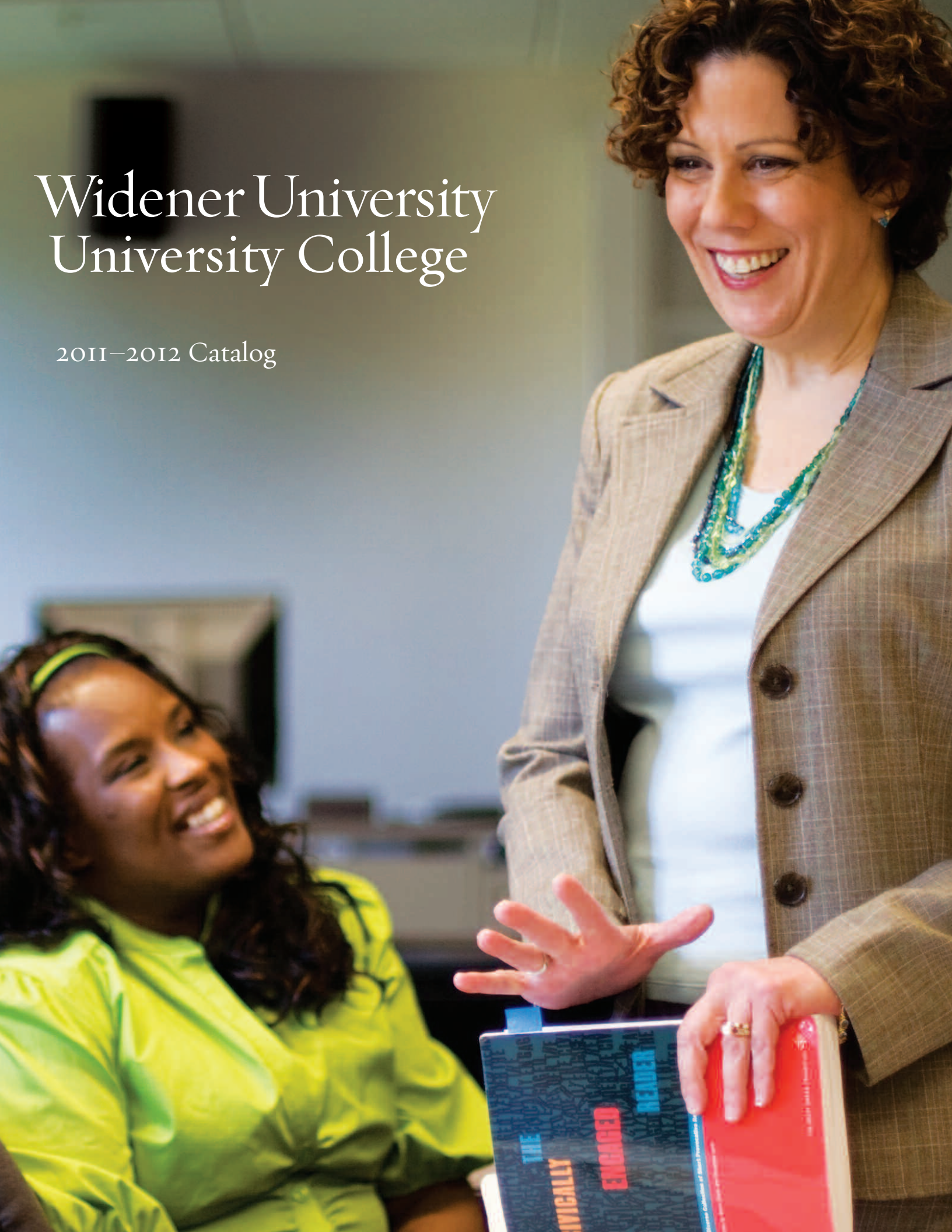


Widener University University College

2011–2012 Catalog



QUICK DIRECTORY

BOOKSTORES

Main Campus, 610-876-7300
Delaware Campus, 302-478-0606
Harrisburg Campus, 717-541-3905

BUSINESS OFFICES

Main Campus, 610-499-4150
Delaware Campus, 302-477-2207
Exton Campus, 484-713-0088
Harrisburg Campus, 717-541-3905

CAMPUS SAFETY

Main Campus, 610-499-4201
Delaware Campus, 302-477-2200
Exton Campus, 484-713-0088
Harrisburg Campus, 717-541-3948

FINANCIAL AID

Main Campus, 610-499-4174
Delaware Campus, 302-478-2209
Exton Campus, 484-713-0088
Harrisburg Campus, 717-541-3961

LIBRARIES

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

REGISTRAR

Main Campus, 610-499-4141
Delaware Campus, 302-477-2009
Exton Campus, 484-713-0088
Harrisburg Campus, 717-541-3904

STUDENT ACTIVITIES

Main Campus, 610-499-4412

STUDENT HEALTH CENTER

Main Campus, 610-499-1183

COUNSELING CENTER

Main Campus, 610-499-1186

INFORMATION LINE

610-499-4600

WEB SITE

www.widener.edu/uc

WIDENER UNIVERSITY

Main Campus, One University Place, Chester, PA 19013-5792
Delaware Campus, 4601 Concord Pike, Wilmington, DE 19803-0474
Harrisburg Campus, 3800 Vartan Way, Harrisburg, PA 17110-9450
Exton Campus, 825 Springdale Drive, Exton, PA 19341-2843

Member, Association for Continuing Higher Education
Accredited by the Middle States Association of Colleges and Schools

UNIVERSITY POLICY

It is the policy of Widener University not to discriminate on the basis of sex, age, race, national origin or ethnicity, religion, disability, status as a veteran of the Vietnam era or other covered veteran, sexual orientation, gender identity, or marital status 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 University Advancement, Widener University, One University Place, Chester, PA 19013, 610-499-4123. 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, 610-499-1266; or Dean of Students, Delaware Campus of Widener University, P.O. Box 7474, Wilmington, DE 19803, 302-477-2177.

Title IX of the Education Amendments of 1972 prohibits discrimination based on gender in educational programs and activities that receive federal financial assistance. Such programs include recruitment, admissions, financial aid, 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 or those who wish to file a complaint of noncompliance may contact the university's Title IX coordinator. 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.

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.

Published by the Office of University Relations, October 2011

2011–2012 University College Catalog

UNIVERSITY COLLEGE DIRECTORY

Widener University, One University Place, Chester, PA 19013-5792

OFFICE ADDRESSES AND TELEPHONE NUMBERS:

Main Campus, University College, Evening and Saturday Studies Programs: Widener University, Kapelski Learning Center, Room 120, 14th and Walnut Streets, Chester, PA 19013. Phone: 610-499-4282. Fax: 610-499-4369.

Delaware Campus, University College: Widener University, P.O. Box 7139, Concord Pike, Wilmington, DE 19803. Phone: 302-477-2216. Fax: 302-477-2220.

Exton Campus, University College: Widener University, 825 Springdale Drive, Exton, PA 19341. Phone: 484-713-0088. Fax: 484-713-0077.

Distance Learning, University College: Widener University, Kapelski Learning Center, Room 120, 14th and Walnut Streets, Chester, PA 19013. Phone: 610-499-4282. Fax: 610-499-4369.

Legal Education Institute: Widener University Law Center, 4601 Concord Pike, P.O. Box 7474, Wilmington, DE 19803. Phone: 302-477-2205.

Veterans Affairs: Widener University, Registrar's Office, One University Place, Chester, PA 19013. Phone: 610-499-4143.

UNIVERSITY POLICY: James T. Harris III, President

ACADEMIC AFFAIRS:

Stephen C. Wilhite, Acting Provost

Emily C. Richardson, Dean, University College

Don Devilbiss, Assistant Dean

KayMarie Platt, Assistant Dean, Adult Learner Services

Nicole Ballenger, Director, Legal Education Institute

CONTENTS

Widener University Mission, Vision, and Goals	2
University College Mission and Goals	2
Expectations, Rights, and Responsibilities: The Widener Compact	3
General Information	4
Academic Information	7
Bachelor's Degree Programs	16
Associate's Degree Programs	23
Minors	26
Pre-Professional Preparation	27
Special Programs	27
Master's Degree in Allied Health Education	31
Course Listing	33
University College Administration	63
Senior Administration & Board of Trustees	64
Index	Inside Back Cover

WIDENER UNIVERSITY MISSION, VISION, AND GOALS

MISSION

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

VISION STATEMENT

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

GOALS

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

UNIVERSITY COLLEGE MISSION AND GOALS

MISSION

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

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

GOALS

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

EXPECTATIONS, RIGHTS, AND RESPONSIBILITIES: THE WIDENER COMPACT

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

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

THE RIGHT AND FREEDOM TO LEARN

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

1. IN THE CLASSROOM

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

2. OUT OF THE CLASSROOM

- a) Campus organizations, including those affiliated with an extramural organization, must be open to all students without regard to sex, disability, race, age, color, religion, national or ethnic origin, marital status, status as a veteran of the Vietnam era or other covered veteran, gender identity, or sexual orientation.
- b) Widener University students and university-sponsored or university-recognized organizations are free to examine and discuss any issue and to express opinions, publicly or privately, and are free to support causes by orderly means that do not disrupt the regular and essential operations of the university. Any such expression must comply with university guidelines governing free expression activities (see Student Organizations—Protocols). The participation by any student in any unlawful or disruptive activity that fails to comply with university guidelines or disrupts or interferes with the programs, functions, or conduct of the university is a serious offense punishable by suspension, dismissal, or expulsion.

- c) The student press is free of censorship, and its editors and managers are free to develop their own editorial policies and news coverage; however, Widener expects accurate reporting, correct writing, and good judgments in matters of taste.
- d) As constituents of the academic community, students are free to express their views on institutional policy and on matters of general interest to the student body, provided they do so in a manner that is lawful and organized and complies with university guidelines regulating free expressive activities (see Student Organizations—Protocols). For this purpose, students elect representatives to the Student Government Association. There is also Student Services Committee, chaired by a member of the faculty, on which student members sit.

ADDITIONAL STUDENT RIGHTS AND RESPONSIBILITIES

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

1. THE RIGHT TO SAFETY AND SECURITY

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

2. THE RIGHT TO A CLEAN ENVIRONMENT

All members of the Widener community share the responsibility for maintaining a clean environment.

3. THE RIGHT TO COMMUNAL PROPERTY

For the general welfare of the university, all students have a responsibility to exercise reasonable care in the use of personal or university property.

4. THE RIGHT TO AN ENVIRONMENT SUITABLE FOR STUDY AND FOR COMMUNITY LIVING

Academic study requires a reasonably quiet environment. Community living requires that all members of the Widener community respect one another and each person’s property and share a responsibility for maintaining a clean and safe environment.

5. THE RIGHT TO SAFE AND SECURE RECORDS

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

- a) The right to inspect and review the student’s educational records within 45 days of the day the university receives a request for access.
Students should submit to the registrar, dean, head of the academic department, or other appropriate official written requests that identify the record(s) they wish to inspect. The university official will make arrangements for access and notify the student of the time and place the records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
- b) The right to request the amendment of the student’s education records that the student believes are inaccurate or misleading.
Students may ask the university to amend a record that they believe is inaccurate or misleading. They should write to the

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

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

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

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

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

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

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

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

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

STUDENT CODE OF CONDUCT

University College students must read and adhere to the Widener University Student Code of Conduct, which can be found online in the *Student Handbook* at www.widener.edu/campuslife/student-services/judicial/handbook.

GENERAL INFORMATION

University College offers evening, Saturday, and distance learning programs. Classes are offered on three campuses—the Main Campus in Chester, Pennsylvania, the Delaware Campus, north of Wilmington, Delaware, and the Exton Campus in Exton, Pennsylvania. Students can take classes on any campus and may select any campus as their 'homebase,' depending on their chosen major and convenience to their home or work. Online programs are offered through the University College Office of Distance Learning, which is based on the Main Campus.

UNDERGRADUATE DEGREE PROGRAMS

- Bachelor of arts (majors in liberal studies, psychology, criminal justice, English, and organizational development and leadership)
- Bachelor of science in allied health
- Bachelor of science in paralegal studies [joint program]
- Bachelor of science in professional and applied studies
- Associate in arts (major in liberal arts)
- Associate in science (majors in allied health, general studies, paralegal studies, radiologic technology, and professional and applied studies)
- Minors (applied supervision, applied technology supervision, criminal justice, English, facilities management, instructional methods for workplace trainers, psychology, sociology, and gender and women's studies).

SPECIAL OFFERINGS

Paralegal Studies—University College and the Legal Education Institute offer paraprofessional programs on the Delaware Campus leading to associate's and bachelor's degrees in paralegal studies and to a certificate of completion in paralegal studies and legal nurse consulting. For information, contact the Legal Education Institute at 302-477-2205.

Academic contents of these programs are listed in later sections of the bulletin under Bachelor's Degree Programs, Associate's Degree Programs, and Minors/Certificates. To qualify for either the bachelor's or associate's degree, a student must complete a certain number of required and elective courses. The emphasis of many of these courses is cultural and humanistic rather than vocational. The courses are intended to help the student develop a better understanding of the history and traditions that have shaped our culture.

Master of Arts in Allied Health Education—University College and the Center for Education, with support from the School of Business Administration, offer a master of arts in allied health education. The master's degree in allied health is designed for allied health and related health professionals who teach in community colleges, hospital-based programs, and community health related fields. It prepares registered, certified, and licensed allied health professionals for expanded roles in teaching, administration, and advanced professional practices. Focus areas include teamwork, hands-on training, leadership, management, communication, and financing of healthcare. For information, call 610-499-4335.

EVENING STUDIES

Courses are offered in fall and spring semesters and in two six-week summer sessions. Classes meet Monday through Thursday.

SATURDAY STUDIES

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

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

ONLINE STUDIES

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

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

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

NETCAMPUS CLASSES (ACCELERATED STUDIES)

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

ADJUSTMENT OF CHARGES

In case of total semester withdrawal, tuition will be adjusted on a pro rata basis. The specific schedule for adjustment of charges for each academic term is developed in accordance with regulations of the U.S. Department of Education. The adjustment chart can be found online by clicking on "Office of the Bursar" then "Guide to Fees and Payments" on the Enrollment Services web site at www.widener.edu/onestop.

NOTICE OF WITHDRAWAL

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

FINANCIAL AID ADJUSTMENT

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

UNIVERSITY COLLEGE SCHOLARSHIPS

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

Prospective University College students may be eligible for the Osher Reentry Scholarship, which provides tuition assistance for returning students who have been out of attendance for five years or more at the time of reentry. Students need not have been a student at Widener previously.

VETERANS

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

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

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

For more information, visit online at www.widener.edu/vets or contact the coordinator of Veterans Affairs in Enrollment Services at 610-499-4143. The coordinator's office is open Monday–Friday, 9 a.m. to 5 p.m.

COURSE LOAD

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

CAMPUS SAFETY

Widener 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 (commencing with calendar year 2009) 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 for the Main and Exton Campuses are available online at www.widener.edu by selecting “Quick Clicks” then “Campus Safety.” The annual security reports for the Delaware and Harrisburg Campuses are available online at www.law.widener.edu by selecting “More Links,” then “Campus Safety.” If you would like a printed copy of these reports, contact the Campus Safety Office at 610-499-4203 to have a copy mailed to you. The information in these reports is required by law and is provided by the Campus Safety Office.

ACADEMIC SUPPORT SERVICES

University College supplies a range of academic support services, including:

- academic advisement
- educational planning
- tutoring
- transitional course—transitional education, three credits, tuition free, designed to enhance communication and research skills

MATHEMATICS AND WRITING CENTERS

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

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

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

TUTORING

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

CAREER DEVELOPMENT CENTER

The Career Development Center assists students with choosing a major; exploring career options; gaining experience through cooperative education, internships, and summer jobs; developing effective résumés; learning interviewing skills; creating individualized job search strategies; and applying to graduate school. The services of the CDC are available to all Widener students. Individual assistance from a career counselor is available by appointment or during walk-in hours.

All students have access to PrideCareers, an online service that offers job listings and an employer database, as well as the ability to post résumés to employer-accessible résumé databanks. Students may also use PrideCareers to participate in the Alumni Mentor Program. The CDC coordinates several career fairs annually, offering students the opportunity to meet with employers and to learn about full-time and internship opportunities. An active recruiting program brings employers from a variety of fields on campus to interview students for positions.

FOCUS, a Web-based career guidance system, is available to assist students with decisions related to choice of major and career. A career library is located within the CDC and houses career resources and graduate school materials. Visit the CDC Web site for hours, a calendar of events, and career and job search resources: www.widener.edu/careers.

DISABILITIES SERVICES

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

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

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

ACADEMIC AND GENERAL POLICIES

- A student’s degree program and catalog are binding only after the student has been officially accepted into the degree and has enrolled and attended classes at Widener. If the student receives an official degree requirement sheet but delays enrollment, the student will be required to meet any changes that occur in his or her degree program.
- If a student enrolls in classes but does not complete the application process and is not an accepted student, the student will be required to follow the degree program in effect at the time he or she completes the application. For example: If you enroll in classes in fall 2011, but do not send in transcripts from your transfer institution until fall 2013. You would be required to follow the 2013–2014 catalog; you would not be eligible to follow the 2011–2012 catalog.
- Students who drop out for three consecutive years or more must reapply for admission and meet the program requirements in effect at the time of readmission.
- Students are responsible for knowing and meeting the graduation requirements for their degree program. Keeping in contact with the advisor, at least once a year, will help students stay on track.

- After official acceptance at Widener, a student may take a maximum of nine credits at another institution but first the student must obtain written permission from the assistant deans of University College.
- A minimum grade of 'C' is required for all transfer credit. Some programs have a time limit on age of transfer courses.
- Students may take no more than 24 credits, in any combination, from the areas of ACCT, BLAW, BUS, EC, FIN, MGT, MHR, MIS, MKT, OPM, QA, SBAH, or SMGT.
- Graduation is not an automatic process; a student must fill out and submit a graduation petition form with payment. The student's record is then reviewed and the student notified of his or her graduation status and any requirements that need completion.

ACADEMIC INFORMATION

ADMISSIONS

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

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

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

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

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

- **If you have never attended college**, matriculated status is attained by submitting to the University College Office proof of high school graduation (in the form of a copy of the diploma, transcript, or GED certificate). Home school students are required to submit a curriculum validation along with their completed application.
- **If you have attended college and earned 60 or more credits**, matriculated status is attained by submitting sealed transcript(s) from all colleges attended to the University College Office.
- **If you have attended college and earned less than 60 credits**, college transcript(s) *plus* proof of high school graduation are required.

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

Admission to Nondegree Status (Undeclared)—Any individual who can demonstrate a need may be admitted to specific courses on a nondegree basis regardless of prior educational background. Students admitted to specific credit courses on a nondegree basis are called 'undeclared' students. All courses successfully completed by undeclared students may be applied toward a degree, if applicable, should the student decide to seek

one later. Applicants are notified in writing of the action taken on their applications.

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

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

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

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

- Undergraduate GPA of 3.00 (may consider special cases).
- Written recommendations.
- A passing score on the writing sample.
- Scores from the GRE. The scores being used will be those prescribed by the School of Business Administration for non-business majors: 450 GRE—400 verbal, 480 quantitative, and 3.5 analytical.

UNIVERSITY COLLEGE ACADEMIC TRANSITION (UCAT)

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

UCAT PROGRAM REQUIREMENTS

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

- The student is a fully accepted student and eligible for financial aid provided that the student takes a minimum of six credits and meets other financial aid criteria.
- The student must meet with the assistant dean or an advisor designated by the assistant dean to create and sign an academic contract that outlines a one-semester course schedule and a target GPA. The contract may include but is not limited to mandatory advising appointments with the assistant dean or an advisor assigned by the assistant dean, progress

reports, and utilization of campus academic support services. Upon successful completion of the first contract, another one will be created if the student desires to remain in the UCAT program or has not reached the minimum 12-credit level.

- The student must take TRED 100 as his or her first course to gain the academic skills necessary for college level success.
- The student, upon successful completion of 12 credits, may apply for acceptance into a University College major or reapply to day school if he or she was dismissed or rejected.
- The student may remain in the UCAT program for up to, but not more than, 54 credits. At this point, a major must be selected or the student will not be permitted to continue his or her enrollment.
- The student is subject to the Widener University academic progress policy.
- Students in the University College Academic Transition program are assigned the major code UB.UCAT.

LEAVE OF ABSENCE/READMISSION

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

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

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

Students interested in this option should contact the assistant dean.

MEDICAL WITHDRAWAL/LEAVE OF ABSENCE

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

TRANSCRIPT REQUESTS

Students needing a transcript of their Widener University academic record should go online to www.widener.edu/registrar for information. A fee will be charged for each transcript.

TRANSFER CREDIT

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

- Course work must come from a regionally accredited institution of higher learning recognized by the appropriate professional body. An original transcript with institutional seal and registrar's signature is required.
- Course work is accepted and placed against requirements of a chosen curriculum either as equivalent to a required course or as an elective. Other eligible courses (not fitting the particular curriculum) are accepted on the transfer credit statement with an appropriate notation. Transferred electives are designated in a particular discipline area such as humanities, science, or social science, if appropriate.
- Credit will not be awarded for developmental, basic, or community service programs.
- Transfer credits will be awarded for not more than one half of the courses required in the major subject area of an academic program.
- Grades of C- or lower may not be transferred if the cumulative GPA from all prior institutions is lower than 2.00.
- No course with a grade of C- or lower may be transferred if it is a required course for the student's major.
- Credit for English 101 may not be given for a course with a C- or lower grade.
- No course credit may be given for a C- or lower grade to satisfy any general education requirement.
- In sequential courses in which mastery of the first course is required for success in the second course (e.g. Calculus I and Calculus II), credit will be given if the second course's grade is equal to or greater than C.
- No D or lower grades are permitted for transfer credit.

