be able to identify the circumstances when it is preferable to sell corporate stock rather than the underlying assets of the corporation. In addition, students become acquainted with contract and tort law exposures and legal risks created when the client is a co-owner or a minority owner of a private business entity. Students are well-positioned to advise clients as to how their businesses can preserve the corporate veil of limited liability. Also, they will be able to help clients understand why corporate shareholders' agreements and/or other governing legal documents are so important and how buy-sell agreements can be used to address the problems of owner disputes. Students learn how to integrate multiple areas in addressing client issues. This is a required class. *3 semester hours*

TAX 612 FEDERAL ESTATE AND GIFT TAXATION

Students learn how assets are transferred and how gifts are taxed under the unified gift and estate tax law. They will be able to advise clients as to which assets will be subject to a federal estate tax and will be able to recommend strategies to clients that will minimize their estate and gift tax. Students learn how to develop an annual gifting program for clients and to suggest other alternatives that will maximize the client's unified credit and ensure that the client's family members will be provided for in a way that makes sense given the family's personal, financial, and tax position. Techniques to use trusts and valuation discounts will be provided to give the student the ability to assist high net worth clients and work with other advisors for appropriate and efficient transfers of wealth to the heirs or charities. Students learn how income taxes will affect the choices of wealth transfer planning. This is a required class. *3 semester hours*

TAX 613 FEDERAL TAXATION OF PARTNERSHIPS AND OTHER PASS-THRU ENTITIES

Students study how partnerships and partners are taxed. They learn the characteristics of various Pass-Thru entities, which enable them to advise clients on the advantages and disadvantages of the entity choice. They will be able to advise clients as to how to form a partnership without incurring an income tax. They learn how each partner's adjusted basis is computed and affected by indebtedness, contributions, and distributions. They learn what special allocations are permissible and how those allocations can meet a client's business needs. Moreover, they acquire the knowledge and analytical skills necessary to ensure that tax costs are minimized and tax benefits maximized when a partnership is sold or is liquidated. They will be able to evaluate tax benefits and tax costs depending upon how a sale or liquidation is structured. This is an elective class. *3 semester hours*

TAX 619 RETIREMENT PLANS AND RETIREMENT PLANNING

Students study the different types of retirement plans available so that they can recommend to business owners the plan or plans that are best suited to the needs of their small business. The information learned can also be applied to recommending the optimal plan for larger companies. Students also learn how to design a plan to meet the needs of the business. An adoption agreement case study exercise illustrates how the ERISA rules translate into creating an effective plan design that meets the business's needs. Students will also be able to help clients navigate through the maze of plan administration issues. Part of the course focuses on individual retirement planning. This part of the course enables students to identify the steps in the retirement planning process, calculate the savings the client will need for retirement, advise a client as to how to avoid the 72(t) penalty, recommend strategies for complying with required minimum distribution rules, advise clients about qualified plan distribution options, and advise clients as to when rollovers are desirable. This is a required class. *3 semester hours*

TAX 621 TAX FRAUD AND PENALTIES

Students learn about tax procedure involving civil and criminal tax penalties. They will ultimately be able to advise clients as to what practical steps they will need to take once an audit is underway. Students will be able to suggest strategies to avoid the possibility of the imposition of a tax penalty in the first instance, and will be able to recommend arguments that can lead the IRS to set aside costly charges of interest and/or penalties. This is an elective class. *3 semester hours*

TAX 633 TAXATION OF INVESTMENTS

Students will be able to explain to clients the advantages, disadvantages, and risks associated with a wide variety of investment alternatives, including investments in real estate, oil and gas, financial products, life insurance, and mutual funds. They learn how to compare investment alternatives and are able to recommend avenues for investment, depending upon the client's individual personal, family, and financial goals. This is an elective class. *3 semester hours*

TAX 640 RETIREMENT PLANNING

Students examine in depth how to address several critical retirement planning decisions an individual client will face. Students will be able to assess the risks associated with retirement and aging and recommend strategies that can effectively minimize these risks. They acquire the analytical tools to advise clients regarding their optimal retirement age. They will be able to recommend strategies that enable clients to effectively turn retirement assets into retirement income. They will be able to help clients understand the optimal place to live during retirement and to help them understand the strategies for using the home as a financial asset. Students learn to advise clients about the optimal age to claim Social Security and the various Social Security claiming strategies. In addition, a myriad of retirement planning products and strategies will be discussed to enable the student to properly advise clients. This is an elective class. *3 semester hours*