- No more than 24 credits of business courses may be transferred.
- Credit for courses in secretarial science will be awarded only toward the requirements of the professional and applied studies program (see BLOC credit).
- Credit will be awarded to graduates of hospital-based programs in approved allied health professions. The amount of credit awarded will be determined by the dean based upon specific technical certification (see BLOC credit).
- There is no time limit on transfer credit, except that the content of accepted courses must be such as to contribute to the readiness of students to progress through the program in the major area of study.
- Transfer credit decisions are guided by flexibility and common sense and have as a central concern the educational well-being of the student, the student's educational goals, and the goals of University College.
- The final determination of transfer credit awarded is made by the dean.
- University College maintains articulation agreements with many colleges and programs on the national level.

ACADEMIC CREDIT FOR PRIOR LEARNING

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

Credit may be earned in the following ways (since no grades are given for credit earned from these sources, such credit has no effect on a student's academic average):

- Advanced placement.
- Advanced standing (BLOC credit)—for approved programs.
- Educational experiences in the Armed Services—verified by The American Council on Education.
- Training programs—"The National Guide to Educational Credit for Training Programs" and "The Directory of the National Program on Non-Collegiate Sponsored Instruction" (PONSI) verified by The American Council on Education.

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

TRANSFER CREDIT AFTER ACCEPTANCE

Once accepted into a degree program, a student is expected to continue his or her course work at Widener University. A student may request to take courses at another institution, and the assistant dean of University College may approve petitions for transfer back of credit under the following conditions:

- The student is in good standing with a GPA of 2.0 or better.
- No more than nine credits may be transferred back.

- No more than six credits in the major remain to be completed elsewhere.
- The student submits a catalog from the transfer institution and receives written approval to take specific courses prior to registration.
- The normal regulations for transfer credit apply.

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

GRADING SYSTEM

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

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

**Passing but below the required average for graduation.*

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

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

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

- A student must have matriculated status and may elect the pass/no pass option after completing 30 credits of study.
- No more than one course each semester or summer session may be graded on the pass/no pass basis.
- The course cannot be (1) within the major field, (2) one that is required for graduation, (3) one that satisfies Widener University general education requirements, or (4) an education course that is required for teacher certification.
- A maximum of six courses may be taken under the pass/no pass option.
- The student may request that a course be graded pass/no pass—or, if pass/no pass was originally opted, that the traditional letter grade be recorded instead—by no later than the second week of the semester or the first week of the summer session.
- No courses in a minor may be taken on a pass/no pass basis.

Consult with your academic advisor to be certain that a course to be taken meets the above requirements.

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

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

Any student who receives an incomplete grade (I) in two consecutive semesters or terms will be subject to the following:

- The student will be limited to six credits for the following two semesters/terms (six credits for the entire summer term).
- The student must sign an academic contract prior to registration and meet at least twice during the semester with an academic advisor during which time strategies for successful completion of the contract and the student's academic progress are discussed.

Credit—The unit of credit is the semester hour.

DEAN'S LIST AND HONORS

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

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 University College students enrolled on the Chester, Exton, and Delaware Campuses, as well as online.

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 dean of University College. 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

Process

- A faculty member who becomes aware of possible academic fraud should inform the suspected student(s) in writing and send a copy to the dean of University College.
- The faculty member will also provide the student with the opportunity to respond to the charges within five business days. If the student fails to respond to this opportunity, the student forfeits any right to appeal the decision to the college level and the faculty member will determine the penalty.
- The faculty member and student will discuss the academic fraud and agree to pursue student/faculty resolution, or, if no such agreement is reached, the matter will be referred at the college level where the course is taught.
- If the faculty member is not satisfied with the sanctions available, he or she may refer the case at the college level by informing the dean of University College.
- 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 college level.

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).

Reporting, and Offenses Subject to Expulsion

In all cases where a faculty member informs a student of possible academic fraud, the faculty member will inform the dean of University College as the office of record.

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 and the dean of University College.

All reports of academic fraud will be reviewed 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 dean 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 dean will refer the case to the associate provost for undergraduate academic affairs. This individual will expel the student from the university. The student may appeal cases resulting in expulsion to the Academic Review Board.

RESOLUTION AT THE COLLEGE LEVEL

Process

- Cases of academic fraud outside the class will be referred to University College.
- Upon receiving the case, the dean of University College shall notify the student in writing of the charge of academic fraud, the penalty to be imposed, and all rights of appeal.
- If a student wishes to contest the charge of academic fraud, the student may do so according to the process stipulated in the *Student Handbook*. In such a case, the student will also be informed of the process.
- In cases where the University College penalty results in dismissal of the student, the student may appeal the decision at

the university level in writing or by e-mail to the associate provost for undergraduate academic affairs.

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.

Reporting, and Offenses Subject to Expulsion

The dean will send a report describing the academic fraud and the penalty being imposed to the student, the affected faculty member(s), and the Office of the Associate Provost for Undergraduate Academic Affairs.

All reports of academic fraud will be reviewed by the associate provost for undergraduate academic affairs 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 for undergraduate academic affairs 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 for undergraduate academic affairs 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

Process

The associate provost for undergraduate academic affairs will review all reports of academic fraud.

- If the associate provost for undergraduate academic affairs 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 for undergraduate academic affairs will expel the student from the university. The student may appeal the case to the Academic Review Board.
- If the associate provost for undergraduate academic affairs 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.
- If the student has stolen or attempted to steal an examination, the associate provost for undergraduate academic affairs 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 for undergraduate academic affairs will send a report describing the academic fraud and the penalty being imposed to the student and the affected faculty members, as well as maintain a copy as the office of record.

APPEALS/DECISIONSON ACADEMIC INTEGRITY

When a student is expelled or dismissed by the associate provost for undergraduate academic affairs, the student may initiate his or her appeal to the Academic Review Board by notifying the associate provost for undergraduate academic affairs 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 for undergraduate academic affairs no more than ten business days following the decision of the faculty, college, or university.

When a case is referred to the Academic Review Board, the associate provost for undergraduate academic affairs 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 for undergraduate academic affairs, the dean of each school/college, 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 shall be decided in a timely manner and the parties shall 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 shall in no way operate as a waiver of the university's right to assess any or all of the sanctions permitted hereunder.

ATTENDANCE

Since it is assumed that learning cannot take place without regular communication between the student and teacher, class attendance is important. It is recognized that some adults will find it

necessary to miss a class for serious reasons such as illness or job responsibility. No indiscriminate absence from classes is permitted. Instructors are within their prerogative to consider a student's attendance when assigning a final grade.

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

MISSED EXAMINATIONS AND QUIZZES

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

ACADEMIC GRIEVANCE APPEAL PROCEDURE

If a student has a grievance concerning a class in which he or she is enrolled, the student will first try to resolve the problem with the instructor of the class. If it is impossible to resolve the matter at this level, the student must place the grievance in writing and can then appeal to the next higher level. The student should inquire at the office of the dean responsible for the course in question for the proper appeal procedure if the student's grievance is not resolved to the student's satisfaction after appeal to the instructor.

COMPUTATION OF ACADEMIC AVERAGE UPON CHANGE OF MAJOR

Students who change their major must meet all the requirements of the new curriculum.

- The student may request, when changing to the new major, that the grades earned for no more than four courses completed under the former major and not required in the new major be omitted from the computation of the cumulative GPA and changed to pass/no pass. Such courses may be applied to the new major only as free or limited electives.
- All course work and grades received under the former major remain part of the student's academic record. However, the student's cumulative GPA will be recomputed effective with the change to the new major. (Original grades are used to compute academic honors at commencement.)
- Students should consult with their academic advisor and submit a written request to the assistant dean.

DROPPING AND ADDING OF COURSES

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

REPETITION OF COURSES (VOLUNTARY)

A student may repeat any course, regardless of the grade, to change a cumulative GPA on the permanent record. The conditions are:

- No course may be repeated more than once without written permission from the assistant dean.

- Courses previously taken under the standard grading system (A through F) may be repeated under the pass/no pass option. However, they must fall within the regulation for pass/no pass, and the student must receive a passing grade in order to effect any change on the transcript.
- When a course is repeated, the former grade remains on the transcript but carries no credit and is not used in calculating the student's cumulative GPA. The latter grade replaces the original grade for credit and quality points on the transcript. This applies even when the latter grade is lower than the former. If a student withdraws from a repeated course, no change will be effected. Please note that in cases of academic fraud, this policy does not apply.
- Permission to repeat a course for cumulative GPA change must be approved by the academic advisor.
- A student may not repeat a course to earn academic honors.
- "Repetition of Course" forms are available in the appropriate campus office. The completed form must be presented to that office when the student enrolls in the course.

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

SUBSTITUTION OF COURSES

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

WAIVER OF COURSES

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

CREDIT BY EXAMINATION

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

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

College-Level Examination Program (CLEP)—Any student may take CLEP tests to demonstrate college-level competency. There are two test categories. The "Subject Examination" measures achievement in college courses that University College

equates to its offerings. The "General Examination" measures achievements in subject matter that can be credited as electives. If an upper-level course has been taken, a student cannot register for a CLEP test at a lower level in the same subject area.

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

THE UNDERGRADUATE WRITING PROGRAM

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

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

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

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

Credits Toward Degree	Minimum Score
1 - 27	3
28 - 73	4
74 and above	5

Writing Enriched Courses—All students must complete courses that are designated as "writing enriched." A writing enriched course has three or more writing assignments that include student editing and revision so that students learn to correct their writing errors. The multiple writing assignments, including revisions, total at least 25 pages. Writing enriched courses are specifically designated on the schedule of course offerings with the notation "W." Certain programs may require specific courses to satisfy this requirement and a student may have to take more than four writing enriched courses to complete

his or her degree. Students may be required to take as many as four writing enriched (W) courses according to the following:

Credits Toward Degree	Must Complete
1 - 27	4 W courses
28 - 73	3 W courses
74 and above	2 W courses

Please note: Transfer courses may not count toward writing enriched courses.

Writing Requirements for Graduation—Associate’s degree candidates must complete a minimum of one writing enriched course and attain a level 4 competency on the writing sample to graduate. Bachelor’s degree candidates must complete the number of writing courses based on the credits at the time of enrollment (see table above) and attain a level 5 competency on the writing sample to graduate. All final writing samples must be completed within 18 months of graduation.

MATH PROFICIENCY

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

ACADEMIC PROGRESS POLICY

STANDARDS FOR CUMULATIVE GPA

To be in good standing, students must meet the following academic progress standards:

Semester Hours Completed	Minimum GPA
15.5 or fewer	1.70
16 - 30.5	1.80
31 - 60.5	1.90
61 and more	2.00

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

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

MANDATORY REPETITION OF A COURSE

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

STANDARDS FOR SEMESTERLY PROGRESS

Grounds for dismissal for academic failure include:

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

Note that the two summer sessions comprise one semester.

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

STANDARDS FOR ELIGIBILITY FOR JUNIOR LEVEL COURSES

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

ACADEMIC RESIDENCY POLICY

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

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

GRADUATION INFORMATION

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

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

When the graduation petition is received, the student’s academic record is reviewed. The student is notified by mail regarding approval or denial of the petition.

All details and instructions regarding the commencement exercises are posted online at www.widener.edu/commencement in the spring. The site is updated regularly, so check back often for important information.

GRADUATION CRITERIA

To graduate from University College, a student must:

- Satisfactorily complete all required courses in curriculum and have cleared any “I” (incomplete) grades.
- Have at least a 2.00 overall GPA and, if applicable, the minimum GPA for the major courses.
- Satisfy residency requirement by taking the last 30 credits of classroom instruction at Widener University.

- Take at least 50 percent of the major courses at Widener University.
- Take the required number of writing enriched courses.
- Earn the required score on the writing sample within 18 months of graduation.
- Submit no more than three credits of successfully completed developmental courses toward fulfillment of his/her graduation requirements.
- Demonstrate math proficiency by completing MATH 111 or higher.
- Submit a Petition to Graduate form with payment by the deadline.

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

AUGUST GRADUATE PARTICIPATION POLICY

Students who have a cumulative grade-point average equal to or greater than 2.00 and who have no more than nine credits (bachelor's degree) or four credits (associate's degree) remaining to complete the requirements for the degree may petition for permission to participate in the May commencement ceremony. To petition for permission to participate in the ceremony, the student must, before February 1:

- Verify through consultation with the University College assistant dean that the minimum academic requirements as stated above are met.
- Submit for approval a written summer course plan to the assistant dean detailing completion on or before August 30 of these credits.
- Receive written permission from the assistant dean to participate in the commencement exercises.
- At the time of the participation petition, the student must also petition for August graduation.
- If a grade of "F" or "I" is received for a course taken during that final summer, the student must re-petition for a later graduation date.

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

CONFERRING OF DEGREES

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

ACADEMIC HONORS

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

The minimum grade-point averages for honors are:

- 3.50 Cum Laude (with distinction)
- 3.70 Magna Cum Laude (with high distinction)
- 3.85 Summa Cum Laude (with highest distinction)

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

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

FINANCIAL INFORMATION

For comprehensive information about tuition, fees, payments, billing, and financial aid, go online to www.widener.edu/onestop and click on "Student Financial Services."

BACHELOR'S DEGREE PROGRAMS

GENERAL EDUCATION REQUIREMENTS

THE PURPOSE OF GENERAL EDUCATION

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

THE DISTRIBUTION REQUIREMENTS FOR GENERAL EDUCATION

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

Humanities

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

Science and Mathematics

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

Social Science

- anthropology
- COMS 130, 180, 275, 290, 390
- sociology
- EC 201, 202*
- criminal justice
- government and politics / political science
- social science (excluding 409 & 410)
- psychology (excluding PSY 381 and higher)

* Will not satisfy 200-level social science requirement.

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

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

Students should work closely with advisors in selecting courses appropriate to their interests and academic needs.

Depending on the major, specific courses may be required within each of the three areas.

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

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

Humanities (12 credits): At least one course in humanities must be at an advanced level (300 level), except for students taking two semesters of modern language.

- Any history course (3 credits)
- Any one course from any of these four areas: English literature (130 level or above), art history, music, or philosophy (3 credits)
- Two additional courses in humanities (6 credits)

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

Social Science (12 credits):

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

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

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

GENERAL EDUCATION GOALS

By completing these requirements, students at Widener fulfill the university's general education goals, which state:

- Students communicate effectively.
- Students use quantitative methods effectively.
- Students understand the world from multiple perspectives.
- Students cultivate an awareness of themselves and their role within the human community.
- Students cultivate an awareness of their relationship to the natural world.
- Students understand ethical theories and how to apply them personally and professionally.

- Students understand and apply methods of inquiry and interpretation.
- Students think critically.

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

ALLIED HEALTH

This program is open only to those holding associate's degrees or hospital certificates in *approved* allied health professions. This degree permits students to complete a minor or select courses that will enhance personal and professional goals.

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

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

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

Students must satisfy certain general education requirements in the areas of humanities, social science, and science/mathematics. See page 16 for details. (Note: Students receiving any segment of advanced standing of less than 51 hours may have to take up to 12 semester hours of science/mathematics to satisfy the 12 semester-hour requirement in this area.) All students must complete one mathematics course.

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

LEARNING OUTCOMES

- Students will integrate core course concepts with discipline-specific practices.
- Students will demonstrate effective oral and written communication skills with their colleagues and in the wider community.
- Students will apply principles of critical thinking and problem solving to the discipline scope of practice.
- Students will evaluate the expanding professional role of the technically trained health care worker in a diverse and changing society.

ALLIED HEALTH

121–123 semester hours of credit required for degree

<i>number</i>	<i>course name</i>	<i>sem. hours</i>
<i>See course descriptions for required prerequisites and corequisites</i>		
Advanced Standing—BLOC Credit		30, 40, or 51
Basic Studies (10–12 credits)		
UCS 101	Introduction to University College Studies* <i>or</i>	(3)
UCS 102	Intro. to University College Civic Engagement*	(1)
ENGL 101	Composition & Critical Thought	3
ENGL 102	Advanced Composition & Literature	3
PSY 105	Introduction to Psychology <i>or</i>	
SOC 105	Introduction to Sociology	3
General Education (18 credits)**		
Humanities area courses		9
Science/mathematics area courses (if needed)		
Social science area courses		9
Program Core (12 credits)		
PRWR 215	Effective Communication	3
ALLH 220	Health Care & the Law	3
ALLH 421	Issues in Allied Health Care	3
ASC 401	Values Seminar in University College	3
Electives (18–51 credits)		
Free electives		18
Limited electives†		33, 23, or 12
TOTAL SEMESTER HOURS		121–123

*Students with less than 75 transfer credits will take UCS 101; those with 75 transfer credits or more will take UCS 102. This will be determined at acceptance.

**See General Education Requirements. Students who do not have 12 credits of science/mathematics within their BLOC credit must take 12 credits of science/mathematics area courses within the limited electives. One course must be MATH 111 or higher.

†Students who have been awarded advanced standing of 30 credits will take 33 credits of limited electives. Students who have been awarded advanced standing of 40 credits take 23 credits of limited electives. Those students who have 51 credits of advanced standing take 12 credits of limited electives.

MASTER OF ARTS IN ALLIED HEALTH EDUCATION

Students who complete the bachelor of science in allied health are encouraged to apply for admission to the master of arts in allied health education (see page 31).

CRIMINAL JUSTICE

120 semester hours of credit required for degree

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

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

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

LEARNING OUTCOMES

Written Communication: Students will demonstrate the ability to:

- Organize thoughts appropriately.
- Use appropriate vocabulary and sentence/paragraph structure.
- Use appropriate documentation.
- Format bibliographies correctly.

Oral Communication: Students will demonstrate the ability to:

- Organize thoughts appropriately.
- Use visual aids appropriately.
- Have an effective demeanor.
- Engage the audience.
- Display good listening skills.

Critical Reasoning: Students will demonstrate the ability to:

- Examine the elements of an argument.
- Evaluate the clarity, breadth, accuracy, and logic of an argument.
- Compare and contrast arguments.
- Develop arguments that are clear, accurate, appropriate in scope, and logical.

Computer Skills: Students will demonstrate the ability to:

- appropriately and effectively use basic word processing software.
- appropriately and effectively use basic spreadsheet software.
- appropriately and effectively use statistical package software.
- appropriately and effectively use the inter/intranet as a research and communication tool.

Research Skills: Students will demonstrate the ability to:

- Critically examine previous research.
- Develop a research useable research hypothesis.
- Formulate a data collection plan.
- Implement a data collection plan.
- Prepare data for analysis.
- Use appropriate statistical tools.
- Analyze data.
- Draw appropriate conclusions.

Specific Knowledge Relating to a Range of Criminal Justice

Topics: Students will demonstrate the ability to:

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

number	course name	sem. hours
<i>See course descriptions for required prerequisites and corequisites</i>		
Basic Studies (12 credits)		
UCS 101	Introduction to University College Studies	3
ENGL 101	Composition & Critical Thought	3
PSY 105	Introduction to Psychology	3
SOC 105	Introduction to Sociology	3
General Education (28 credits)*		
GP/POLS 101	American Government & Politics	3
Humanities area courses		12
Science/mathematics area courses		13
Program Core (64 credits)		
CJ 105	Introduction to the Criminal Justice System	3
CJ 205	Law Enforcement & Police in Society	3
CJ 210	Criminal Courts	3
CJ 215	The Correctional System	3
SOC 201	Criminology	3
CJ 315	Juvenile Delinquency & Juvenile Justice	3
CJ 325	Criminal Law & Procedure	3
CJ electives		6
<i>Select any ONE from the following four courses:</i>		
GP/POLS 205	American Public Policy & Politics	(3)
GP/POLS 206	Ethics, Politics, & Policy	(3)
GP/POLS 315	State and Local Government	(3)
GP/POLS 321	Public Administration	(3)
<i>Select any ONE from the following three courses:</i>		
GP/POLS 218	Law & Society	(3)
GP/POLS 319	Introduction to Constitutional Law	(3)
GP/POLS 320	Constitutional Rights and Liberties	(3)
<i>Select any ONE from the following three courses:</i>		
SOC 235	Minorities in American Society	(3)
SOC 266	Class Society	(3)
SOC 315	Poverty & Society	(3)
<i>Select any ONE from the following three courses:</i>		
SOC 307	Social Deviance	(3)
SOC 355	Social Theory	(3)
SOC 405	Sociology Seminar	(3)
CJ 405	Ethics in Criminal Justice	3
CJ 423	Criminal Justice Internship	6
PSY 385 [†]	Statistical Methods with Laboratory for Social Sciences	4
CJ 382 [†]	Research Methods in Criminal Justice	3
SSCI 409-410 [†]	Senior Research	6
ASC 401	Values Seminar in University College	3
Electives (16 credits)		
Free electives		16
TOTAL SEMESTER HOURS		120

*See General Education Requirements.

[†]The research sequence begins in the fall and covers four semesters (2 years, with no research courses offered in the summer). University College criminal justice students may substitute PSY 382 for CJ 382.

ENGLISH

120 semester hours of credit required for degree

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

LEARNING OUTCOMES

Students will learn:

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

ENGLISH MAJOR PORTFOLIO

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

<i>number</i>	<i>course name</i>	<i>sem. hours</i>
<i>See course descriptions for required prerequisites and corequisites</i>		
Basic Studies (9 credits)		
UCS 101	Introduction to University College Studies	3
ENGL 101	Composition & Critical Thought	3
ENGL 102	Advanced Composition & Literature	3
General Education (36 credits)*		
Humanities area courses		12
Science/mathematics area courses		12
Social science area courses		12
Program Core (48 credits)		
<i>Select any TWO from the following four courses:</i>		6
ENGL 131	Literature of the Western World I	(3)
ENGL 132	Literature of the Western World II	(3)
ENGL 133	British Literature I	(3)
ENGL 134	British Literature II	(3)
ENGL 301	Methods of Literary Study	3
English courses: any three 300-level courses relating to the time period before 1800		9
English courses: any three 300-level courses relating to the time period after 1800		9
English courses: any three from the 300-level courses		9
Humanities area courses (300-level)		6
ASC 401	Values Seminar in University College	3
ENGL 409	Senior Seminar	3
Electives (27 credits)		
Free electives		27
TOTAL SEMESTER HOURS		120

*See General Education Requirements.

LIBERAL STUDIES

120 semester hours of credit required for degree

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

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

LEARNING OUTCOMES

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

<i>number</i>	<i>course name</i>	<i>sem. hours</i>
<i>See course descriptions for required prerequisites and corequisites</i>		
Basic Studies (15 credits)		
UCS 101	Introduction to University College Studies	3
ENGL 101	Composition & Critical Thought	3
ENGL 102	Advanced Composition & Literature	3
SOC 105	Introduction to Sociology	3
PSY 105	Introduction to Psychology	3
General Education (30 credits)*		
ANTH 105	Cultural Anthropology	3
Any art history or music course		3
COMS 180	Public Speaking & Presentation	3
Any two English literature courses (131 level or higher)		6
Any history course		3
Any mathematics course (MATH 111 or higher)		3-4
Science area course with lab		4
Science/mathematics courses		4-5
Program Core (57 credits)		
PRWR 215	Effective Communication	3
Any philosophy (PHIL) course		3
Any government & politics / political science course		3
Any humanities area 300-level courses and social science area 200-level and higher courses		24
Any humanities, science/mathematics, and social science area courses and education courses		15
EC 201 or 202	Principles of Macro- or Microeconomics	3
ASC 401	Values Seminar in University College	3
ASC 409	Senior Project	3
Electives (18 credits)		
Free electives		18
TOTAL SEMESTER HOURS		120

*See General Education Requirements.

ORGANIZATIONAL DEVELOPMENT AND LEADERSHIP

120 semester hours of credit required for degree

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

LEARNING OUTCOMES

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

<i>number</i>	<i>course name</i>	<i>sem. hours</i>
<i>See course descriptions for required prerequisites and corequisites</i>		
Basic Studies (18 credits)		
UCS 101	Introduction to University College Studies	3
ENGL 101	Composition & Critical Thought	3
ENGL 102	Advanced Composition & Literature	3
PSY 105	Introduction to Psychology	3
SOC 105	Introduction to Sociology	3
IS 101	Introduction to Personal Computers <i>or</i>	
IS 105	Introduction to Computer-Based Systems	3
General Education (27 credits)*		
ANTH 105	Cultural Anthropology	3
MATH 117	Elementary Functions	4
PSY 204	Social Psychology	3
	Humanities electives	6
	Science/mathematics electives	8
	<i>Select any ONE from the following three courses:</i>	3
	GP/POLS 204 Current Issues in World Affairs	(3)
	GP/POLS 221 Introduction to International Relations	(3)
	Any world religions course	(3)
Program Core (41 credits)		
PRWR 215	Effective Communication	3
COMS 290	Interpersonal Communication	3
COMS 275	Introduction to Public Relations <i>or</i>	
COMS 390	Organizational Communication	3
APSU 210	Introduction to Applied Supervision	3
APSU 215	Legal Aspects of Supervision	3
APSU 350	Effective Planning & Organizing	3
APSU 355	Supervising Staff	3
PHIL 350	Ethics	3
SOC 330	Modern Organizations & Work	3
UCS 390	Developing Effective Decision Making	4
APSU 360	Effective Leadership Skills	3
APSU 450	Seminar in Applied Supervision	4
ASC 401	Values Seminar in University College	3
Electives (34 credits)		
	Limited electives**	24
	Free electives	10
TOTAL SEMESTER HOURS		120

**See General Education Requirements.*

PARALEGAL STUDIES

120 semester hours of credit required for degree

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

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

<i>number</i>	<i>course name</i>	<i>sem. hours</i>
<i>See course descriptions for required prerequisites and corequisites</i>		
Basic Studies (12 credits)		
ENGL 101	Composition & Critical Thought	3
ENGL 102	Advanced Composition & Literature	3
PSY 105	Introduction to Psychology	3
SOC 105	Introduction to Sociology	3
General Education (21 credits)*		
Humanities area courses		6
Science/mathematics area courses		12
Social science area courses		3
Program Core (45 credits)		
ASC 401	Values Seminar in University College	3
GP/POLS 101	American Government & Politics	3
LEI 101	Introduction to Law	3
LEI 102	Legal Research & Writing I	3
LEI 104	Legal Research & Writing II	3
LEI 106	Contracts & Commercial Transactions	3
LEI 121	Introduction to Criminal Justice	3
LEI 201	Wills and Trusts	3
LEI 204	Trial Process	3
LEI 205	Civil Practice	3
LEI 206	Business Organizations	3
LEI 212	Ethics and Paralegalism	3
LEI 226	Evidence	3
LEI 238	Internet Legal Research	3
PHIL 110	Critical Thinking	3
Electives (42 credits)		
LEI electives		21
History elective		3
Free electives		18
TOTAL SEMESTER HOURS		120

*See General Education Requirements.

PROFESSIONAL AND APPLIED STUDIES

120 semester hours of credit required for degree

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

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

LEARNING OUTCOMES

- Students will evaluate the use of information technologies and demonstrate proficiency.
- Students will be able to isolate the basic parts of problems and analyze variables in ways that permit logical and effective solutions.
- Students will be able to use their knowledge and skills to manage projects in a timely and collegial manner by demonstrating effective organizational skills.
- Students will be able to communicate effectively in writing and orally with diverse audiences in a variety of social structures.
- Students will operate as productive members of a team or group and project a professional persona within their chosen fields.

<i>number</i>	<i>course name</i>	<i>sem. hours</i>
<i>See course descriptions for required prerequisites and corequisites</i>		
Advanced Standing—BLOC Credit[†]		30 or 45
Basic Studies (15 credits)		
UCS 101	Introduction to University College Studies	3
ENGL 101	Composition & Critical Thought	3
ENGL 102	Advanced Composition & Literature	3
PSY 105	Introduction to Psychology <i>or</i>	
SOC 105	Introduction to Sociology	3
IS 101	Introduction to Personal Computers <i>or</i>	
IS 105	Introduction to Computer-Based Systems	3
General Education (18 credits)*		
Humanities area courses		9
Social science area courses		9
Program Core (33 credits)		
PRWR 215	Effective Communication	3
Professional development courses—minor**		24
UCS 400	Capstone Seminar	3
ASC 401	Values Seminar in University College	3
Electives (9–24 credits)[†]		
Free electives		24 or 9
TOTAL SEMESTER HOURS		120

*See General Education Requirements.

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

[†]Students who have been awarded advanced standing of 30 credits will take 24 credits of free electives. Those students who have 45 credits of advanced standing take 9 free elective credits. Students who do not have 12 credits of mathematics/science within their BLOC credit must take 12 credits of mathematics/science within the free electives.

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

PSYCHOLOGY

120 semester hours of credit required for degree

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

LEARNING OUTCOMES

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

number	course name	sem. hours
<i>See course descriptions for required prerequisites and corequisites</i>		
Basic Studies (9 credits)		
UCS 101	Introduction to University College Studies	3
ENGL 101	Composition & Critical Thought	3
PSY 105	Introduction to Psychology	3
General Education (25 credits)*		
Humanities area courses		12
Science/mathematics area courses		13
Program Core (48 credits)		
<i>Select TWO courses from EACH of the following three groups (one course must be a lab):</i>		
Experimental		
PSY 230**	Cognition	(3)
PSY 235	Forensic Psychology	(3)
PSY 331**	Cognition with Lab	(4)
PSY 355	Biological Psychology	(3)
Professional/Applied		
PSY 200	Industrial/Organizational Psychology	(3)
PSY 278	Problem Behavior Analysis in Children	(3)
PSY 375	Counseling & Psychotherapy	(3)
Social/Development		
PSY 204	Social Psychology	(3)
PSY 205	Personality	(3)
PSY 211**	Human Growth & Development I	(3)
PSY 212	Human Growth & Development II	(3)
PSY 332**	Human Growth & Development with Lab	(4)
Related fields courses ^{††}		6
PRWR 215	Effective Communication	3
PSY 330	Current Issues in Psychology	3
PSY 385 [†]	Statistical Methods with Lab for Social Sciences	4
PSY 387 [†]	Research Design with Lab for Social Sciences	4
SSCI 409/410 [†]	Senior Research	6
ASC 401	Values Seminar in University College	3
Electives (38 credits)		
Limited electives		17
Free electives		21
TOTAL SEMESTER HOURS		120

*See General Education Requirements. ENGL 102 is recommended.

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

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

^{††}Select courses from anthropology, biology, sociology, or CJ 105, CJ 230, CJ 315, or GWS 101.

ASSOCIATE'S DEGREE PROGRAMS

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

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

ALLIED HEALTH

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

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

LEARNING OUTCOMES

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

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

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

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

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

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

number	course name	sem. hours
<i>See course descriptions for required prerequisites and corequisites</i>		
Advanced Standing—BLOC Credit[†]		30 or 45
Basic Studies (10 credits)		
UCS 102	Intro. to University College Civic Engagement	1
ENGL 101	Composition & Critical Thought	3
MATH 115	Conceptual Mathematics	3
SOC 105	Introduction to Sociology	3
General Education (3 credits)*		
	Humanities area course	3
Program Core (3 credits)		
UCS 201	Capstone Course	3
Electives (0–15 credits)[†]		
	Free electives	15 or 0
TOTAL SEMESTER HOURS		61

*See General Education Requirements.

[†]Students who have been awarded advanced standing of 30 credits will take 15 credits of free electives. Those students who have 45 credits of advanced standing take 0 free elective credits.

GENERAL STUDIES

60 semester hours of credit required for degree

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

LEARNING OUTCOMES

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

- *Learning Outcome 1:* Students locate and organize sources of information.

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

- *Learning Outcome 2:* Students identify the basic parts of problems.
- *Learning Outcome 3:* Students use their knowledge and skills to organize projects in a timely and collegial manner by demonstrating effective organizational skills.
- *Learning Outcome 4:* Students communicate competently (clearly, critically, logically, and persuasively) in oral and written discourse.

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

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

number	course name	sem. hours
<i>See course descriptions for required prerequisites and corequisites</i>		
Basic Studies (18 credits)		
UCS 101	Introduction to University College Studies	3
ENGL 101	Composition & Critical Thought	3
ENGL 102	Advanced Composition & Literature	3
IS 101	Introduction to Personal Computers <i>or</i>	
IS 105	Introduction to Computer-Based Systems	3
PSY 105	Introduction to Psychology	3
SOC 105	Introduction to Sociology	3
General Education (17 credits)*		
	Humanities area courses	6
ANTH 105	Cultural Anthropology	3
MATH 117	Elementary Functions	4
	Science course with lab	4
Program Core (15 credits)		
COMS 290	Interpersonal Communication	3
APSU 210	Introduction to Applied Supervision	3
APSU 215	Legal Aspects of Supervision	3
PRWR 215	Effective Communication	3
UCS 201	Capstone Course	3
Electives (10 credits)		
	Free electives	10
TOTAL SEMESTER HOURS		60

*See General Education Requirements.

LIBERAL ARTS

60 semester hours of credit required for degree

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

LEARNING OUTCOMES

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

- *Learning Outcome 1:* Students classify the theories and tenets (ologies and isms) within the liberal studies disciplines/fields.
- *Learning Outcome 2:* Students locate and organize sources of information.
- *Learning Outcome 3:* Students identify relationships among liberal studies disciplines/fields.

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

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

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

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

number	course name	sem. hours
--------	-------------	------------

See course descriptions for required prerequisites and corequisites

Basic Studies (15 credits)

UCS 101	Introduction to University College Studies	3
ENGL 101	Composition & Critical Thought	3
ENGL 102	Advanced Composition & Literature	3
PSY 105	Introduction to Psychology	3
SOC 105	Introduction to Sociology	3

General Education (24 credits)*

Humanities area courses	9
ANTH 105 Cultural Anthropology	3
COMS 180 Public Speaking & Presentation	3
Any history course (100-level)	3
Science/mathematics area courses (one course should be MATH 111 or higher)	6

Program Core (6 credits)

PRWR 215 Effective Communication	3
UCS 201 Capstone Course	3

Electives (15 credits)

Free electives	15
TOTAL SEMESTER HOURS	60

*See General Education Requirements.

PARALEGAL STUDIES

60 semester hours of credit required for degree

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

number	course name	sem. hours
--------	-------------	------------

See course descriptions for required prerequisites and corequisites

Basic Studies (9 credits)

ENGL 101	Composition & Critical Thought	3
ENGL 102	Advanced Composition & Literature	3
SOC 105	Introduction to Sociology	3

General Education (9 credits)*

PHIL 110	Critical Thinking	3
Science/mathematics area courses	6	

Program Core (24 credits)

GP/POLS 101	American Government & Politics	3
LEI 101	Introduction to Law	3
LEI 102	Legal Research and Writing I	3
LEI 104	Legal Research and Writing II	3
LEI 121	Introduction to Criminal Justice	3
LEI 205	Civil Practice	3
LEI 212	Ethics and Paralegalism	3
LEI 238	Internet Legal Research	3

Electives (18 credits)

LEI electives	18
TOTAL SEMESTER HOURS	60

PROFESSIONAL AND APPLIED STUDIES

60–69 semester hours of credit required for degree

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

LEARNING OUTCOMES

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

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

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

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

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

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

number	course name	sem. hours
<i>See course descriptions for required prerequisites and corequisites</i>		
Advanced Standing—BLOC Credit[†]		30 or 45
Basic Studies (12 credits)		
UCS 101	Introduction to University College Studies	3
ENGL 101	Composition & Critical Thought	3
ENGL 102	Advanced Composition & Literature	3
PSY 105	Introduction to Psychology <i>or</i>	
SOC 105	Introduction to Sociology	3
General Education (6 credits)*		
	Humanities area course	3
	Social science area course	3
Program Core (6 credits)		
PRWR 215	Effective Communication	3
UCS 201	Capstone Course	3
Electives (6 or 0 credits)[†]		
	Free electives	6 or 0
TOTAL SEMESTER HOURS		60 or 69

*See General Education Requirements.

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

RADIOLOGIC TECHNOLOGY

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

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

LEARNING OUTCOMES

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

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

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

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

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

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

number	course name	sem. hours
<i>See course descriptions for required prerequisites and corequisites</i>		
Advanced Standing—BLOC Credit[†]		51
Basic Studies (9 credits)		
ENGL 101	Composition & Critical Thought	3
PSY 105	Introduction to Psychology	3
SOC 105	Introduction to Sociology	3
General Education (6 credits)*		
MATH 115	Conceptual Mathematics	3
	Humanities area course*	3
TOTAL SEMESTER HOURS		66

*See General Education Requirements.

MINORS

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

APPLIED SUPERVISION MINOR

22 semester hours of credit required

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

number	course name	sem. hours
<i>See course descriptions for required prerequisites and corequisites</i>		
APSU 210	Introduction to Applied Supervision	3
APSU 215	Legal Aspects of Supervision	3
APSU 350	Effective Planning & Organizing	3
APSU 355	Supervising Staff	3
APSU 360	Effective Leadership Skills	3
APSU 450	Seminar in Applied Supervision	4
PSY 204	Social Psychology	3
TOTAL SEMESTER HOURS		22

APPLIED TECHNOLOGY SUPERVISION MINOR

24 semester hours of credit required

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

number	course name	sem. hours
<i>See course descriptions for required prerequisites and corequisites</i>		
APSU 210	Introduction to Applied Supervision	3
APSU 215	Legal Aspects of Supervision	3
APSU 350	Effective Planning & Organizing	3
APSU 375	Managing Technology Organizations	3
ENGR 412	Engineering Economics	3
IS 335	Project Management for Organizations & IS	3
QA 251	Elementary Statistical Analysis	3
QA 252	Intermediate Statistical Analysis	3
TOTAL SEMESTER HOURS		24

MATH 117 and PHIL 350 or 352 are required prerequisites for this minor.

CRIMINAL JUSTICE MINOR

24 semester hours of credit required

This program may be taken in addition to a degree program by students who desire an understanding of the criminal justice system or by those in a nondegree program who have an interest in the field.

number	course name	sem. hours
<i>See course descriptions for required prerequisites and corequisites</i>		
CJ 105	Introduction to the Criminal Justice System	3
CJ 205	Law Enforcement & Police in Society	3
CJ 210	Criminal Courts	3
CJ 215	The Correctional System	3
CJ 315	Juvenile Delinquency & Juvenile Justice	3
CJ 325	Criminal Law & Procedure	3
CJ elective		3
SOC 201	Criminology	3
TOTAL SEMESTER HOURS		24

ENGLISH MINOR

21 semester hours of credit required

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

number	course name	sem. hours
<i>See course descriptions for required prerequisites and corequisites</i>		
Select TWO courses from ENGL 131, 132, 133, 134		6
English course relating to the time period before 1800 (300 level)		3
English course relating to the time period after 1800 (300 level)		3
English electives—only one may be a writing course (300 level)		9
TOTAL SEMESTER HOURS		21

FACILITIES MANAGEMENT MINOR

24 semester hours of credit required

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

number	course name	sem. hours
<i>See course descriptions for required prerequisites and corequisites</i>		
ACCT 200	Survey of Accounting	3
APSU 215	Legal Aspects of Supervision	3
APSU 350	Effective Planning & Organizing	3
FAC 350	Facilities Management	3
FAC 355	Facilities Planning & Project Management	3
FAC 360	Information Systems Contracting	3
FAC 450	Capstone Course in Facilities Management	3
Electives—Choose ONE of the following		3
ENVR 100	Introduction to Environmental Science	(3)
FAC 420	Real Estate & Lease Portfolio Management	(3)
PRWR 215	Effective Communication	(3)
PSY 200	Industrial/Organizational Psychology	(3)
SOC 330	Modern Organizations & Work	(3)
TOTAL SEMESTER HOURS		24

GENDER AND WOMEN'S STUDIES MINOR

18 semester hours of credit required*

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

number	course name	sem. hours
<i>See course descriptions for required prerequisites and corequisites</i>		
GWS 101*	Introduction to Women's Studies	3
	Select five GWS electives**	15
TOTAL SEMESTER HOURS		18

*Counts toward general education requirements.

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

INSTRUCTIONAL METHODS FOR WORKPLACE TRAINERS

21 semester hours of credit required

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

number	course name	sem. hours
<i>See course descriptions for required prerequisites and corequisites</i>		
INMT 301	Introduction to Education of Adults	3
INMT 302	Teaching Methods for the Adult Learner	3
INMT 303	Instructional Design	3
INMT 350	Integrating Technology into the Classroom	3
INMT 360	Evaluation & Assessment	3
INMT 405	Education: Current Issues	3
PSY 200	Industrial/Organizational Psychology	3
TOTAL SEMESTER HOURS		21

PSYCHOLOGY MINOR

25 semester hours of credit required

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

number	course name	sem. hours
<i>See course descriptions for required prerequisites and corequisites</i>		
PSY 105	Introduction to Psychology	3
PSY 385	Statistical Methods with Laboratory	4
	Select SIX psychology courses, excluding PSY 382, 383, 384, 387, 409, and 410	18
TOTAL SEMESTER HOURS		25

SOCIOLOGY MINOR

21 semester hours of credit required

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

number	course name	sem. hours
<i>See course descriptions for required prerequisites and corequisites</i>		
SOC 105	Introduction to Sociology	3
SOC 355	Social Theory	3
	Select five sociology courses, 200 level or higher	15
TOTAL SEMESTER HOURS		21

PRE-PROFESSIONAL PREPARATION

Students interested in:

- pre-law
- pre-physical therapy

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

PRE-PHYSICAL THERAPY 3+3 PROGRAM

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

PRE-LAW

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

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

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

LEGAL EDUCATION INSTITUTE SPECIAL PROGRAMS

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

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

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

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

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

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

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

LEI ACADEMIC GOALS

The primary goal of the Legal Education Institute is the education of qualified individuals in the theory and philosophy of law and ethical responsibility under the supervision of attorneys. Students are trained for their paraprofessional role in the delivery of legal services and skills that will enable them to assist attorneys in all phases of private and public law.

The overall goal is the educational training and development of students that fosters an understanding and appreciation of the law and ethical responsibilities, and the practical training that enhances personal and professional ability to adapt and grow with changes in the legal environment.

The goals established by the Legal Education Institute reflect the prevailing ethical and educational standards established by the American Bar Association to enhance the competent and effective delivery of legal services to all segments of society.

LEGAL NURSE CONSULTANT CERTIFICATES

24 semester hours of credit required

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

The goal of the ABA-approved LNC program is to provide maximum opportunity for registered nurses to be educated both in the classroom and in the diverse fields in which LNCs practice. Courses are taught by highly experienced professional attorneys

and LNCs. Students who are accepted into the LNC program must hold a diploma or an associate's or bachelor's degree in nursing and a current RN license.

LNC Program Objectives

The Legal Education Institute's primary LNC program objectives are:

- To prepare students to screen cases for merit.
- To prepare students with the knowledge to conduct medical and legal research.
- To provide students with the tools to prepare chronologies of medical events and to organize and review medical records.
- To teach students how to summarize medical and legal research pertinent to each case.
- To prepare students to assist attorneys in identifying adherence to and deviations from standards of care.
- To foster an understanding and appreciation for the role of the LNC that reflects the prevailing ethical and educational standards set forth by the legal profession.
- To prepare students to analyze causation and damage issues with an understanding of the legal system.
- To provide students with the training and skills necessary to become competent paraprofessionals in the legal field by assisting with the preparation of demonstrative evidence and mitigation of damages.
- To develop students' technology, writing, and research skills when reviewing case studies.