TAX 651 S CORPORATIONS AND PLANNING

Students study the taxation of corporations that elect to be taxed under Subchapter S of the Internal Revenue Code. They develop the substantive knowledge and critical thinking skills to advise clients how to form an S Corporation without incurring an income tax. By studying the taxation of S Corporation income, students can help clients structure the ownership of S Corporation stock in a way that will minimize the family's overall tax bill. Students learn how to avoid the S Corporation built-in-gains tax, and how to help clients develop a sound strategy if they wish to liquidate or sell the S Corporation. This is an elective class. *3 semester hours*

TAX 652 STATE AND LOCAL TAXATION

Students begin by gaining an understanding of the constitutional due process limitations on the state's authority to impose taxes. They develop a framework that enables them to evaluate whether a state has exceeded the constitutional limits of its taxing authority. Students will be able to advise clients as to how to minimize state tax burdens in Pennsylvania, New Jersey, Delaware, and in many other states. With knowledge of state taxation, students will be able to counsel clients as to the optimal choice for selecting the state of incorporation, the best location for choosing the principal headquarters, and the most tax-friendly states in which to do business. Students will be sensitized to the need to consider all types of taxes including income, franchise, property, and other taxes when businesses undergo fundamental changes in ownership and/or structure. This is a required class. *3 semester hours*

FACULTY**Yvonne Antonucci**

Professor of Management

BS, Shippensburg State College; MS, Lehigh Univ.; PhD, Drexel
(*business process innovation, database management, expert systems*)

Yamuna Baburaj

Assistant Professor of Management

BE, Shivaji Univ.; PhD, Drexel Univ.
(*management, strategic management*)

Lisa B. Bussom

Senior Lecturer of Management

BS, Rutgers's Univ.; MS, Widener Univ.

Kerri Crowne-Brannen

Associate Professor of Management

BS, MBA, LaSalle Univ.; PhD, Temple Univ.
(*policy & human resource management*)

Annetta Fortune

Associate Professor of Management

BA, MS, Univ. of North Carolina at Chapel Hill; PhD, Duke Univ.
(*policy & human resource management*)

Richard J. Goeke

Associate Professor

BS, Bowling Green State Univ.; MBA, Univ. of Akron; PhD, Kent State Univ.
(*information systems*)

Joseph M. Hargadon

Professor of Accounting

BS, MST, Widener Univ.; PhD, Drexel Univ.; CMA, CPA, Pa.
(*accounting & legal environment of business, tax accounting*)

Jerry Hionis

Assistant Professor of Economics

BS, St. Joseph's Univ.; MA, PhD, Temple Univ.
(*macroeconomics, microeconomics, managerial economics*)

Youngta Ki

Assistant Professor of Finance

BBA, Korea Univ.; MSBA, Mississippi State Univ.; MA, Univ. of Kansas; MS, PhD, Univ. of New Orleans
(*economics, international economics, financial management*)

Dennis Laker

Associate Professor of Management

BA, Hanover College; MA, PhD, Univ. of Illinois
(*human resource management, organizational development*)

Brian V. Larson

Associate Professor of Management

BA, MBA, Chadron State College; PhD, Oklahoma State Univ.
(*sport marketing, marketing*)

Karen Leppel

Professor of Economics

AB, Douglass College; MA, PhD, Princeton Univ.
(*microeconomic analysis, labor economics*)

Iqbal Mansur

Professor of Management

BA, Goshen College; MA, Western Michigan Univ.; PhD, Univ. of Cincinnati
(*investments, financial institutions*)

Megan Marley

Instructor of Accounting & Taxation

BS, MS, Widener Univ.

(financial, managerial, tax accounting)

Donna Weaver McCloskey

Associate Professor of Management

BS, Univ. of Delaware; MBA, Widener Univ.; PhD, Drexel Univ.

(management information systems, international business, project management)

Sandra K. Miller, Esq.