LEGAL NURSE CONSULTANT CERTIFICATE (GENERAL)

<i>number</i>	<i>course</i>	<i>sem. hours</i>
<i>See course descriptions for required prerequisites and corequisites</i>		
LEI 102	Legal Research I	3
LEI 105	Legal Research II/Medical Research	3
LEI 205	Civil Practice	3
LEI 213	Torts & Personal Injury Law	3
LEI 222	Health Care Law & Ethics	3
LEI 231	Introduction to Legal Nurse Consultant	3
LEI 232	Principles & Practice of the Legal Nurse Consultant	3
LEI 233	Mentorship	3
TOTAL SEMESTER HOURS		24

LEGAL NURSE CONSULTANT CERTIFICATE WITH A CONCENTRATION IN FORENSIC NURSING

<i>number</i>	<i>course</i>	<i>sem. hours</i>
<i>See course descriptions for required prerequisites and corequisites</i>		
LEI 102	Legal Research I	3
LEI 105	Legal Research II/Medical Research	3
LEI 121	Introduction to Criminal Justice	3
LEI 217	Violence & the Law	3
LEI 231	Introduction to Legal Nurse Consultant	3
LEI 232	Principles & Practice of the Legal Nurse Consultant	3
LEI 246	Introduction to Forensic Science	3
LEI 264	Criminal Mitigation & Ethics <i>or</i>	
LEI 267	Forensic Psychology & Ethics	3
TOTAL SEMESTER HOURS		24

PARALEGAL STUDIES CERTIFICATE

24 semester hours of credit required

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

Paralegal Program Objectives

The primary paralegal program objectives of the Legal Education Institute are:

- To provide students with the training and skills necessary to become competent paraprofessionals in the legal field.
- To prepare students to perform legal research and draft documents and pleadings in a variety of legal settings.
- To provide students with an understanding of the legal system and the process of civil and criminal litigation, as well as public and private law.
- To provide students with the tools to interview clients and witnesses and investigate cases.
- To develop students' technology skills utilizing current litigation software packages and electronic discovery tools.
- To enhance students' understanding of their ethical responsibility and role under the supervision of attorneys.
- To provide students with the skills to assist in real property closings, including preparing documents, drafting memos, interviewing clients, and helping with title searches, liens, judgments, and foreclosures.
- To provide students with a well rounded legal education that includes various legal topics, competency in legal technologies, solid writing skills, and preparation for graduation.
- To assist in all phases of litigation including interviewing, discovery, depositions, pleadings, and trial notebooks, as well as hands-on training.
- To teach students solid writing skills, active listening, and effective communication skills.
- To assist in all phases of a criminal case, including interviewing and investigation, discovery, and pretrial motions.
- To assist in review and development of medical malpractice case files, chronologies, negligence-based claims, and vicarious and strict liability.
- To develop an understanding of various types of corporate law cases such as copyright and patent law, bankruptcy, corporate filings, limited liability companies, chancery court, and partnerships.

PARALEGAL STUDIES CERTIFICATE (GENERAL)

<i>number</i>	<i>course name</i>	<i>sem. hours</i>
<i>See course descriptions for required prerequisites and corequisites</i>		
LEI 101	Introduction to Law	3
LEI 102	Legal Research & Writing I	3
LEI 104	Legal Research & Writing II	3
LEI 201	Wills & Trusts	3
LEI 205	Civil Practice	3
LEI 206	Business Organizations	3
LEI 212	Ethics & Paralegalism	3
LEI 238	Internet Legal Research	3
TOTAL SEMESTER HOURS		24

CONCENTRATIONS

Our paralegal certificate program has been expanded to provide students with the opportunity to specialize their education and prepare for exciting careers in the legal field. All paralegal certificates with concentrations have been approved by the American Bar Association.

PARALEGAL STUDIES CERTIFICATE WITH A CONCENTRATION IN CORPORATE LAW

24 semester hours of credit required

<i>number</i>	<i>course name</i>	<i>sem. hours</i>
<i>See course descriptions for required prerequisites and corequisites</i>		
LEI 101	Introduction to Law	3
LEI 102	Legal Research I	3
LEI 104	Legal Research II	3
LEI 106	Contract Law	3
LEI 205	Civil Practice	3
LEI 206	Business Organizations	3
LEI 212	Ethics & Paralegalism	3
LEI 240	Intellectual Property <i>or</i>	
LEI 208	Bankruptcy	3
TOTAL SEMESTER HOURS		24

PARALEGAL STUDIES CERTIFICATE WITH A CONCENTRATION IN CRIMINAL LAW

24 semester hours of credit required

<i>number</i>	<i>course name</i>	<i>sem. hours</i>
<i>See course descriptions for required prerequisites and corequisites</i>		
LEI 101	Introduction to Law	3
LEI 102	Legal Research I	3
LEI 104	Legal Research II	3
LEI 121	Introduction to Criminal Justice	3
LEI 204	Trial Process	3
LEI 212	Ethics & Paralegalism	3
LEI 226	Evidence	3
LEI 245	Criminal Procedure	3
TOTAL SEMESTER HOURS		24

PARALEGAL STUDIES CERTIFICATE WITH A CONCENTRATION IN ESTATE ADMINISTRATION

24 semester hours of credit required

<i>number</i>	<i>course name</i>	<i>sem. hours</i>
<i>See course descriptions for required prerequisites and corequisites</i>		
LEI 101	Introduction to Law	3
LEI 102	Legal Research I	3
LEI 104	Legal Research II	3
LEI 120	Estate Administration	3
LEI 201	Wills & Trusts	3
LEI 205	Civil Practice	3
LEI 210	Taxation for Paralegals	3
LEI 212	Ethics & Paralegalism	3
TOTAL SEMESTER HOURS		24

**PARALEGAL STUDIES CERTIFICATE
WITH A CONCENTRATION IN HEALTH LAW**

24 semester hours of credit required

<i>number</i>	<i>course name</i>	<i>sem. hours</i>
<i>See course descriptions for required prerequisites and corequisites</i>		
LEI 101	Introduction to Law	3
LEI 102	Legal Research I	3
LEI 104	Legal Research II	3
LEI 106	Contract Law	3
LEI 205	Civil Practice	3
LEI 213	Torts & Personal Injury Law	3
LEI 220	Medical Malpractice	3
LEI 222	Health Care Law & Ethics	3
TOTAL SEMESTER HOURS		24

**PARALEGAL STUDIES CERTIFICATE WITH
A CONCENTRATION IN INTELLECTUAL PROPERTY**

24 semester hours of credit required

<i>number</i>	<i>course name</i>	<i>sem. hours</i>
<i>See course descriptions for required prerequisites and corequisites</i>		
LEI 101	Introduction to Law	3
LEI 102	Legal Research I	3
LEI 104	Legal Research II	3
LEI 209	Practicum <i>or</i>	
LEI 106	Contract Law	3
LEI 212	Ethics & Paralegalism	3
LEI 274	Trademarks & Copyrights	3
LEI 275	Patents & Trade Secrets	3
LEI 276	Intellectual Property Transactions	3
TOTAL SEMESTER HOURS		24

**PARALEGAL STUDIES CERTIFICATE
WITH A CONCENTRATION IN LITIGATION**

24 semester hours of credit required

<i>number</i>	<i>course name</i>	<i>sem. hours</i>
<i>See course descriptions for required prerequisites and corequisites</i>		
LEI 101	Introduction to Law	3
LEI 102	Legal Research I	3
LEI 104	Legal Research II	3
LEI 204	Trial Process <i>or</i>	
LEI 238	Internet Legal Research	3
LEI 205	Civil Practice	3
LEI 212	Ethics	3
LEI 213	Torts	3
LEI 226	Evidence	3
TOTAL SEMESTER HOURS		24

**PARALEGAL STUDIES CERTIFICATE
WITH A CONCENTRATION IN REAL ESTATE**

24 semester hours of credit required

<i>number</i>	<i>course name</i>	<i>sem. hours</i>
<i>See course descriptions for required prerequisites and corequisites</i>		
LEI 101	Introduction to Law	3
LEI 102	Legal Research I	3
LEI 104	Legal Research II	3
LEI 106	Contracts & Commercial Transactions	3
LEI 135	Adv. Residential & Commercial Real Estate	3
LEI 203	Introduction to Real Estate	3
LEI 212	Ethics & Paralegalism	3
LEI 253	Real Estate Title Search & Examination	3
TOTAL SEMESTER HOURS		24

MASTER'S DEGREE PROGRAM

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

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

ADMISSION CRITERIA

To apply, fulfill the following procedures and requirements:

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

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

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

GRADING AND DISMISSAL

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

MASTER OF ARTS IN ALLIED HEALTH EDUCATION

32 semester hours of credit required for degree

number	course name	sem. hours
<i>See course descriptions for required prerequisites and corequisites</i>		
Foundations		
ED 583	Education of Adults from a Developmental Perspective	3
ED 544	Multicultural Education <i>or</i> Human sexuality education elective	3
ED 505	Alternative Education Models	3
ED 509	Curriculum Theory	3
Research		
ED 510	Applications in Educational Research	3
ED 714	Qualitative Research	3
Professional Core		
HCM 601	Health Care Policy	3
HCM 670	Legal Issues in Health Care	1.5
HCM 673	Financial Management*	1.5
BPI 600	Business Process Management	3
ALLH 600	Managing Allied Health Care Operations	3
Project		
ALLH 750	Portfolio Project	2
TOTAL SEMESTER HOURS		32

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

GRADUATE COURSE DESCRIPTIONS

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

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

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

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

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

In an effort of become leaner and improve responsiveness to the customer in a volatile economic time, organizations of the 21st century are putting more emphasis on process-centric approaches and are viewing the key to success as lying in business process management (BPM). BPM involves the practice of improving the efficiency and effectiveness of organizations by focusing on and automating business processes, thereby creating agile processes to consistently achieve competitive advantage. This course is an introduction and overview of BPM. The concepts, fundamentals,

methods, and organizational impact of BPM are emphasized. The phases of BPM are examined, which include process strategy, process definition, process implementation, and process controlling. The course also covers the general methodologies and information technologies used in each of these phases for successful BPM initiatives. Case studies are used to help students gain a fundamental understanding of BPM and the surrounding issues in organizations. Prerequisite: None.

ED 510 APPLICATIONS OF EDUCATION RESEARCH (3 S.H.)

This course helps instructors review educational research and understand research methods in education so they can apply recent developments in their own teaching environments.

ED 505 ALTERNATIVE EDUCATIONAL MODELS (3 S.H.)

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

ED 509 CURRICULUM THEORY (3 S.H.)

The development and current character of the field of curriculum are “sets of intended learnings” for this course. Through historical, political, social, and economic analysis, the course traces the efforts and outcomes of curriculum development. Curriculum specialists in the field make presentations on current curriculum trends.

ED 544 MULTICULTURAL EDUCATION (3 S.H.)

The focus of this course is to establish a forum to discuss the subject of diversity in a constructive way. The discussion of diversity often results in misunderstanding and lack of forthrightness. This course serves as a starting point for dialogues on the impact of diversity.

ED 583 THE EDUCATION OF ADULTS FROM A DEVELOPMENTAL PERSPECTIVE (3 S.H.)

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

ED 714 QUALITATIVE RESEARCH METHODS IN EDUCATION (3 S.H.)

This course clarifies and explains some of the different approaches and methods by which qualitative research in education is being conducted, and develops a sense of what is meant by the term ‘qualitative.’ The course is also designed to provoke discussion and further elaboration of the issues and methods that are represented, e.g., ethnography, historiography, content analysis, conceptual analysis, and grounded theory.

HCM 601 HEALTH CARE POLICY (3 S.H.)

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

HCM 670 INTRODUCTION TO LEGAL ISSUES IN HEALTH CARE MANAGEMENT (1.5 S.H.)

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

HCM 673 FINANCIAL MANAGEMENT IN THE HEALTH CARE INDUSTRY (1.5 S.H.)

This course applies concepts in managerial accounting and finance to the financial management of health care organizations. It emphasizes the identification of appropriate data for planning and control functions and the use of analytical techniques for decision-making in a health care setting. Prerequisites: HCM 601, undergraduate financial accounting, and a working knowledge of EXCEL or permission of instructor.

Undergraduate Courses

Accounting (ACCT)	34
Allied Health (ALLH)	34
Anthropology (ANTH)	34
Applied Supervision (APSU)	34
Art History (AH)	35
Arts and Sciences (ASC)	35
Biology (BIOL)	35
Chemistry (CHEM)	36
Chinese (CHNS)	37
Communication Studies (COMS)	37
Computer Science (CSCI)	37
Creative Writing (CRWR)	37
Criminal Justice (CJ)	37
Earth and Space Science (ESSC)	39
Economics (EC)	40
Engineering (ENGR)	40
English (ENGL)	40
Environmental Science (ENVR)	43
Facilities Management (FAC)	43
French (FREN)	44
Gender and Women's Studies (GWS)	44
German (GRMN)	46
Government and Politics (GP/POLS)	46
History (HIST)	47
Humanities (HUM)	49
Information Systems (IS)	49
Instructional Methods for Workplace Trainers (INMT)	49
Legal Education Institute (LEI)	50
Mathematics (MATH)	55
Music (MUS)	55
Philosophy (PHIL)	56
Physics (PHYS)	56
Professional Writing (PRWR)	57
Psychology (PSY)	57
Quantitative Business Analysis (QA)	59
Reading (RDG)	60
Science (SCI)	60
Social Science (SSCI)	60
Social Work (SW)	60
Sociology (SOC)	60
Spanish (SPAN)	62
Transitional Education (TRED)	62
University College Studies (UCS)	62

Note that semester hours is abbreviated S.H.

Writing enriched courses are designated W

Service learning courses are designated S.L.

ACCOUNTING (ACCT)

ACCT 200 SURVEY OF ACCOUNTING (3 S.H.)

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

ALLIED HEALTH (ALLH)

ALLH 220 HEALTH CARE AND THE LAW (3 S.H.)

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

ALLH 409 ALLIED HEALTH PROJECT (3 S.H.)

This project gives senior-level students the opportunity to develop a substantial educational resource or conduct an educational research project related to the field. Prerequisites: ENGL 101 and 102 and permission of the allied health advisor.

ALLH 421 ISSUES IN ALLIED HEALTH CARE (3 S.H.)

The seminar involves an interdisciplinary approach to explore the issues and roles within allied health professions. Students have the opportunity to integrate their technical training, liberal arts background, and chosen specialty to their professional area. Topics covered include ethics, cost containment within the healthcare industry, professionalism, accountability, and health care delivery. Prerequisites: ENGL 101 and 102, completion of 90 credits, and approval of advisor.

ANTHROPOLOGY (ANTH)

ANTH 105 CULTURAL ANTHROPOLOGY (3 S.H.)

This course acquaints students with how anthropologists use a cross-cultural approach to understand human behavior. Differences among the world's cultures are examined in terms of technological levels, social organization, and ideology. Topics include symbolism, language, sex roles, economic systems, kinship, political systems, religion, magic, warfare, and cultural change. The course concludes by exploring how an anthropological perspective

provides insight into contemporary ecological, social, and human survival issues.

ANTH 207 HUMAN EVOLUTION AND DIVERSITY (3 S.H.)

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

ANTH 208 RACE AND RACISM (3 S.H.)

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

APPLIED SUPERVISION (APSU)

APSU 210 INTRODUCTION TO APPLIED SUPERVISION (3 S.H.)

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

APSU 215 LEGAL ASPECTS OF SUPERVISION (3 S.H.)

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

APSU 350 EFFECTIVE PLANNING AND ORGANIZING (3 S.H.)

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

APSU 355 SUPERVISING STAFF (3 S.H.)

Teamwork, understanding group dynamics, and conflict-resolution skills are important components of supervising and motivating staff. Topics include team-building skills, motivating and empowering staff, providing consistent and objective performance evaluation, as well as legal issues related to staff evaluation,

discipline, and termination. A learning journal is required. Prerequisite: APSU 350.

APSU 360 EFFECTIVE LEADERSHIP SKILLS (3 S.H.)

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

APSU 375 MANAGING TECHNOLOGY ORGANIZATIONS (3 S.H.)

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

APSU 450 SEMINAR IN APPLIED SUPERVISION (4 S.H.)

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

ART HISTORY (AH)

AH 101 ART HISTORY I (3 S.H.)

A survey of the major visual arts—architecture, sculpture, painting—from prehistoric times to the Renaissance. No prerequisites.

AH 102 ART HISTORY II (3 S.H.)

A survey of the major visual arts—architecture, sculpture, painting—encompassing the period from the Renaissance to contemporary times. No prerequisites.

AH 350 WOMEN AND ART (SAME AS GWS 350) (3 S.H.)

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

ARTS AND SCIENCES (ASC)

ASC 401 VALUES SEMINAR IN UNIVERSITY COLLEGE (3 S.H.) (W)

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

ASC 409 SENIOR PROJECT (3 S.H.) (W)

This is a preparation for the research project required for students enrolled in the liberal studies baccalaureate program. Projects are interdisciplinary. Guidelines can be obtained from the academic advisor. Prerequisite: Completion of 90 semester hours.

BIOLOGY (BIOL)

BIOL 100 PRINCIPLES OF BIOLOGICAL SYSTEMS LECTURE (3 S.H.)

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

BIOL 101 PRINCIPLES OF BIOLOGICAL SYSTEMS (4 S.H.)

This introductory course focuses on the established fundamental principles common to all known forms of life. Topics include the origin of life forms (abiogenesis) on this planet and the evolution and operation (metabolism and self-perpetuation) of such life forms at various levels of biological organization. Comprehension of the principles, including “complementarity between structure and function,” is emphasized throughout. The course is designed as a science elective for business, humanities, and social science students. Three class hours; three laboratory hours. Students may not receive credit for both this course and BIOL 100.

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

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

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

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

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

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

BIOL 113 EVOLUTION (3 S.H.)

This course is designed for nonscience majors interested in understanding the theory of evolution. An understanding of evolution requires knowledge of the scientific process, how hypotheses are formulated, and the definition of scientific theory. These topics are covered at the beginning of the course. Other topics include a discussion of the origin of life on earth, biographical information about Charles Darwin and discussion of his books *The Voyage of the Beagle* and *On the Origin of Species*, the evidence supporting the theory of evolution, basic concepts in genetics, and a comparison between artificial and natural selection. The course concludes with a discussion of evolutionary developmental biology and human evolution. This course fulfills the science distribution requirement. Prerequisite: None.

BIOL 115 HUMAN NUTRITION (3 S.H.)

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

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

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

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

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

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

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

BIOL 219 MICROBIOLOGY (3 S.H.)

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

BIOL 220 MICROBIOLOGY LABORATORY (1 S.H.)

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

CHEMISTRY (CHEM)

CHEM 100 CHEMISTRY AND EVERYDAY LIFE (3 S.H.)

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

CHEM 105 GENERAL, ORGANIC, AND BIOCHEMISTRY (3 S.H.)

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

CHEM 106 GENERAL, ORGANIC, AND BIOCHEMISTRY LABORATORY (1 S.H.)

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

CHINESE (CHNS)

CHNS 101, 102 ELEMENTARY CHINESE I & II (3 S.H. EACH)

These courses introduce students to basic Chinese grammar and vocabulary through a variety of speaking, listening, reading, and writing activities. Recommended for students with little or no previous Chinese instruction.

CHNS 201, 202 INTERMEDIATE CHINESE I & II (3 S.H. EACH)

Intermediate Chinese I and II aim to improve students' language skills with regard to daily conversation and specific fields. Students do more oral practice to improve their capacity to communicate with others in Mandarin Chinese. In addition, students learn to read long paragraphs in Chinese and write short compositions. These courses help students become more proficient in real-life situations. The courses are very useful for students who would like to travel, study abroad, and conduct business in overseas Chinese communities like China, Hong Kong, Taiwan, and Singapore.

COMMUNICATION STUDIES (COMS)

COMS 130 MASS MEDIA AND SOCIETY (3 S.H.)

This course examines the historical evolution and present day structure and composition of the mass media and its related industries. It also briefly examines the impact of mass media on individuals and society and introduces students to mass communication research.

COMS 180 PUBLIC SPEAKING & PRESENTATION (3 S.H.)

The course provides students with the skills needed to deliver compelling speeches and presentations. Students will learn to communicate information powerfully for both small groups and large audiences.

COMS 275 INTRODUCTION TO PUBLIC RELATIONS (3 S.H.)

This course introduces the field of public relations, its functions, and its various applications. It examines basic concepts and principles of public relations and the history of the field. The basic public relations process—research, planning, execution, and evaluation is applied to a course project.

COMS 290 INTERPERSONAL COMMUNICATIONS (3 S.H.)

This course introduces students to principles of interpersonal communication. The course examines basic verbal and nonverbal elements that affect communication between individuals in a variety of interpersonal and small group contexts: friendship, romantic relationships, marriage, the family, the social peer group, and the work group.

COMS 390 ORGANIZATIONAL COMMUNICATION (3 S.H.)

This course introduces students to the field of organizational communications and its practices in both nonprofit and business organizations. The course is both theoretical and practical in nature. Students are expected to learn the basic understandings upon which

communication in organizations is founded and the skills to effectively identify and communicate with audiences within and outside of organizations. Students are also exposed to organizational problems and communication solutions within those organizations.

COMPUTER SCIENCE (CSCI)

CSCI 131 INTRODUCTION TO PROGRAMMING (3 S.H.)

This introductory course is designed for the student with no previous experience in programming. The Python language is used to work with lists, strings, arrays, and files using loops, user defined functions, and Python library functions.

CSCI 143 PROGRAMMING IN C (4 S.H.)

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

CREATIVE WRITING (CRWR)

CRWR 151 THE WRITING LIFE (3 S.H.) (W)

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

CRWR 351 THE CONTEMPORARY LITERARY SCENE (3 S.H.) (W)

In this course, students examine developments in creative writing (fiction, poetry, drama, nonfiction) of the last 25 years. Special attention is devoted to thematic, stylistic, and structural concerns.

CRIMINAL JUSTICE (CJ)

CJ 105 INTRODUCTION TO THE CRIMINAL JUSTICE SYSTEM (3 S.H.)

A general introduction to the study of the American system of criminal justice. The crime problem, the police, the judicial system, and correctional agencies are examined. Both the legal and behavioral realities of each stage of the criminal justice process are discussed and analyzed.

CJ 205 LAW ENFORCEMENT AND POLICE IN SOCIETY (3 S.H.)

An introduction to a range of historical, political, and sociological problems in institutions vested with the responsibility to enforce laws and preserve order. Emphasis is also placed on the study of the relationship between police and the communities in which they serve. Prerequisite: CJ 105.

CJ 210 CRIMINAL COURTS (3 S.H.)

An analysis of judicial decision making with an emphasis on the structure and performance of American trial and appellate courts. In addition to reviewing the basic legal concepts that underlie the criminal courts, students examine research findings on the behavior of judges, juries, prosecutors, defense attorneys, defendants, and other key actors in the judicial process. Prerequisite: CJ 105.