Professor of Accounting

BS, SUNY at Stony Brook; MS, American Univ.; JD, Hofstra Univ.; LLM Taxation, Villanova Univ.; PhD, Monash Univ.,

Caufield, Australia; CPA, Pennsylvania

(corporate & individual tax, business valuation, business law)

Babatunde Olatunji Odusami

Associate Professor

BS, MBA, Univ. of Lagos; MS, PhD, Univ. of New Orleans

(corporate finance, investments, international finance)

E. José Proença

Professor of Health Care Management

BS, MBA, Univ. of Bombay; PhD, Univ. of Alabama

(strategic management, organizational studies, community health)

Michael D. Rosko

Professor of Health Care Management

BS, Univ. of Pennsylvania; MBA, PhD, Temple Univ.

(economics, strategic marketing, health care finance)

Irfan Saffdar

Assistant Professor of Accounting

BS, Harvard College; MS, Boston College; MS, Univ. of Rochester; PhD, Texas A & M

(accounting)

Theresa Shea

Instructor of Accounting

BS, MS, Drexel Univ.

(advanced accounting, auditing, fraud examination)

Mary Shoemaker

Associate Professor of Management

BS, Villanova Univ.; MBA, Temple Univ.; PhD, Drexel Univ.

(personal selling, sales management, industrial marketing)

Kenn B. Tacchino, Esq.

Professor of Taxation and Financial Planning

BA, Muhlenberg College; JD, Western New England College

School of Law; LLM, Widener Univ. School of Law, R.F.C.

(individual income tax, tax research, pensions & retirement planning, taxation of financial planning, insurance, business law)

Stephen Thorpe

Assistant Professor of Management

BS, Univ. of Delaware; MBA, Delaware State College; EdD,

Univ. of Delaware

(quantitative analysis, forecasting)

ADJUNCT FACULTY

Jim Beinlich

Lecturer, Health Care Management

BS, MBA, Widener Univ.

Debra Boytkin

Lecturer, Business Process Innovation

BS, Western Illinois Univ.

Tom Brinker

Lecturer, Taxation

BS, St. Joseph's Univ.; MSA, MST, Widener Univ.; CPA, Pennsylvania; CFP

Teresa Fain

Lecturer, Accounting Information Systems,

BS, Widener Univ.; MS, Widener Univ.

Marian Baldini Filtz

Lecturer, Human Resources

BA, Temple Univ.; MMHE, Drexel Univ.; MBA, Widener Univ.

Chad Gravinese

Lecturer, Financial Planning

BS, MST, Widener Univ.

Theresa Ham

Lecturer, Accounting Information Systems, ERP

BS, MS, Neuman Univ.; MBA, Widener Univ.

David Hamann

Lecturer, Financial Planning

BS, MS, Penn State Univ.; MST, Widener Univ.

Arthur Harris

Lecturer, Business Process Innovation

Mathias Kirchmer

Lecturer, Business Process Innovation

MA, Karlsruhe Technical Univ.; MA, Dauphine Univ., Paris; PhD, Saarbrücken Univ.

Theodore T. Kurlowicz

Lecturer, Taxation, Estate Planning, Insurance Planning

BS, Univ. of Connecticut; MA, Univ. of Pennsylvania; JD, Widener Univ. School of Law; LLM in Taxation, Villanova Univ.; CLU, ChFC

Duane Myers

Lecturer, Accounting, Taxation

BS, MST, Widener Univ.; CPA, Pennsylvania

Trevor Naidoo

Lecturer, Business Process Innovation

MBA, Widener Univ.

Stephen W. Oliver

Lecturer, Human Resource Management, Diversity

BA, West Virginia Univ.; MA, Marymount Univ.

Adrian Scipione

Lecturer, Health Care Management

BS, Saint Joseph's Univ.; JD, MBA, Widener Univ.

Joanne W. Tempone

Lecturer, Taxation

BS, Bloomsburg State Univ.; MST, Widener Univ.; CPA, Pennsylvania

John Yanoshak

Lecturer, Taxation, Sub S Corporations, Individuals & LLCs

BS, Drexel Univ.; JD, Villanova Univ.; CPA, Pennsylvania