CJ 215 THE CORRECTIONAL SYSTEM (3 S.H.)

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

CJ 225 PRINCIPLES OF CRIMINAL INVESTIGATION (3 S.H.)

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

CJ 230 DOMESTIC VIOLENCE AND THE JUSTICE SYSTEM (3 S.H.) (SAME AS GWS 230)

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

CJ 235 GENDER, RACE, CLASS, CRIME, AND JUSTICE (3 S.H.)

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

CJ 245 WOMEN AND CRIMINAL JUSTICE (SAME AS GWS 245) (3 S.H.)

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

CJ 255 GANGS IN AMERICA (3 S.H.)

This course covers important issues surrounding the study of gangs in America. In particular are discussions of the definition of "gangs," the nature and extent of the gang problem in the United States, theoretical explanations for gang activity, and

gang policies. The course is designed to help students gain an understanding of gang activity in the United States, and to think critically about ways to address this problem. No prerequisites.

CJ 267 MEDIA, CRIME, & CRIMINAL JUSTICE (3 S.H.)

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

CJ 285 ORGANIZED CRIME (3 S.H.)

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

CJ 305 CRIMINAL EVIDENCE (3 S.H.)

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

CJ 315 JUVENILE DELINQUENCY AND JUVENILE JUSTICE (3 S.H.)

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

CJ 320 WHITE COLLAR CRIME (3 S.H.)

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

CJ 325 CRIMINAL LAW AND PROCEDURE (3 S.H.)

This course addresses the phenomenon of criminal law and the procedures involved in the criminal justice system. Topics include the legal presumptions of innocence and individual culpability, rules of evidence, legal representation, and sentencing/punishment. The

course also addresses Constitutional guidelines governing the procedures of arrest, adjudication, and appeal. Prerequisite: CJ 105.

CJ 330 CAPITAL PUNISHMENT (3 S.H.)

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

CJ 335 COMMUNITY-BASED YOUTH DEVELOPMENT INTERVENTION STRATEGIES AND PRACTICES: INTEGRATING CRIMINAL JUSTICE AND PSYCHOLOGICAL APPROACHES (SAME AS PSY 335) (6 S.H.)

This is an interdisciplinary criminal justice and psychology year-long course on community intervention strategies and practices for at-risk youth. Theories and research that explain problem behaviors (i.e., mental health, substance abuse, delinquency) are reviewed, focusing on both the macro-structural factors emphasized in criminology and the micro-level perspective emphasized in psychology. Current intervention and prevention programs are examined and combined with field experience to train students in the principles of civic engagement, as well as in the mentoring and treatment of at-risk youth. Open to criminal justice or psychology majors with junior standing or above, or with instructor's permission.

CJ 345 CRITICAL ISSUES IN CRIMINAL JUSTICE (3 S.H.)

Selected issues confronting the criminal justice system and society in the United States are examined through assigned readings, discussion, visiting speakers, and research papers or projects.

CJ 346 POLICE/COMMUNITY RELATIONS (3 S.H.)

This course focuses on the challenges presented by policing in modern communities. Focusing on the "practical" side of policing, topics include the impact of selection, training, and professional socialization on community law enforcement, as well as the effects of discretion, racial diversity, and urban crime.

CJ 355 COMMUNITY-BASED CORRECTIONS (3 S.H.)

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

CJ 382 RESEARCH METHODS IN CRIMINAL JUSTICE (3 S.H.)

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

CJ 405 ETHICS IN CRIMINAL JUSTICE (3 S.H.) (W)

This senior-level, writing enriched course addresses various aspects and approaches to the practice and study of ethics in the criminal justice system. Topics include philosophical approaches to crime, justice, and punishment, as well as practical ethics for those who work in the system. After studying the concepts of ethical justice, students apply ethical principles to law, law enforcement, and corrections. Required for all seniors in the major.

CJ 409, 410 SENIOR RESEARCH (3 S.H. EACH COURSE)

See SSCI 409, 410.

CJ 423 CRIMINAL JUSTICE INTERNSHIP (6 S.H.)

Subject-related work experience. The setting must be approved by the faculty. Required of all criminal justice majors in the senior year. Others are not eligible.

CJ 499 INDEPENDENT STUDY (3 S.H.)

Individual study for specially qualified advanced students. Requires permission of criminal justice faculty member.

EARTH AND SPACE SCIENCE (ESSC)

ESSC 103 PLANET EARTH (3 S.H.)

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

ESSC 108 INTRODUCTION TO ASTRONOMY (SAME AS PHYS 108) (3 S.H.)

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

ESSC 109 INTRODUCTION TO WEATHER AND CLIMATE (SAME AS PHYS 109) (3 S.H.)

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

ESSC 113 PLANET EARTH LABORATORY (1 S.H.)

Laboratory associated with ESSC 103. Selected laboratory and field exercises related to corresponding text topics on Planet Earth. Corequisite: ESSC 103.

ESSC 118 ASTRONOMY LABORATORY (SAME AS PHYS 118) (1 S.H.)

This laboratory course is designed to complement ESSC 108. Laboratory exercises include identifying moon features, optics, understanding star properties, spectral analysis, and classification

of galaxies. The laboratories are mostly pen and paper exercises to be completed in class. This course fulfills the science laboratory requirement. Two hours laboratory. Corequisite: ESSC 108.

**ESSC 119 WEATHER AND CLIMATE LABORATORY
(SAME AS PHYS 119) (1 S.H.)**

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

ECONOMICS (EC)

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

**EC 201 PRINCIPLES OF MACROECONOMICS
(FORMERLY EC 101) (3 S.H.)**

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

**EC 202 PRINCIPLES OF MICROECONOMICS
(FORMERLY EC 102) (3 S.H.)**

An introductory study of the operations of output (product) and input (resource) markets as they relate to demand and supply decisions by households, businesses, government, and the rest of the world (foreign trade patterns). Attention centers on the role of prices in allocating scarce resources among competing users, as well as on imperfections in and failures of markets to effectively allocate such resources. Among the topics covered are an introduction to economizing problems and issues, market systems and demand and supply analysis, consumer behavior and product demand, production functions and costs, output pricing under various market structures, input pricing under various market structures with special emphasis on labor markets, and demand and supply determinants of international trade patterns. This course may be used to satisfy the social science general education distribution requirement. Prerequisite: 30 semester hours.

ENGINEERING

ENGR 412 ENGINEERING ECONOMICS (3 S.H.)

An introduction to the economic environment of industry. Time value of money, cash flow analysis, rate of return, depreciation, taxes, and linear programming. Review of corporate economic

practices to develop basic understanding of the economic evaluation of engineering alternatives and new engineering programs. Several cases of engineering decision-making situations are analyzed. Fall and spring terms. Prerequisite: Junior status.

ENGLISH (ENGL)

ENGL 100 FUNDAMENTALS OF ENGLISH (3 S.H.)

This course reviews the fundamentals of English composition: parts of speech, punctuation and mechanics, spelling, diction, sentence structure, the paragraph, outlining, the theme. The course, designed to assist students in increasing their level of competency in written expression, provides intense drill in fundamentals and frequent short writing exercises. Some writing exercises are designed to teach students the use of the dictionary and the use of the library. After successful completion of ENGL 100, students must enroll in ENGL 101. Not open to students who have received credit for ENGL 101. ENGL 100 may not be used as a humanities elective or to satisfy the humanities distribution requirement for Arts and Sciences students.

ENGL 101 COMPOSITION & CRITICAL THOUGHT (3 S.H.)

This intensive course in expository writing focuses on rhetorical and grammatical principles, logical expression, unity, coherence, emphasis, syntax, punctuation, and diction. Readings stimulate expression and provide examples of exposition and argumentation. Assignments include summary, analysis, and synthesis of primary and secondary sources. Research techniques, including note-taking, documentation, and outlining, support an analytical source-based research paper of eight to ten pages. ENGL 101 may not be used as a humanities elective or to satisfy the humanities distribution requirement for Arts and Sciences students. Prerequisite: ENGL 100 or approval of the English faculty. Some students may be exempted from this course, based on their proficiency.

**ENGL 102 ADVANCED COMPOSITION AND
LITERATURE (3 S.H.) (W)**

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

ENGL 131 LITERATURE OF THE WESTERN WORLD I (3 S.H.)

A critical and historical survey of the significant works in Western literature from the ancient world through the Renaissance. Authors and works may include the Bible, Homer, Sophocles, Sappho, Ovid, Marie de France, Dante, Milton, and others. No prerequisite.

ENGL 132 LITERATURE OF THE WESTERN WORLD II (3 S.H.)

A critical and historical survey of the significant works in Western literature from the early modern period to the present day. Authors may include Voltaire, Dostoevsky, Dickinson, Duras, Achebe, and others. No prerequisite.

**ENGL 133 BRITISH LITERATURE I
(FORMERLY ENGLISH LITERATURE I) (3 S.H.)**

A critical and historical survey of the significant works in British literature from the medieval period to the early modern period. Authors and works may include *Beowulf*, Chaucer, Shakespeare, Donne, Wroth, Milton, Behn, and others. No prerequisite.

**ENGL 134 BRITISH LITERATURE II
(FORMERLY ENGLISH LITERATURE II) (3 S.H.)**

A critical and historical survey of the significant works in British literature from the early modern period to the present day. Authors may include Blake, Austen, Tennyson, Joyce, Woolf, Lessing, and others. No prerequisite.

**ENGL 145 WORLD LITERATURE
(FORMERLY ENGL 130) (3 S.H.)**

A study in literary traditions ranging from China, India, Japan, African nations, and other cultures. The course investigates connections between Eastern and Western writers. Works studied include those by Li Po, Basho, Roy, Achebe, Dangarembga, Rumi, Aidoo, Desai, and others.

**ENGL 146 WOMEN WRITERS: 1800 TO THE PRESENT
(SAME AS GWS 146) (3 S.H.)**

This course examines the contributions of women in both fiction (the novel and short story) and poetry in the 19th and 20th centuries. Authors studied include Jane Austen, Emily Dickinson, Jean Rhys, and Virginia Woolf. The class emphasizes both the singular perspectives each writer brings to her work as well as each author's perspectives on the role of women in her particular era.

**ENGL 147 LITERATURE OF THE AMERICAN MINORITY
EXPERIENCE (SAME AS GWS 147) (3 S.H.)**

America is often called a great melting pot, yet many voices are ignored or marginalized because they are not the voices of majority culture. In this class, students examine significant works from African Americans, Asian Americans, Chicano/as, Native Americans, and others. Writers studied include Zora Neale Hurston, June Jordan, Maxine Hong Kingston, M. Scott Momaday, Simon Ortiz, and Alberto Rios.

ENGL 156 INTRODUCTION TO FICTION WRITING (3 S.H.)

This course introduces the beginning fiction writer to the technical aspects of the short story: setting, character, dialogue, point of view and plot. In addition, each class emphasizes the aesthetic dimensions of language. Not open to students who have completed ENGL 306.

ENGL 157 INTRODUCTION TO POETRY WRITING (3 S.H.)

This course introduces the beginning poet both to the aesthetic and qualitative dimension of poetry writing and to the technical and quantitative considerations: meter, forms, rhyme, image, simile, metaphor, and symbol. Not open to students who have completed ENGL 307.

ENGL 165 THE SHORT STORY (3 S.H.)

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

**ENGL 166 SCIENCE FICTION, FANTASY,
AND HORROR (3 S.H.)**

An investigation of various themes and issues raised in the literary and cinematic genres of science fiction, fantasy, and horror, including scientific dystopia and apocalypse, the quest myth, vampire literature, magical realism, and cyberpunk. Authors may include Poe, Asimov, Le Guin, Tolkien, Carter, King, and Rice.

**ENGL 167 SPORTS AND THE AMERICAN
IMAGINATION (3 S.H.)**

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

ENGL 301 METHODS OF LITERARY STUDY (3 S.H.)

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

**ENGL 306 ADVANCED FICTION WRITING
(FORMERLY STORY WRITING) (3 S.H.)**

Dialogue, characterization, plotting techniques, and analysis of the forms of short fiction are considered. Several short stories are written, as well as a number of short dialogues and descriptions. Prerequisite: ENGL 156.

**ENGL 307 ADVANCED POETRY WRITING
(FORMERLY POETRY WRITING) (3 S.H.)**

Guided practice in composing verse, exercises in developing imagery, and prosodic analysis are the focus of the course, with the purpose of imparting an enriched understanding and appreciation of poetry as well as inspiring creativity. This course may be used to fulfill a 300-level humanities course. Prerequisite: ENGL 157.

ENGL 315 BIOGRAPHY (3 S.H.)

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

ENGL 316 LITERARY CRITICISM (3 S.H.)

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

ENGL 317 SATIRE (3 S.H.)

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

ENGL 325 COMPARATIVE DRAMA (3 S.H.)

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

ENGL 335 MEDIEVAL LITERATURE (FORMERLY CHAUCER: MEDIEVAL LITERATURE) (3 S.H.)

A study of English and related literature from the 8th through the 15th centuries. Works and authors may include *Beowulf*, de Troyes, Chaucer, Kempe, Julian of Norwich, Langland, and Arthurian legends. Attention will be given to the historical and cultural foundations of the literature. Satisfies one pre-1800 literature requirement for the English major.

ENGL 336 SHAKESPEARE (3 S.H.)

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

ENGL 337 RENAISSANCE LITERATURE (FORMERLY 16TH-CENTURY LITERATURE) (3 S.H.)

A study of the nondramatic literature of the late 15th, 16th, and 17th centuries. Authors may include More, Spenser, Sidney, Donne, Lanyer, Wroth, Bacon, Browne, and others. Special attention is given to the development of poetic form during the Renaissance. Satisfies one pre-1800 literature requirement for the English major.

ENGL 338 RENAISSANCE DRAMA (3 S.H.)

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

ENGL 345 MILTON (FORMERLY 17TH-CENTURY LITERATURE) (3 S.H.)

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

ENGL 346 SATIRE AND SENSIBILITY (FORMERLY NEOCLASSICISM AND SENSIBILITY) (3 S.H.)

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

ENGL 347 BRITISH ROMANTICISM (FORMERLY ROMANTIC LITERATURE) (3 S.H.)

An in-depth study of British literature of the late 18th to early 19th centuries, particularly of the canonical Romantic poets—Blake, Wordsworth, Coleridge, Byron, Shelley, Keats—and

selected works by their contemporaries, including various women writers of the period. The aesthetic concept of Romanticism is explored in its literary and historical context with critical attention also given to certain writers, texts, and genres of the period that challenge the traditional view of the Romantic literature. May satisfy either one pre-1800 or one post-1800 literature requirement for the English major.

ENGL 356 VICTORIAN LITERATURE (3 S.H.)

The poetry and prose of the period with particular emphasis on Tennyson, Browning, Arnold, and Carlyle. The literature is discussed against the background of political, scientific, social, and religious thought of the 19th century.

ENGL 357 THE BRITISH NOVEL (3 S.H.)

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

ENGL 359 DICKENS (3 S.H.)

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

ENGL 360 BRITISH LITERATURE: 1890–1945 (3 S.H.)

This course examines major literary movements and authors from 1890 through World War II. Students consider the impact of Modernism and its transformation through the period. Writers studied include Hardy, Wells, Ford, Joyce, Woolf, Rhys, and Green. Satisfies one post-1800 literature requirement for the English major.

ENGL 361 BRITISH LITERATURE: 1945 TO PRESENT (3 S.H.)

This course examines British literature after World War II. Writers and texts are considered in light of the changing place of England in the world and the economic and social transformation of Britain. Authors studied include Beckett, Amis, Murdoch, Burgess, Winterson, and Ishiguro. Satisfies one post-1800 literature requirement for the English major.

ENGL 362 20TH-CENTURY BRITISH DRAMA (3 S.H.)

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

ENGL 363 LITERATURE IN ENGLISH AFTER EMPIRE (3 S.H.)

Studies in literature written in English from Australia, New Zealand, Canada, the Indian subcontinent, Africa, and the Caribbean. Students consider the authors in light of ideas about identity and origin, as well as their historical and political contexts. Satisfies one post-1800 literature requirement for the English major.

ENGL 365 THE AMERICAN NOVEL (3 S.H.)

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

ENGL 366 EARLY AMERICAN LITERATURE (FORMERLY AMERICAN LITERATURE OF THE COLONIAL AND EARLY FEDERAL PERIODS) (3 S.H.)

This course surveys the burgeoning American literary scene in the 17th and 18th centuries. Students consider within a historical context the moral, social, and aesthetic issues raised in the work of such representative writers as Bradstreet, Taylor, Edwards, Franklin, Jefferson, and Cooper. Satisfies one pre-1800 literature requirement for the English major.

ENGL 367 AMERICAN ROMANTICISM (3 S.H.)

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

ENGL 368 AMERICAN REALISM AND NATURALISM (3 S.H.)

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

ENGL 369 AFRICAN AMERICAN LITERATURE (3 S.H.)

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

ENGL 374 AMERICAN POETRY: POST WORLD WAR II (3 S.H.)

Students examine significant figures and movements in American poetry written after 1945, including work from the Fugitives, the Beats, the Black Mountain School, African American writers, the New York School, and others. Writers covered include Robert Creeley, Rita Dove, Denise Levertov, Allen Ginsberg, Frank O'Hara, and Adrienne Rich. The course provides a strong introduction to developments in American poetry over the last 50 years. Satisfies one post-1800 literature requirement for the English major.

ENGL 375 MODERN AMERICAN LITERATURE (3 S.H.)

A study of the eclectic manifestations, literary and philosophical, in American writing from 1914 to the present. Writers studied range from O'Neill, Hemingway, and Eliot to Plath, Baldwin, and Ginsberg.

ENGL 380 AUTHOR STUDY (POST-1800) (3 S.H.)

An in-depth study of the career of a single author, or the careers of a small group of authors, writing after 1800, with emphasis on selected works and their literary, political, social, and biographical contexts.

ENGL 409 SENIOR SEMINAR (3 S.H.)

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

ENVIRONMENTAL SCIENCE (ENVR)**ENVR 100 INTRODUCTION TO ENVIRONMENTAL SCIENCE (3 S.H.)**

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

ENVR 104 EARTH PROCESSES AS NATURAL DISASTERS (3 S.H.)

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

ENVR 120 ENVIRONMENTAL AWARENESS AND ACTION IN THE 21ST CENTURY (4 S.H.)

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

FACILITIES MANAGEMENT**FAC 350 FACILITIES MANAGEMENT (3 S.H.)**

This module introduces the subject of facility design and management. The material helps to prepare students and managers to deal with facility-related problems and questions that arise with maintenance and engineering functions.

FAC 360 INFORMATION SYSTEMS CONTRACTING (3 S.H.)

This course is designed to provide an overview of the technology and information management issues facing facilities professionals.

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

FAC 420 REAL ESTATE AND LEASE PORTFOLIO MANAGEMENT (3 S.H.)

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

FAC 425 QUALITY MANAGEMENT AND RESEARCH (3 S.H.)

A critical piece of facility management is the understanding of how to manage knowledge. This course looks at how the facility manager should assess quality of services and the facility's effectiveness; benchmarking; audit activities; and research processes. A history of quality management is offered as well as a study of basic research design. Prerequisite: FAC 350.

FAC 450 CAPSTONE COURSE IN FACILITIES MANAGEMENT (3 S.H.)

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

FRENCH (FREN)

FREN 101, 102 ELEMENTARY FRENCH I, II (3 S.H. EACH)

This basic course of study of the French language with equal emphasis on speaking, listening, reading, and writing offers an introduction to the culture of France and of the French speaking world. FREN 101 is a prerequisite for FREN 102.

FREN 201, 202 INTERMEDIATE FRENCH I, II (3 S.H. EACH)

This intermediate course of study of the French language with equal emphasis on speaking, listening, reading, and writing offers instruction in the more complex structures of the language. In addition, the course expands students' knowledge of the culture of France and the French speaking world. Prerequisite: FREN 102 or permission of instructor.

GENDER AND WOMEN'S STUDIES (GWS)

GWS 101 INTRODUCTION TO WOMEN'S STUDIES (3 S.H.)

This course focuses on the experiences of women and the significance of gender from an interdisciplinary and multicultural perspective. It will explore the extent to which gender, as well as other social characteristics such as race, class, and sexual orientation, affect access to opportunity, power, and resources. It will also examine the contributions of women to society and to social change. Satisfies distribution requirement.

GWS 104 WOMEN IN THE WESTERN TRADITION (SAME AS HIST 104) (3 S.H.)

This course will examine Western society's attitudes toward women and how these attitudes shaped women's participation in the social, political, economic, and cultural development of the Western world from ancient times to the present. A special effort is made to use primary source material in the course readings.

GWS 130 LITERATURE OF THE NON-WESTERN WORLD (SAME AS ENGL 130 AND HUM 130) (3 S.H.)

Students read works by major writers from Japan, China, India, African nations, and other cultures. This course includes works by writers such as Basho, Firdausi, Confucius, Li Po, Motokiyo, and Mushima. In addition, students will study selections from The Koran and The Bhagavad Gita and a number of Japanese Noh plays.

GWS 146 WOMEN WRITERS: 1800 TO THE PRESENT (SAME AS ENGL 146) (3 S.H.)

This course will examine the contributions of women in both fiction (the novel and the short story) and poetry in the 19th and 20th centuries. Some of the authors to be studied include Jane Austen, Emily Dickinson, Jean Rhys, and Virginia Woolf. The class will emphasize both the singular perspectives each writer brings to her work as well as each author's perspectives on the role of women in her particular era.

GWS 147 LITERATURE OF THE AMERICAN MINORITY EXPERIENCE (SAME AS ENGL 147) (3 S.H.)

America is often called a great melting pot, yet many voices are often ignored or marginalized because they are not the voices of majority culture. In this class, students will examine significant works from African Americans, Asian Americans, Chicano/as, Native Americans, and others. Writers to be studied include Zora Neale Hurston, June Jordan, Maxine Hong Kingston, M. Scott Momaday, Simon Ortiz, and Alberto Rios.

GWS 203 SOCIOLOGY OF YOUTH (SAME AS SOC 203) (3 S.H.)

Youth, adolescence, young adulthood—different terms, but all imply a period in life when individuals face various new issues, physically and emotionally. In this course, students explore such issues in the context of social and cultural frameworks. Students consider how sociologists view a category termed "youth" and explore how social systems determine who is a part of this category. Students also look at the personal and social implications of "youth" and the intersections and impact of race, class, and gender on the experiences of youth. Students are introduced to the social constructionist approach to study the issues of youth in the United States, as well as comparative perspectives. Prerequisite: SOC 105.

GWS 204 SOCIAL PROBLEMS (SAME AS SOC 204) (3 S.H.)

The study of social problems in the United States and other parts of the world. This course looks at political policy and the unrest that follows from inequality based on race, gender, class, sexual orientation, and subcultural group practices. Through film, readings, and

discussion, the class focuses on the application of critical thinking to understand and address the effects of social differentiation on individuals and groups. Prerequisite: SOC 105 or permission of instructor.

**GWS 206 PSYCHOLOGY OF WOMEN
(SAME AS PSY 206) (3 S.H.)**

The social construction of gender and its impact on the lives of women are examined in this course. This survey course covers a wide array of psychological topics as they relate to the female experience in American culture. The influence of historical, developmental, and social contexts on psychological experiences are also examined. Prerequisite: PSY 105.

GWS 215 THE FAMILY (SAME AS SOC 215) (3 S.H.) (W)

An examination of the family as a social institution with multi-cultural and cross-cultural differences. Areas of study include the organization of kinship systems, historical antecedents of family structure in the United States, gendered family roles, domestic violence, and the theoretical implications of societal change of intimacy patterns and family relations. This is a writing enriched course. Prerequisite: SOC 105.

**GWS 230 DOMESTIC VIOLENCE AND THE JUSTICE
SYSTEM (SAME AS CJ 230) (3 S.H.)**

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

**GWS 240 GENDER AND INTERNATIONAL
DEVELOPMENT (SAME AS SOC 240) (3 S.H.)**

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

**GWS 245 WOMEN AND CRIMINAL JUSTICE
(SAME AS CJ 245) (3 S.H.)**

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

**GWS 275 AFRICAN AND AFRICAN AMERICAN WOMEN
IN SOCIETY (SAME AS SOC 275) (3 S.H.) (W)**

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

**GWS 313 SELECTED TOPICS IN LITERATURE AND FILM
(SAME AS HUM 313) (3 S.H.)**

Literature and film represent two of the media in which society explores its most puzzling questions. This course examines the way particular issues are treated in literature and film, focusing on both the issues and the analytical skills necessary to critique the two media. Issues are different each time the course is offered. This course counts as a women's studies course when the selected topic and issues focus on women.

**GWS 315 WOMEN, MEN, AND WORK
(SAME AS EC 315) (3 S.H.)**

This course focuses on gender issues in the labor force and the household. Topics include labor force participation patterns and trends, allocation of time between household and market work, unemployment, leadership styles, occupational segregation, discrimination, and sexual harassment. Prerequisite: EC 202.

**GWS 317 SOCIOLOGY OF SEX AND GENDER
(SAME AS SOC 317) (3 S.H.) (W)**

An examination of sex/gender systems in historical, cross-cultural, and contemporary societies. Identity politics and the inter-connections between gender, race, class, ethnicity, and sexual orientation are core segments of this course. Feminist, socialist, liberal, and conservative thought on sex/gender issues are included. Readings include classic early writings from the contemporary women's movement and more recent gender analyses. This is a writing enriched course. Prerequisite: SOC 105.

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

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

GWS 350 WOMEN AND ART (SAME AS AH 350) (3 S.H.)

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

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

Explores the lives of women in American from the beginning of the colonial era to 1870, with special emphasis on how race, class, region, and gender have affected women's identities, relationships,

and daily lives. Topics include religion, paid and unpaid labor, life cycles, friendships, family life, community, health and sexuality, the women's rights movements, and the impact of the American Revolution and the Civil War. This is primarily a lecture-based course, with writing and discussion as important elements.

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

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

**GWS 355 FEMINIST THEORIES
AND METHODOLOGY (3 S.H.)**

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

**GWS 367 SOCIAL MOVEMENTS SOCIAL CHANGE
(SAME AS SOC 367) (3 S.H.) (W)**

This course explores the interaction between social movements and social change. The focus is on intentional change; on social movements as expressions of people's interest in transforming social structures and cultural relations. Activism organized around issues of race, class, and gender—as found in the American labor movement, civil rights movement, and the women's movement—constitute the three primary movements examined in this course. Prerequisite: SOC 105.

**GWS 371 STUDIES IN AMERICAN WOMEN'S HISTORY
(SAME AS HIST 371) (3 S.H.)**

A focused examination of key themes in American women's history from colonial times to the present. Topics include changing roles within the family, the empowering and restricting effects of religion, the changing definitions and status of women's work, women's involvement in reform movements, and the evolution of the women's rights movement. This is a seminar style course centered on discussion of required readings, in class presentations, and written assignments.

GWS 499 INDEPENDENT STUDY (3–6 S.H.)

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

GERMAN (GRMN)

**GRMN 101, 102 ELEMENTARY GERMAN I, II
(3 S.H. EACH)**

This multiple approach to language learning is an introduction to German culture and civilization through graded readings. Students are introduced to fundamentals of German linguistics and, at the same time, are drilled in diction and given elements of grammar and rudiments of composition.

**GRMN 201, 202 INTERMEDIATE GERMAN I, II
(3 S.H. EACH)**

The language and culture of Germany are studied in an intensive review of German grammar and linguistics done exclusively in German. An introduction to all elements of German culture and civilization through readings of graded literary texts and cultural materials is included.

GOVERNMENT AND POLITICS (GP/POLS)

GP/POLS 101 AMERICAN GOVERNMENT & POLITICS (3 S.H.)

An introduction to basic concepts, functions, and processes of politics and government, using the American system as a model. Topics include political socialization, constitutional government, the legislative process, presidential leadership and the bureaucracy, the role of the judiciary, political parties, interest groups, and problems of civil rights. No prerequisites.

GP/POLS 102 FOREIGN GOVERNMENTS & POLITICS (3 S.H.)

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

**GP/POLS 204 CURRENT ISSUES IN WORLD AFFAIRS
(FORMERLY GP/POLS 104) (3 S.H.)**

This course introduces students to current issues in international relations. The course focuses primarily on such issues as relations between rich and poor nations, the race between food and population, energy, technology, and the threat to the environment. In addition, students may examine other issues in the headlines, such as terrorism, immigration, human rights, international trade, and the proliferation of chemical, nuclear, and biological weapons. The course hews closely to recent events.

GP/POLS 205 AMERICAN PUBLIC POLICY & POLITICS (3 S.H.)

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

GP/POLS 206 ETHICS, POLITICS, AND POLICY (3 S.H.)

This course examines the intersection between ethics, elections, policymaking, and policy implementation in the American political system. Consideration is given to how ethical standards apply to election campaigns; executive, legislative, and judicial

policymaking; and corruption of policy and administrative processes. Prerequisite: GP/POLS 101 or 102.

GP/POLS 218 LAW AND SOCIETY (3 S.H.)

An analysis of the basic concepts related to the role of law in the polity, including law as an instrument of dispute resolution, social control, and change. Also examined is the relationship of the individual to the state, law and morality, economic foundations of legal precepts, and global perspectives.

GP/POLS 221 INTRODUCTION TO INTERNATIONAL RELATIONS (3 S.H.)

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

GP/POLS 315 STATE AND LOCAL GOVERNMENT (3 S.H.)

An examination of political organization at the state and local levels and the effectiveness of governmental action in dealing with problems of community life. Attention is given to our rapidly expanding metropolitan areas, conflicts over community participation in the governmental process, and problems of relations between governments at different levels. Political structure and history of Pennsylvania are used for examples. Prerequisite: GP/POLS 101.

GP/POLS 318 THE JUDICIARY (3 S.H.)

A study of judicial processes in the American political system. Topics include judicial decision making, organization of the court system, legal development and justice, and the relationship between law and social change. Prerequisite: GP/POLS 101.

GP/POLS 319 INTRODUCTION TO CONSTITUTIONAL LAW (3 S.H.)

This course introduces students to the development of constitutions, constitutionalism, and judicial review as a way of granting, limiting, and dividing power within nations. A brief study of the evolution of the Anglo-Saxon common law system as a way of developing constitutional precedents is included. Students examine specific cases dealing with judicial review, the scope of powers granted to the federal government, and the division of American governmental authority through federalism. Prerequisite: GP/POLS 101 and 57 credits.

GP/POLS 320 CONSTITUTIONAL RIGHTS & LIBERTIES (3 S.H.)

A study of the development of constitutional law relating to the rights of individuals and limitations on the power of government. The course will examine the way in which precedents develop, focusing on the Bill of Rights and other relevant portions of the Constitution. Prerequisite: GP/POLS 101 and 57 credits.

GP/POLS 321 PUBLIC ADMINISTRATION (3 S.H.)

A study of the process of attaining governmental objectives through large organizations and the types of obstacles that must be overcome if public bureaucracies are to function effectively and responsibly. Recommended particularly for students contemplating public employment or seeking in-depth understanding of the American political system. Prerequisite: GP/POLS 101.

GP/POLS 345 WAR AND PEACE (3 S.H.)

This course examines various facets of war and peace. Peace is treated here as more than the absence of war. Over the years, humankind has developed various tactics and strategies that sometimes succeed in promoting peace and cooperation among states. The course also explores the causes of war and examines some of the techniques to prevent war and keep the peace, such as deterrence and arms control, Wilsonian collective security, complex multilateralism and integration, negotiation and mediation, peace-keeping, peace enforcement, and peace building. Prerequisite: GP/POLS 204, 221, or 222. Sophomore standing required.

HISTORY (HIST)

HIST 100 WESTERN CIVILIZATION I (ANCIENT WORLD TO 1300) (3 S.H.)

A study of select themes in historical development from ancient Egyptian and Mesopotamian civilizations through classical Greece and Rome to the later Middle Ages. A humanistic analysis of the traditional and popular elements in social behavior. No prerequisite.

HIST 101 WESTERN CIVILIZATION II (1300 TO 1815) (3 S.H.)

A study of select themes in European history from the later Middle Ages to Napoleon. Topics of special interest include the Renaissance, the Reformation, the Scientific Revolution, the Enlightenment, and the French Revolution. No prerequisite.

HIST 102 WESTERN CIVILIZATION III (1815 TO PRESENT) (3 S.H.)

A study of select themes in European history from Napoleon to the present. Topics include the growth of industrialism, nationalism, socialism, and militarism. No prerequisite.

HIST 104 WOMEN IN THE WESTERN TRADITION (SAME AS GWS 104) (3 S.H.)

This course examines Western society's attitudes toward women and how these attitudes shaped women's participation in the social, political, economic, and cultural development of the Western world from ancient times to the present. A special effort is made to use primary source material in the course readings.

HIST 111 WORLD CIVILIZATION TO 1500 (3 S.H.)

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

HIST 112 WORLD CIVILIZATION SINCE 1500 (3 S.H.)

This course provides a global perspective on the past since 1500. Building on the themes of "tradition" and "encounter," the course examines the development of political, social, economic, and cultural experiences that have shaped the peoples of such regions as Asia, the Middle East, and Africa from the 16th century to the present.

HIST 121 AMERICAN CIVILIZATION I (3 S.H.)

American Civilization I surveys the history of the United States to 1877, with emphasis on how major economic, political, and social changes affected the lives and values of Americans. The focus is on how diverse peoples experienced and influenced the processes of colonization, nation-building, and sectional development. The class examines the kinds of evidence historians use

to reconstruct the past and challenges students to think analytically about historical sources to learn how people made sense of and shaped American civilization.

HIST 122 AMERICAN CIVILIZATION II (3 S.H.)

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

HIST 215 SOCIAL HISTORY OF AMERICAN MEDICINE (3 S.H.)

An examination of ways in which political, socioeconomic, and cultural values and pressures have influenced medical theory and practice from colonial times to the present.

HIST 301 HISTORICAL PERSPECTIVES ON TECHNOLOGY (3 S.H.)

A survey of the interaction between technology and society, with particular emphasis on the Western world since the beginning of the Industrial Revolution.

HIST 321 WOMEN IN THE WORLD WARS (3 S.H.)

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

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

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

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

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

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

This course explores the lives of women in America from the beginning of the colonial era to 1870, with special emphasis on how race, class, region, and gender have affected women's identities, relationships, and daily lives. Topics include religion, paid

and unpaid labor, life cycles, friendships, family life, community, health and sexuality, the women's rights movements, and the impact of the American Revolution and the Civil War.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

From the Triangle Shirtwaist Company fire in 1911 to the "second shift" in the 1980s, this course examines experiences of working women and the nature of women's work in the United States in the 20th century. How have societal expectations for women shaped their paid and unpaid labor? How have class, ethnicity, and race impacted definitions of and women's experiences with work? Researching from both primary and secondary sources that describe a variety of work settings and occupations, students study the labor process and sexual division of labor,

consider changes in the labor market and modes of managerial control, and debate the historical resilience of job segregation and the ideology of sex-typing.

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

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

HUMANITIES (HUM)

HUM 225 WOMEN IN AMERICAN SOCIETY (3 S.H.)

The role of women in the making of the American nation. Topics include the role of women in industry and education, the feminist movement of the 19th and 20th centuries, the image of women in the media and in society, and the changing role of women in U.S. contemporary life.

HUM 310 AMERICAN FOLKLORE (3 S.H.)

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

HUM 313 SELECTED TOPICS IN LITERATURE AND FILM (SAME AS GWS 313) (3 S.H.)

Literature and film represent two of the media in which society explores its most puzzling questions. This course examines the way particular issues are treated in literature and film, focusing on both the issues and the analytical skills necessary to critique the two media. Issues are different each time the course is offered. This course counts as a women's studies course when the selected topic and issues focus on women.

HUM 320 RELIGIONS OF THE WORLD (3 S.H.)

An exploration of the seven major religions of the world—Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity, and Islam—which have formed civilizations and continue to shape the contemporary world. The course examines the origins and development of the seven religions and moves to the meaning these religions carry for their adherents today.

HUM 322 THE SEARCH FOR SPIRITUALITY (3 S.H.)

A study of the path to happiness, often called "spirituality," that includes the spirit of people and the nonmaterial rather than just the body of people and the material. This course explores the search for spirituality in the present era and attempts to evaluate this search against the background of spiritual wisdom that people from all cultures have discovered through the ages.

HUM 352 SCIENCE AND RELIGION (3 S.H.)

What is the place of religion in an age of science? Assuming one can still believe in God today, what view of God is consistent with scientific understanding? How can the search for meaning and purpose in life be fulfilled in the kind of a world disclosed by

science? Alfred North Whitehead observed that the two strongest influences on humankind, religion and science, seem to be set against one another. It is no exaggeration to say that the future course of history depends upon the decision of this generation as to the relationship between them. This course seeks areas of reconciliation between the force of our religious institutions and the force of our desire for accurate observation and logical deduction. It is an introduction for non-experts to the central issues in science and religion today, with some focus on the interrelationship of science, spirituality, and worship.

HUM 380 RELIGIOUS SEASONS, FEASTS, AND FESTIVALS (3 S.H.)

This course is a study of ritual as manifested in the religious life of Judaism, Christianity, and Islam. Religious seasons, feasts, and festivals are examined with regard to their meaning, historical development, and contemporary observance. Special emphasis is given to observing the common human concerns that are foundational to seasonal ritual expressions while noting those characteristics that render each religion unique.

INFORMATION SYSTEMS (IS)

IS 101 INTRODUCTION TO PERSONAL COMPUTERS (3 S.H.)

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

IS 105 INTRODUCTION TO COMPUTER-BASED SYSTEMS (3 S.H.)

An overview of computer information systems and computer science. This survey course introduces computer hardware, software, procedures, systems, algorithms, and human resources and explores their integration and application in business, science, and in other segments of society. The fundamentals of problem solving and programming in a high-level programming language are discussed and applied.

IS 335 INFORMATION SYSTEMS PROJECT MANAGEMENT (3 S.H.)

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

INSTRUCTIONAL METHODS FOR WORKPLACE TRAINERS (INMT)

INMT 301 INTRODUCTION TO EDUCATION OF ADULTS (3 S.H.)

Examination of the historical, philosophical, and sociological bases of adult education with emphasis on present roles and future trends in professional and higher education. Students will review learning theory and adult development principles, issues

related to continuing professional education, and review agencies that regulate educational programs for the professions. Prerequisite: Completion of 60 credits.

INMT 302 TEACHING METHODS FOR THE ADULT LEARNER (3 S.H.)

A course designed to prepare students for the instructional duties involved in their professional area. The major components are the application of adult learning theory to instruction, lesson planning, teaching methods, learning assessment, and evaluating learning outcomes. "Classroom management" and developing the appropriate educational climate will be covered. Prerequisite: INMT 301.

INMT 303 INSTRUCTIONAL DESIGN (3 S.H.)

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

INMT 350 INTEGRATING TECHNOLOGY INTO THE CLASSROOM (3 S.H.)

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

INMT 360 EVALUATION AND ASSESSMENT (3 S.H.)

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

INMT 405 EDUCATION: CURRENT ISSUES (3 S.H.)

A semester-long educational experience that includes the development and implementation of a learning module. The experience includes observation and instruction in settings and formats specific to each student's content area (classroom, laboratory, clinical setting, distance education, computer-based instruction). Students meet on campus with a practicum supervisor to discuss practicum activities and other professional issues and concerns related to the instructional experience. Students will also meet with and be evaluated by an on-site supervisor. This should be the final course in the minor. Prerequisites: All core INMT courses and permission of the instructor.

LEGAL EDUCATION INSTITUTE (LEI)

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

LEI 101 INTRODUCTION TO LAW (3 S.H.)

An introduction to the legal system and an explanation of the legislative and judicial process, how a legal rule is generated and maintained by the judicial system. Emphasis is placed on

jurisdiction, the development of the law through the court systems, torts, criminal law and procedure, business law, property law, family law, and contracts.

LEI 102 LEGAL RESEARCH & WRITING I (3 S.H.)

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

LEI 104 LEGAL RESEARCH & WRITING II (3 S.H.)

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

LEI 105 LEGAL RESEARCH & WRITING II—MEDICAL RESEARCH (3 S.H.)

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

LEI 106 CONTRACT LAW (3 S.H.)

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

LEI 108 ENVIRONMENTAL LAW (3 S.H.)

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

LEI 110 LEGAL DOCUMENT DRAFTING (3 S.H.)

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

LEI 115 EMPLOYMENT LAW (3 S.H.)

An examination into the area of the legal issues common to an employer in today's legal environment of business, students review the applicability and legal issues surrounding personnel

manuals and policies, as well as employment contracts. The course also focuses on the compliance with state, federal, and administrative statutes and regulations that impact the daily life of employer and employee in the workplace. Legal issues that are also studied include the Americans with Disabilities Act, Medical Leave Acts, Title VII, Discrimination, the Fair Labor Standards Act, and whistle-blower statutes. This is a nonlegal specialty course. Prerequisite: LEI 101.

LEI 120 ESTATE ADMINISTRATION (3 S.H.)

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

LEI 121 INTRODUCTION TO CRIMINAL JUSTICE (3 S.H.)

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

LEI 126 JUVENILE JUSTICE (LEGAL ELECTIVE) (3 S.H.)

This course examines the legal structure of the family with emphasis on juvenile law as it applies to minors. Emphasis is placed on the rights of minors and the family court system. This is a nonlegal specialty course. Prerequisites: LEI 101 and 102.

LEI 127 FILE MANAGEMENT (3 S.H.)

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

LEI 128 PRIVACY LAW (LEGAL ELECTIVE) (3 S.H.)

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

LEI 135 ADVANCED RESIDENTIAL AND COMMERCIAL REAL ESTATE FOR PARALEGALS (3 S.H.)

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

LEI 201 WILLS & TRUSTS (3 S.H.) (W)

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

LEI 202 CONSTITUTIONAL LAW (3 S.H.)

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

LEI 203 INTRODUCTION TO REAL ESTATE (3 S.H.)

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

LEI 204 TRIAL PROCESS (3 S.H.)

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

LEI 205 CIVIL PRACTICE (3 S.H.) (W)

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

LEI 206 BUSINESS ORGANIZATIONS (3 S.H.)

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

LEI 207 FAMILY LAW (3 S.H.) (W)

Survey of the legal structure of the family with emphasis on the law of marriage, divorce, child custody and support. Emphasis is

placed on marriage issues such as, formation of marriage, prenuptial agreements, termination of marriage, and tax consequences. The course also contains child issues such as legal status of children, child custody, child support, and adoption. Prerequisites: LEI 101 and 102.

LEI 208 BANKRUPTCY (3 S.H.)

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

LEI 209 PRACTICUM (3 S.H.)

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

LEI 210 FEDERAL INCOME TAXATION(3 S.H.)

Analysis of income taxation, what constitutes income, exemptions, exclusions, and deductions, and related issues. Examination of common federal taxation forms and schedules. Emphasis is on tax accounting, income, exclusions, and deductions for individuals. Prerequisites: LEI 101 and 102.

LEI 211 LAW OFFICE MANAGEMENT (3 S.H.)

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

LEI 212 ETHICS AND PARALEGALISM (3 S.H.) (W)

An introduction to paralegal studies and the fundamentals of paralegalism with a comprehensive survey of professional responsibility issues for legal assistants, including the study of the American Bar Association's Model Code and Model Rules of Professional Responsibility and various professional paralegal associations' codes of ethics. Students also explore licensing and regulating issues. Prerequisite: LEI 101.

LEI 213 TORTS AND PERSONAL INJURY LAW (3 S.H.)

Complete overview of tort and personal injury law. Emphasis is placed on intentional torts, tort defenses, negligence, strict liability and products liability. Tort immunities and specific tort actions of nuisance and wrongful death are also covered. Prerequisites: LEI 101 or 231, 102, and 205.

LEI 216 INTERVIEWING & INVESTIGATION (3 S.H.)

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

LEI 217 VIOLENCE AND THE LAW (3 S.H.)

Examination of how the law treats violent incidents, with particular emphasis on spousal and child abuse. Students review the protection from abuse laws of Pennsylvania, New Jersey, and Delaware. Students also examine juvenile violence and school

violence. A major research paper is required for this course. This is a nonlegal specialty course. Prerequisites: LEI 101 or 231, 102, and 121.

LEI 220 MEDICAL MALPRACTICE (3 S.H.)

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

LEI 222 HEALTH CARE LAW & ETHICS (3 S.H.) (W)

Course involves the legal aspects involved in today's health care field as it relates to health care providers, the administrative staff, the patient, and the health insurance companies. Current legislation and regulatory issues are explored along with legal aspects of medical ethics. Prerequisites: LEI 101 or 231, 102, 205, and 232.

LEI 225 SOCIAL SECURITY DISABILITY LAW (3 S.H.)

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

LEI 226 EVIDENCE (3 S.H.)

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

LEI 227 ALTERNATIVE DISPUTE RESOLUTION (3 S.H.)

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

LEI 230 ADVANCED PARALEGAL SEMINAR: CRIMES OF THE CENTURY (3 S.H.) (W)

An overview and analysis of the justice system using literature, film, drama, and other media. Focus is on current issues regarding the legal system, e.g., the existence of gender bias, the court of public opinion, the legal system as a force for social change, and how morality relates to law. This is a nonlegal specialty course. Prerequisites: LEI 101, 102, 104, and 121.

LEI 231 INTRODUCTION TO LEGAL NURSE CONSULTANT (3 S.H.)

This course is an exploration of the role of the legal nurse consultant in the legal field. Areas of practice and professional responsibilities of the legal nurse consultant are examined. Basic introduction of legal terminology.

LEI 232 PRINCIPLES AND PRACTICES OF THE LEGAL NURSE CONSULTANT (3 S.H.)

A comprehensive application of major functions of a legal nurse consultant. Students analyze cases from both plaintiff and defense prospective, and examine the legal nurse consultant's role in civil practice, further analysis of medical records, the trial process, and development of life care plans. Trial preparation, alternate dispute resolution, settlement, arbitration and mediation, interacting with defense clients, locating and working with expert witnesses, communication with plaintiff clients are also introduced. Prerequisites: LEI 102, 205, and 231.

LEI 233 LEGAL CONSULTING MENTORSHIP (3 S.H.)

Students are introduced to environments where legal nurse consulting is practiced, such as law firms, insurance companies, state agencies, independent practice setting, and risk management areas. Students are paired with legal nurse consultants on a rotating basis to gain first-hand practical knowledge of the role of the legal nurse consultant. Prerequisites: LEI 102, 104, 205, 212, 213, and 231.

LEI 234 ALCOHOL, VEHICLES, AND THE LAW (3 S.H.)

A comprehensive overview of established jurisprudence involving alcohol use and the operation of motor vehicles and the prosecution and defense of related matters. Discussion of applicable case and statutory law, the arrest process, pretrial and trial activities, motion practice, and alternative sentencing. Prerequisites: LEI 101 and 245.

LEI 237 SEX CRIMES (3 S.H.)

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

LEI 238 INTERNET LEGAL RESEARCH (3 S.H.)

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

LEI 240 INTELLECTUAL PROPERTY (3 S.H.)

This course is an overview of the classes of intellectual property, including patents, trademarks, service marks, copyrights, and trade secrets, with emphasis on the paralegal's role in securing intellectual property rights, ownership issues and licensing of intellectual property. Prerequisites: LEI 101 and 102.

LEI 245 CRIMINAL PROCEDURE (LEGAL ELECTIVE) (3 S.H.)

An advanced course in criminal law and procedure, where students learn about the areas of bail arraignment, alternate resolutions, pretrial motions, trial skills and sentencing. Students are provided a Aclinic-like@ experience with ample opportunity to have practical skills in all topical areas. This is a nonlegal specialty course. Prerequisites: LEI 101, 102, 104, and 121.

LEI 246 INTRODUCTION TO FORENSIC SCIENCE (LEGAL ELECTIVE) (3 S.H.)

This course is intended as a general introduction to the basics of forensic science. This introductory level course covers areas of interest to those working in legal nurse consulting, the paralegal profession, and law enforcement. General areas covered include reviewing and understanding the autopsy report including bodily changes after death, specifics associated with strangulation, gunshot wounds, toxicology reports, medical records associated with sexual assault cases, as well as terminology associated with these reports. Students develop skills to analyze and scrutinize reports generated from the use of forensic DNA testing, including reviewing the collection and testing techniques. The use of references and the internet are covered. Actual case examples are utilized when applicable. Coursework assumes NO prior forensic experience. This is a nonlegal specialty course. Prerequisites: LEI 101 or 231, and 102.

LEI 248 ADMINISTRATIVE LAW (LEGAL ELECTIVE) (3 S.H.)

A survey course of basic areas and concerns of administrative law. Administrative law defines the legal powers of government agencies and the limits of these powers. Topics covered in the course schedule include structure of administrative agencies, agency discretion, rules and regulations, investigations, informal and formal proceedings, and judicial review. Each class, students are provided with exercise and examples of the practical aspects of the paralegal's role in administrative law. This is a nonlegal specialty course. Prerequisite: LEI 101.

LEI 251 COMPUTER TECHNOLOGY AND THE LAW (3 S.H.)

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

LEI 252 CRIMES ON THE INTERNET (3 S.H.)

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

LEI 253 REAL ESTATE TITLE SEARCH AND EXAMINATION (3 S.H.)

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

LEI 254 BIOETHICS AND THE LAW (3 S.H.) (W)

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

LEI 255 WHITE COLLAR CRIME (3 S.H.)

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

LEI 257 CRIME SCENE INVESTIGATION (3 S.H.)

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

LEI 259 COMPUTERS FOR PARALEGALS & LEGAL NURSE CONSULTANTS (3 S.H.)

An overview of basic computing skills needed in a legal environment. Students receive hands-on experience using Windows programs, including Microsoft Word, PowerPoint, and Excel. Courtroom presentation software is explored. Students learn law practice technology to use the Internet to communicate professionally, file court documents, and research legal and medical information. This is a nonlegal specialty course.

LEI 260 TERRORISM & HOMELAND SECURITY (3 S.H.)

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

LEI 261 ENTERTAINMENT LAW (3 S.H.)

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

LEI 264 CRIMINAL MITIGATION AND ETHICS (3 S.H.)

The purpose of this course is to introduce students to the psychological and neuropsychological issues found in forensic evaluations. This course explores the foundational areas such as legal, ethical, and applied aspects of the mitigation evaluation. Students examine criminal and civil cases to develop an understanding of the various behavioral science matters that could

impact the outcome of a criminal proceeding, by lowering the amount of moral blame, and thus lowering the criminal penalty or civil damages for the action. Examples include familial violence, malingering and deception, competency to stand trial, and mitigation defense. This is a nonlegal specialty course. Prerequisite: LEI 246.

LEI 265 COMPUTERS FOR PARALEGALS AND LNCs II (1 S.H.)

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

LEI 267 FORENSIC PSYCHOLOGY AND ETHICS (3 S.H.)

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

LEI 268 WRONGFUL CONVICTIONS (3 S.H.)

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

LEI 269 PRODUCT LIABILITY (3 S.H.)

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

LEI 270 LITIGATION & TRIAL PRACTICE (3 S.H.)

This class provides a comprehensive treatment of the paralegal’s contribution to civil litigation practice and covers the litigation process from pre-suit investigation to appeal. Topics include litigation principles, attorney-client relationship and ethics, evidence, depositions, preparation and structure of a civil trial, judgments and appeals. Students learn key terminology unique to litigation and to prepare pleadings most often required in civil

litigation. This is a nonlegal specialty course. Prerequisites: LEI 101, 102, and 121.

LEI 271 CRIMINALISTICS (3 S.H.)

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

MATHEMATICS (MATH)

Any student entering Widener who plans to take a math course other than MATH 101 as a first mathematics course must take the Mathematics Placement Test.

MATH 101 FUNDAMENTALS OF MATHEMATICS (3 S.H.)

This is a developmental mathematics course designed to review elementary algebra, to prepare students for further mathematics courses, and to develop problem-solving skills and critical thinking in mathematics. Topics include the real number system, linear equations and inequalities, exponents and polynomials, factorization, rational expressions, roots and radicals, and graphing. Because this course is developmental, it cannot count toward fulfilling the science distribution requirement. It may not be taken after completing any mathematics course with a higher number.

MATH 111 MATHEMATICAL IDEAS I (3 S.H.)

This course is designed for students pursuing early childhood teacher certification. Emphasis is placed on learning concepts and developing an understanding of mathematics as a body of connected ideas. The NCTM's Professional Standards for Teaching Mathematics provides a framework for selecting topics for this course. Topics are presented in a historical context and include an introduction to problem solving; elementary set theory; patterns, relations, and functions; number concepts and relationships; and elementary number theory. Prerequisite: MATH 101 or a satisfactory score on the mathematics placement test.

MATH 112 MATHEMATICAL IDEAS II (3 S.H.)

This course is also designed for students pursuing early childhood teacher certification. Emphasis is placed on learning concepts and developing an understanding of mathematics as a body of connected ideas. The NCTM's Professional Standards for Teaching Mathematics provides a framework for the selection of topics for this course. Topics are presented in an historical context and include synthetic and metric geometry; introductory notions in probability; and the collection, representation, and interpretation of data. Prerequisite: MATH 101 or a satisfactory score on the mathematics placement test.

MATH 115 CONCEPTUAL MATHEMATICS (3 S.H.)

This course is intended for students who have completed MATH 101 or demonstrated math proficiency on the math placement test. The course uses concepts of elementary algebra to solve consumer-related problems. This course satisfies a mathematics/science general education elective for noneducation and non-business majors. Students should consult their academic advisors before enrolling in this course. This course is not open to those who have completed MATH 117 or higher.

MATH 116 THE NATURE OF MATHEMATICS (3 S.H.)

This course is an introduction to the nature and utility of mathematics, designed for students majoring in humanities, social sciences, or education. Mathematical topics are chosen from the following: sets, logic, numeration systems, numbers, trigonometry, networks and graph theory, probability and statistics with applications to growth, financial management, combinatorics, and voting. Prerequisites: Humanities, social sciences, or education major, or permission of instructor; MATH 101 or at least Level 3 on the Mathematics Assessment.

MATH 117 ELEMENTARY FUNCTIONS (4 S.H.)

A review of elementary algebra followed by the study of functions and graphs (emphasizing polynomial, exponential, and logarithmic functions), systems of linear equations, matrices, and linear programming. Prerequisite: MATH 101 or a satisfactory score on the mathematics placement test.

MATH 118 ELEMENTARY CALCULUS I (4 S.H.)

Concepts of calculus. The emphasis is on the differentiation and integration of polynomial, rational, exponential, and logarithmic functions. Prerequisite: MATH 117 or a satisfactory score on the mathematics placement test.

MUSIC (MUS)

MUS 101 HISTORY & LITERATURE OF MUSIC I (3 S.H.)

An introduction to the language of music and a survey of music in Western civilization from the Middle Ages through Bach.

MUS 102 HISTORY & LITERATURE OF MUSIC II (3 S.H.)

An introduction to the language of music and a survey of music in Western civilization from 1750 to the present.

MUS 105 CONCEPTS OF MUSIC (3 S.H.)

This course surveys Western music from the medieval period up to the present day, as well as a limited number of non-Western music. The former is examined from an historical perspective; the latter, from a cultural perspective. Upon successful completion of the course, students will have the ability to critically evaluate a composition for stylistic content and historical characteristics. This course differs from MUS 101 and 102 in its subject matter, and in the substantial writing and listening components. Non-Western topics include Native American, Ghanaian, and Japanese music. Western music topics/composers include Gregorian chant, symphony, and 20th-century experiments; Bach, Vivaldi, Beethoven, Wagner, Stravinsky, and Glass.

MUS 109 AMERICA'S MUSIC (3 S.H.)

Treatment of the music of the United States that reveals the diversity of America's music from the early 17th century until the present. The factors that have contributed to American music's growth, including folk, sacred, and secular elements, are discussed.

MUS 306 MUSIC OF THE CLASSICAL PERIOD (3 S.H.)

This course examines music of the second half of the 18th century. Although the focus will be on the works of Wolfgang Amadeus Mozart, Joseph Haydn, and Ludwig van Beethoven, students will also look at the place of the musician in society, lesser known composers, and the development of genres such as the string quartet, the symphony, and opera.

MUS 307 MUSIC OF THE ROMANTIC ERA (3 S.H.)

The course examines Western European 19th-century music. Students study works by both well-known composers such as Schubert, Brahms, and Wagner, and lesser-known ones such as

Balakirev, Field, and Clara Schumann. Topics for discussion include the impact of Beethoven, the lied, keyboard works, symphonic traditions, and opera.

MUS 308 MUSIC OF THE 20TH CENTURY (3 S.H.)

Developments in musical composition in the 20th century. Examination of styles and composers from impressionism to the electronic age.

MUS 371 POST-ROMANTICISM: 1875–1915 (3 S.H.)

An examination of the music of the post-Romantic period (1875–1915). Students focus on works by such composers as Bizet, Debussy, Franck, Mahler, Mascagni, Schoenberg, Strauss, and Wolf, with particular attention paid to the influence of Wagner and the role of text in generating sound and structure.

PHILOSOPHY (PHIL)

PHIL 105 INTRODUCTION TO LOGIC (3 S.H.)

A consideration of the forms of valid reasoning and argument, with practice in detection of fallacies. A survey of methods of deductive and inductive reasoning is undertaken. Examination of the concepts of validity, consistency, factual support, and probability, with special emphasis on methods of verification and proof in various sciences and in daily life. No prerequisite.

PHIL 110 CRITICAL THINKING (3 S.H.)

Techniques of critical thinking. Topics include analysis and systematization of ideas, uses of definition, methods of distinguishing valid arguments from fallacies, ways of improving statistical samples, strategies for presenting arguments clearly, equivalent ways of phrasing ideas, and legitimate versus inappropriate appeals to authority. The last weeks of the course are devoted to practicing what has been learned on topics such as medical ethics (e.g., euthanasia) and political theory (e.g., government regulation of business).

PHIL 120 SYMBOLIC LOGIC (3 S.H.)

This course is a rigorous examination of the theory and methods of symbolic logic. Students do problems and proofs in both sentential logic and first order predicate logic, using truth-tables, logic trees, and Int/Elim systems of natural deduction. Emphasis is placed on developing skills at translating sentences from natural language into symbolic notation. This course is useful for majors in computer science, mathematics, engineering, and disciplines in which knowledge of formal systems is important.

PHIL 210 MAJOR PHILOSOPHERS (3 S.H.)

An historical introduction to philosophy. The most interesting ideas of the major philosophers are selected to present a comprehensive view of the fundamental problems of knowledge, ethics, and philosophy of religion.

PHIL 215 ETHICS AND MEDICINE (3 S.H.)

A survey of moral problems and issues in medicine and biomedical research. No background in either science or moral philosophy is required. Problems discussed include genetic manipulation, informed consent, infanticide, abortion, euthanasia, and the allocation of medical resources. Moral theory is presented with the aim of enabling students to think critically and analytically about moral issues. The need for setting biomedical issues in broader perspective is stressed.

PHIL 350 ETHICS (3 S.H.)

This approach to philosophy is through the analysis of moral problems and the critical investigation of theories of moral characteristics in various cultures.

PHIL 352 BUSINESS ETHICS (3 S.H.)

An examination of ethical issues in the business world. Topics include product safety, consumerism, affirmative action, ecological damage, and the relationship between morality and economics.

PHYSICS (PHYS)

PHYS 108 INTRODUCTION TO ASTRONOMY (SAME AS ESSC 108) (3 S.H.)

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

PHYS 109 INTRODUCTION TO WEATHER AND CLIMATE (SAME AS ESSC 109) (3 S.H.)

This course is designed to provide a descriptive survey of weather and climate for nonscience majors. Subjects include composition and structure of the atmosphere, solar and terrestrial radiation, temperature, atmospheric stability, forms of condensation and precipitation, pressure and wind systems, severe weather (thunderstorms, tornadoes, and hurricanes), weather analysis and forecasting methods, air pollution, the changing climate, world climates, and optical phenomena in the atmosphere. The laboratory component, PHYS 119, is a separate course. Credit will not be granted for both this course and ENVR/PHYS 209 Meteorology. Three hours lecture. No prerequisites. Corequisite: PHYS 119.

PHYS 118 ASTRONOMY LABORATORY (SAME AS ESSC 118) (1 S.H.)

This laboratory course is designed to complement ESSC 108. Laboratory exercises include identifying moon features, optics, understanding star properties, spectral analysis, and classification of galaxies. The laboratories are mostly pen and paper exercises to be completed in class. This course fulfills the science laboratory requirement. Two hours laboratory. Corequisite: ESSC 108.

PHYS 119 WEATHER AND CLIMATE LABORATORY (SAME AS ESSC 119) (1 S.H.)

This laboratory course is designed to complement PHYS 109. Students engage in exercises that involve analyzing daily weather cycles, employing instruments to determine atmospheric temperature and humidity, learning about the forms of condensation and precipitation, studying global pressure and wind systems, analyzing surface and upper-air weather maps, understanding the nature of air pollution, and classifying world climates. This course fulfills the College of Arts and Sciences science laboratory requirement. Two hours laboratory. Corequisite: PHYS 109.

PHYS 120 CONCEPTUAL PHYSICS (3 S.H.)

An introductory course for students who do not plan to major in science. The central ideas, principles, and relationships of physics are applied to the study of the natural universe and the human environment. Many of the concepts discussed are investigated through activities. The concepts presented are developed and supported with minimal mathematics. Concepts discussed include mechanics, properties of matter, heat, sound, electricity and magnetism, light quantum mechanics, and atomic and nuclear physics.

PROFESSIONAL WRITING

PRWR 215 EFFECTIVE COMMUNICATION (3 S.H.) (W)

The theory and application of oral, written, and interactive (computer) communication techniques. Using topics relating to their own disciplines, students prepare appropriate forms of communication, including oral presentations, short reports, letters, memos, proposals, and a research paper. This course does not satisfy the general education distribution requirement in humanities. Prerequisite: ENGL 101.

PSYCHOLOGY (PSY)

PSY 105 INTRODUCTION TO PSYCHOLOGY (3 S.H.)

A general introduction to scientific psychology, including biological psychology, development, learning, memory, psychological disorders, and social psychology.

PSY 200 INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY (3 S.H.)

The relation of general psychology to aspects of business and industry, including personnel selection, training, placement, supervision, and evaluation. A discussion of organizational influences on behavior, job motivation and satisfaction, leadership, communication, problem solving, and research methods in industrial and organizational psychology. Prerequisite: PSY 105.

PSY 203 CONSUMER BEHAVIOR AND ADVERTISING (3 S.H.)

An investigation of how psychological processes influence the marketing and consumption of products as well as the marketing and acceptance of ideas. Topics include how advertising attempts to change attitudes and behavior, the influence of motivation theory on advertising content, how persuasion influences the adoption of products and political beliefs, and how cultural differences impact consumption patterns. Students cannot receive credit for both PSY 203 and MKT 400. Prerequisite: PSY 105.

PSY 204 SOCIAL PSYCHOLOGY (3 S.H.)

This course focuses on human behavior in a social setting, emphasizing types of research that may be used to study social behavior. Topics include attitude formation and change; aggression and its opposite, helping behavior; factors that influence compatibility with other people; and group processes, conformity to a group, and leadership. Students cannot receive credit for both PSY 204 and PSY 210. Prerequisite: PSY 105 or SOC 105.

PSY 205 PERSONALITY (3 S.H.)

Examples of four major types of contemporary personality theories are examined, contrasted, and compared. The role of theory and the relationship of research and evaluation strategies to theory are considered, with examples from each of the theories studied. Theories examined include psychoanalytic, trait, phenomenological, and behavioral approaches to the study of personality. Required for psychology majors. Prerequisite: PSY 105.

PSY 206 PSYCHOLOGY OF WOMEN (SAME AS GWS 206) (3 S.H.)

The social construction of gender and its impact on the lives of women are examined in this course. This survey course covers a wide array of psychological topics as they relate to the female experience in American culture. The influence of historical, developmental, and social contexts on psychological experiences are also examined. Prerequisite: PSY 105.

PSY 210 CROSS-CULTURAL SOCIAL PSYCHOLOGY (3 S.H.)

Cross-cultural social psychology, a new area of study in psychology, deals with research done outside of the United States and looks both for the universals of social behavior and for differences that might be brought about by culture. Differences between subcultures (e.g., groups defined by race, ethnicity, or social class) are also considered. Prerequisite: PSY 105. Students may not take both PSY 204 and PSY 210.

PSY 211 HUMAN GROWTH & DEVELOPMENT I (3 S.H.)

This course studies human development from birth to adolescence. The course addresses the interplay of biological, intellectual, social, and emotional development. Students cannot receive credit for both PSY 211 (Human Growth and Development I) and PSY 332 (Human Growth and Development I with Lab). Prerequisite: PSY 105.

PSY 212 HUMAN GROWTH & DEVELOPMENT II (3 S.H.)

Human development from adolescence through adulthood and old age. The course explores changing capacities and stresses throughout the human life span. Prerequisite: PSY 105.

PSY 215 MULTICULTURAL PSYCHOLOGY (3 S.H.) (S.L.)

This course is an introduction to the principles, theories, and applications of multiculturalism. Students are required to examine their own sense of self and others' identity, beliefs and assumptions, and behaviors. Theories, research, and skills are explored so that students can acquire the necessary multicultural competencies for effective work with children and adolescents from diverse backgrounds (i.e., culture, race, ethnicity, class, and gender) in multicultural environments (i.e., public schools, community organizations). This is a service-learning course. Prerequisite: PSY 105.

PSY 216 COMMUNITY PSYCHOLOGY (3 S.H.) (S.L.)

This course provides an introduction to the field of community psychology. Students learn about social issues, social institutions, and other settings that influence individuals, groups, and organizations. Principles, theories, and methods, and their application to community issues and settings are also explored. This is a service-learning course. Prerequisite: PSY 105.

PSY 220 LEARNING AND MEMORY (3 S.H.)

This class provides an in-depth look at how animals—including humans—learn about their environment. Students explore topics such as animal behavior, associative learning, classical and operant conditioning, the effects of reward and punishment, and spatial navigation. Students also learn about how the fundamental principles of conditioning and learning are applied in current psychology and research. Prerequisites: PSY 105.

PSY 225 ABNORMAL PSYCHOLOGY (FORMERLY PSY 325) (3 S.H.)

This course focuses on similarities and differences between normal and abnormal behavior, individual and environmental genesis and treatment of neurosis and psychosis, and relation of abnormality to social, religious, educational, and other aspects of living. Prerequisite: PSY 105.

PSY 230 COGNITION (3 S.H.)

This course involves an in-depth analysis of human information processing. Topics include perception, attention, memory, and higher cognitive functions. Practical applications of cognitive principles are also discussed. Students cannot receive credit for both PSY 230 and PSY 331. Prerequisite: PSY 105.

PSY 235 FORENSIC PSYCHOLOGY (3 S.H.)

Psychological research has much to offer to the fields of law and law enforcement. In this course, the potential impact and relevance of empirical psychological research to the criminal justice system is discussed in detail. Topics include basic methodological issues, lie detection, repressed memories, jury selection, line-up construction, eyewitness identification and testimony, courtroom persuasion, and group decision-making. Prerequisites: PSY 105 and 3 additional credits in either psychology or criminal justice.

PSY 240 HEALTH PSYCHOLOGY (FORMERLY PSY 350) (3 S.H.)

This course studies the contributions of psychology to the promotion and maintenance of health, and to the prevention and treatment of illness. The course is concerned with understanding how behavior affects health, how health affects behavior, and how this knowledge is applied to diagnosis, prevention, treatment, and rehabilitation. Prerequisites: PSY 105.

PSY 245 GROUP DYNAMICS (3 S.H.)

An advanced course in social psychology dealing with the dynamics of group interaction. Among topics to be discussed are one-to-one relationships in personal and work situations; group formation, structure, and leadership; group functioning and conformity; and the effective work group. Prerequisite: PSY 105 or SOC 105.

PSY 260 PARANORMAL PSYCHOLOGY (3 S.H.)

This course involves a critical examination of beliefs in paranormal phenomena. Students read and discuss reports of ESP, human spontaneous combustion, near death experiences, and other parapsychological experiences. In addition, the psychological processes that underlie beliefs in other paranormal phenomena, such as aliens, ghosts, and "hidden" animals, will be discussed. An emphasis is placed on understanding the errors in cognitive processes that can lead to erroneous beliefs. This course counts as an experimental advanced elective for psychology majors. Prerequisite: PSY 105.

PSY 265 EVOLUTIONARY PSYCHOLOGY (3 S.H.)

This course examines a range of psychological phenomena within the framework of evolutionary psychology. The basic principles of evolution through natural selection are introduced followed by their application to animal and human behavior. Topics include ethnology, food preferences, short-term mating strategies, long-term mating strategies, parental investment, kinship, alliances, aggression, and dominance. An introduction to behavior genetics is also covered. Prerequisite: PSY 105.

PSY 270, 271 SUPERVISED RESEARCH TOPICS IN PSYCHOLOGY (3 S.H.)

Students work with a faculty member in conducting a research project of mutual interest. Students are required to become familiar with the scholarly literature relevant to the research project in addition to their active involvement with other aspects of the research, such as research design, construction of research materials, data collection, data analysis, and report writing. Regular meetings with the supervising faculty member and a final written report are required. Permission of the instructor is required prior to registration. PSY 270 and 271 may be taken for two semesters, six credits maximum. This course may be used to fulfill one psychology advanced elective based on the area of research. Prerequisite: PSY 105.

PSY 330 CURRENT ISSUES IN PSYCHOLOGY (3 S.H.)

This course involves a survey of a wide range of current issues in psychology. Students will read and discuss recent journal articles

with two goals in mind. The first is to gain proficiency in reading journal articles and the second is to become knowledgeable about the cutting edge of psychology. In addition to articles provided by the course instructor, the students will find additional sources and use them to supplement class discussions. Psychology majors only. Prerequisites: PSY 105 and junior standing.

PSY 331 COGNITION WITH LABORATORY (4 S.H.)

This course involves an in-depth analysis of human information processing through lecture and structured lab activities. Topics include perception, attention, memory, and higher cognitive functions. Practical applications of cognitive principles are also discussed. Students design and conduct experiments in cognitive psychology and write laboratory reports. Psychology majors only. Students take either PSY 230 or PSY 331; they may not take both. Prerequisite: PSY 105 and PSY 385 (grade C or better).

PSY 332 HUMAN GROWTH AND DEVELOPMENT I WITH LABORATORY (4 S.H.)

Through both lecture and structured lab activities, this course focuses on biosocial, cognitive, and psychosocial changes that occur from birth to adolescence. Topics introduced in lecture are further explored using a variety of qualitative and quantitative research methods used in the field. Psychology majors only. Students take either PSY 211 or PSY 332; they may not take both. Prerequisite: PSY 105 and PSY 385 (grade C or better).

PSY 335 COMMUNITY-BASED YOUTH DEVELOPMENT INTERVENTION STRATEGIES AND PRACTICES: INTEGRATING CRIMINAL JUSTICE AND PSYCHOLOGICAL APPROACHES (SAME AS CJ 335) (6 S.H.)

This is an interdisciplinary criminal justice and psychology year-long course on community intervention strategies and practices for at risk youth. Theories and research that explain problem behaviors (i.e., mental health, substance abuse, delinquency) are reviewed, focusing on both the macro structural factors emphasized in criminology and the micro level perspective emphasized in psychology. Current intervention and prevention programs are examined and combined with field experience to train students in the principles of civic engagement, as well as in the mentoring and treatment of at risk youth. Open to criminal justice or psychology majors with junior standing or above, or with instructor's permission. 6 semester hours

PSY 355 BIOLOGICAL PSYCHOLOGY (3 S.H.)

An introduction to the anatomy, physiology, and pharmacology of the nervous system and its role in experience and behavior. Topics include the biological basis of perception, memory, motivation, emotion, and mental illness. This course satisfies either the science/mathematics or social science distribution requirements. Prerequisite: PSY 105.

PSY 360 SENSATION AND PERCEPTION (3 S.H.)

This course deals with the physiological and psychological systems that allow us to see, hear, feel, smell, and taste the incredible range of stimuli we can perceive. Although intimately related, sensation and perception play two complimentary but different roles in how we interpret our world. Sensation is the process of sensing our environment through touch, taste, sight, sound, and smell. Perception is the way we interpret these sensations and therefore make sense of everything around us. The study of sensation and perception also involves an exploration of the constraints on our perceptual systems, since what we can't perceive is often just as important (and often even more interesting) as what we can. Prerequisite: Psychology 105.

PSY 368 HUMAN NEUROPSYCHOLOGY (3 S.H.)

Human neuropsychology is the branch of psychology that seeks to understand the relationship between neural structure and function. In this course, students learn about neural anatomy and physiology and the role these play in determining normal and disordered behaviors. Topics of discussion include the neuropsychology of perception, attention, memory, language, emotion, and action. Prerequisite: PSY 105.

PSY 375 COUNSELING AND PSYCHOTHERAPY (3 S.H.)

Theories and methods used in therapeutic interventions with individuals are emphasized. In addition to readings and lectures, the course includes practice at introductory-level skills and class presentations. Prerequisites: PSY 105 and 325.

PSY 376 PSYCHOLOGY/EDUCATIONAL TESTING (SAME AS ED 376) (3 S.H.)

A critical examination of the potentials and limitations of the presently used tests of intelligence, achievement, aptitude, interests, attitudes, and personality. The use of tests in educational and psychological research, counseling, guidance, and industry is examined. The development, use, and standardization of tests for evaluation and research are also included. Students cannot receive credit for both ED 376 and PSY 376. Prerequisite: PSY 105.

PSY 377 HISTORY & SYSTEMS OF PSYCHOLOGY (3 S.H.)

The historical and philosophical roots of contemporary systems of psychology. The systems discussed include structuralism, functionalism, behaviorism, Gestalt psychology, and psychoanalytic theory. These systems are examined historically, in terms of the individuals whose ideas contributed to their formulation, and philosophically, in terms of how each system resolves the problem of knowledge, the mind-body problem, and the issues of scientific verification and theory construction. Prerequisite: PSY 105 and one psychology course at the 200 level or above.

PSY 381 STATISTICAL METHODS (3 S.H.)

Topics include scaling, graphing data, descriptive statistics, correlation, hypothesis testing, and nonparametric statistics. This course is designed for majors outside of social science. Majors in psychology and social science should take PSY 385 instead. Students may not receive credit for both PSY 381 and another statistical methods course such as PSY 385, QA 251, ENGR 111, ENGR 315, MATH 114, or MATH 373. This course may not be used to satisfy the social science general education requirement. Prerequisite: Familiarity with elemental algebra.

PSY 385 STATISTICAL METHODS WITH LABORATORY FOR SOCIAL SCIENCES (FORMERLY PSY 381/383) (4 S.H.)

Elementary statistics applied to psychology and other social sciences. Topics include methods for graphing data, descriptive statistics such as measures of central tendency dispersion and correlation, simple probability theory, and inferential statistics including t-tests, ANOVA, and nonparametric statistics such as chi-square. The SPSS statistical computer package is covered in the laboratory. This course is required of majors in criminal justice, communication studies, psychology, and social work. Other majors are welcome. Students may not receive credit for both PSY 385 and another statistical methods course such as PSY 381, QA 251, ENGR 111, ENGR 315, MATH 114, or MATH 373. This course may not be used to satisfy the social science general education requirement. Prerequisites: MATH 101 or equivalent or a satisfactory performance on the Mathematics Placement Test; basic computing skills; proficiency with the Windows computing environment; and the math requirement with a minimum grade of C.

PSY 387 RESEARCH DESIGN AND LABORATORY FOR PSYCHOLOGY (FORMERLY PSY 382/384) (4 S.H.)

This course teaches the application of scientific method to the study of human behavior. Topics include the relationship between theory, hypotheses and empirical research, ethical considerations of research with humans, laboratory and field experimental methods, survey research, participant observation, and the use of documents and available data. The laboratory reinforces the theoretical issues covered in the lecture portion of the course. Students complete structured, hands-on exercises with experimental and non-experimental research methods in psychology. Students use the computer to analyze data, conduct literature reviews, and write research reports. Required of psychology majors. Prerequisite: Minimum grade of C in PSY 385 for psychology majors.

PSY 394, 395 PSYCHOLOGY PRACTICUM (3-6 S.H.)

Students work 100 hours per three credits in one of several applied psychology settings under the supervision of qualified personnel. Students are also required to become familiar with the scholarly literature relevant to their placement, and to write a research paper integrating the research and fieldwork aspects of the practicum. Students have regular meetings with the practicum instructor throughout the semester. Permission of the instructor is required prior to registration. Open only to juniors and seniors. Not available to students who are student-teaching. May be taken for one or two semesters. Students may take no more than 15 credits between PSY 394, 395, and 423. Prerequisites: Junior or senior standing, PSY 105, and 6 semester hours of psychology.

PSY 423 PSYCHOLOGY INTERNSHIP (9-12 S.H.)

This course is a continuation of PSY 394, 395. Students work 100 hours per three credits in one of several applied psychology settings under the supervision of qualified personnel. Students are also required to become familiar with the scholarly literature relevant to their placement, to participate in on-campus meetings, and to write a research paper integrating the research and fieldwork aspects of the practicum. Students have regular meetings with the internship instructor throughout the semester. Permission of the instructor is required prior to registration. Open only to juniors and seniors. Not available to students who are student-teaching. Students may take no more than 15 credits between PSY 394, 395, and 423. Prerequisites: Junior or senior standing, PSY 105, PSY 394, and 6 semester hours of psychology.

PSY 409, 410 SENIOR RESEARCH IN PSYCHOLOGY (6 S.H.)
See SSCI 409, 410.

PSY 188, 288, 388, 488, 588 SPECIAL TOPICS IN PSYCHOLOGY (3 S.H. EACH)

Topics for these courses are offered in response to student and faculty interest.

QUANTITATIVE BUSINESS ANALYSIS (QA)

QA 251 ELEMENTARY STATISTICAL ANALYSIS (3 S.H.)

Introduction to the use of probability and inference for decision making in the administrative and social sciences. Topics include collection, measurement, and presentation of data (descriptive statistics); probability distributions and expected values; and sample design and parameter estimation. Prerequisite: MATH 117 and 30 credits.

QA 252 INTERMEDIATE STATISTICAL ANALYSIS (3 S.H.)
More advanced use of probability and inference in the administrative and social sciences. Topics include hypothesis testing; multiple and nonlinear regression and correlation analysis; analysis of variance; chi-square tests; other nonparametric tests; time-series analysis; and decision making under uncertainty, including Bayesian analysis. Prerequisite: QA 251 and 30 credits.

READING (RDG)

RDG 105 COLLEGE READING & STUDY SKILLS (2 S.H.)
This course is designed for first-year and transfer students to develop efficient reading and study techniques in various subject areas. Topics such as vocabulary development, note taking from text material, lecture note taking, organizational skills, test-taking strategies, and flexibility in reading rates are stressed. The course is open to upperclassmen as an elective. This course is developmental.

SCIENCE (SCI)

SCI 101 FUNDAMENTALS OF PHYSICAL SCIENCE (3 S.H.)
A course in the physical sciences, designed for nonscience majors, that explores the history and development of the fundamental physical laws affecting matter in the universe. It explores the kinds of changes that occur when different types of matter interact. Emphasis is on the application of these physical and chemical laws of nature, as they are significantly observable on the planet earth. The impact of the development of the physical sciences on contemporary life is emphasized.

SOCIAL SCIENCE (SSCI)

SSCI 409, 410 SENIOR RESEARCH (6 S.H.)
Research in an area of the student's special interest. Required of all majors in behavioral science and psychology. Prerequisites for criminal justices majors: PSY 385 and CJ 382. Prerequisites for psychology majors: PSY 385 and PSY 387.

SOCIAL WORK (SW)

SW 107 INTRODUCTION TO SOCIAL WORK AND SOCIAL WELFARE (3 S.H.)
This introductory course provides students with a general understanding of the field of social work, its value base, and unique contribution to individuals, families, groups, and the community. It also provides students with an understanding of the history, purpose, and function of the social welfare system. A major focus of the course is to examine the broad application of social work practice in a variety of settings. Social work theory and methods, contemporary trends in the field, social policy, and the relationship between social work and other human service professions is explored. Special attention is given to the areas of diversity, oppression, and social justice. Students are also involved in a service learning project as one of the key assignments.

SW 206 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT I (3 S.H.)
This is the first of a two semester course covering the major theoretical perspectives for understanding human behavior in the social environment. The basic concepts of human development are explored using the life cycle as an organizing framework.

Factors of human diversity such as race, gender, ethnicity, class status, sexual orientation, and physical ability are regularly addressed. During the first course, human behavior from conception through adolescence is examined and the developmental processes are explored and presented from the framework of the individual within the context of family, group, community, and organizations. Prerequisites: SW 107 and PSY 105.

SW 207 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT II (3 S.H.)

This is the second of a two semester course covering the major theoretical frameworks for understanding human behavior in the social environment. The course explores basic concepts of human development using a developmental life cycle framework as the organizing focus. Significant factors and influences of human diversity such as race, gender, ethnicity, class status, sexual orientation, gender identity, and physical ability are addressed. The course content focuses on late adolescence through late adulthood, including death, loss, and bereavement. The course focuses on the "person-in-environment" and "risk and resilience" perspectives. These conceptual frameworks have implications for social work from micro through macro levels of practice. Prerequisites: PSY 105, SW 107, 206.

SOCIOLOGY (SOC)

SOC 105 INTRODUCTION TO SOCIOLOGY (3 S.H.)
A general introduction to sociology covering empirically based theoretical insights on social groups, cultures, institutions, social organization, stratification, deviance, social movements, and social change. The development of a sociological perspective through the application of core concepts, such as the sociological imagination and the social construction of reality, formulates the basic framework for this course.

SOC 201 CRIMINOLOGY (3 S.H.)
The study of crime in society—its origins and relationships to other institutions. These topics are discussed both historically and in the context of contemporary American society. The following theoretical perspectives are explored: biological, psychological, social organization, differential association, anomie, cultural and subcultural, functional, social conflict, labeling, and social control. Special topics include organized crime, white collar and corporate crime, victimless crime, and violence in society. Prerequisite: SOC 105.

SOC 202 SOCIAL ACTIVISM (3 S.H.) (S.L.)
This course is a service learning course that includes some form of civic/political engagement in the form of social activism. Students learn about social activism by doing it, reflecting on their experiences and doing research related to the activism they engage in. Experiential learning sites can be found in multiple settings that provide service or take action on behalf of groups or issues where action committees are organized. Social activism offers opportunities to develop leadership skills and work within political/activist organizations. No prerequisites.

SOC 203 SOCIOLOGY OF YOUTH (SAME AS GWS 203) (3 S.H.)
Youth, adolescence, young adulthood—different terms, but all imply a period in life when individuals face various new issues, physically and emotionally. In this course, students explore such issues in the context of social and cultural frameworks. Students consider how sociologists view a category termed "youth" and explore how social systems determine who is a part of this category. Students also look at the personal and social implications

of “youth” and the intersections and impact of race, class, and gender on the experiences of youth. Students are introduced to the social constructionist approach to study the issues of youth in the United States, as well as comparative perspectives. Prerequisite: SOC 105.

SOC 204 SOCIAL PROBLEMS (SAME AS GWS 204) (3 S.H.)

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

SOC 215 THE FAMILY (SAME AS GWS 215) (3 S.H.) (W)

An examination of the family as a social institution, with multi-cultural and cross-cultural differences. Areas of study include the organization of kinship systems, historical antecedents of family structure in the United States, gendered family roles, domestic violence, and the theoretical implications of societal change on intimacy patterns and family relations. Prerequisite: SOC 105.

SOC 235 MINORITIES IN AMERICAN SOCIETY (3 S.H.)

The course investigates the roles of race, ethnicity, and gender as the foundation of group relations and minority status in U.S. society. The sociohistorical process of creating subordinate groups and the nature of prejudice and discrimination are examined. The social, economic, and political consequences of the process for both minorities and the majority population are explored and related to issues of current interest. Prerequisite: SOC 105.

SOC 240 GENDER AND INTERNATIONAL DEVELOPMENT (SAME AS GWS 240) (3 S.H.)

This course focuses on how gender inequality is structured globally and how economic and political changes in the last half of the 20th century have impacted these inequalities. To understand the impact of economic and political changes, students examine regions such as Latin America, Asia (Southeast, South Asia, China), Africa, and the Middle East and make comparisons with the United States. Students look at the social, economic, and political structures in different countries of these areas and see how gender inequality is socially constructed and impacted by changes. Students end the course by looking at some of the ways women have made changes in the structure of their countries and ultimately their own lives.

SOC 245 RAP, HIP HOP, AND SOCIETY (3 S.H.)

This course explores the contemporary emergence of rap and hip hop culture. The course engages students in listening to music, viewing DVDs, and reading books and articles related to rap, hip hop, and cultural values. Societal issues of social control and freedom of speech are examined. Students explore these issues with the intent to broaden their sociological imaginations. Prerequisite: SOC 105.

SOC 266 CLASS SOCIETY (3 S.H.)

This course traces the sociological and historical processes of class formation in U.S. society. Emphasis is on the life styles characteristic of each class, on relationships among the classes, and on the consequences of inequality relative to the economic, political, and social opportunities available to individuals and groups. Prerequisite: SOC 105 or GP/POLS 101.

SOC 275 AFRICAN AND AFRICAN AMERICAN WOMEN IN SOCIETY (SAME AS GWS 275) (3 S.H.) (W)

This course explores some of the significant life experiences of women in sub-Saharan Africa (such as marriage, sex and sexuality, motherhood, being a wife, families, aging, widowhood, work, and urban vs. rural life), how the same type of experiences are lived by African American women, and how an understanding of culture and social organization helps us understand how African and African American women sometimes experience these similarly and sometimes differently. Writing enriched.

SOC 304 FILM AND SOCIETY (3 S.H.)

Films allow us to understand a little of what it would be like to be someone else—a different race, gender, sexual orientation, class, ethnic group—and to imagine living in another place or time. This class is intended to engage students in social issues through the lens of an art form most of us enjoy but often do not analyze. The goal is to sharpen observations and develop perceptive viewing through the difficult task of total immersion in the film while, at the same time, maintaining objectivity and critical detachment. No prerequisites.

SOC 307 SOCIAL DEVIANCE (3 S.H.)

A study of various forms of norm-violating behavior, including individual and group acts, using the societal reaction or interactionist perspective. Types of deviant behavior examined include sexual deviation, mental illness, juvenile gangs, alcoholism, and drug use. Prerequisite: SOC 105.

SOC 310 MEDICAL SOCIOLOGY (3 S.H.)

The institution of medicine from a sociological and cultural perspective. Topics include the relationship of medicine to the value system of the society, the sociology of the profession, and the socialization of the professional. Prerequisite: SOC 105.

SOC 315 POVERTY AND SOCIETY (3 S.H.)

When compared to most other advanced industrial capitalist nations, poverty rates in the United States are high, particularly in many of the nation’s urban centers. This course examines the causes and consequences of poverty. It explores the ways that social scientists define and measure poverty, examines the characteristics of poor Americans today, and considers a broad range of issues relating to poverty such as education, family structure, culture, economic restructuring, segregation, social movements, and public policy. To facilitate better comprehension and understanding of course content, there is a service learning component to the class that requires students to participate weekly in an organized activity with a community partner in Chester. Prerequisite: SOC 105.

SOC 317 SOCIOLOGY OF SEX AND GENDER (SAME AS GWS 317) (3 S.H.) (W)

An examination of sex/gender systems in historical, cross-cultural, and contemporary societies. Identity politics and the interconnections between gender, race, class, ethnicity, and sexual orientation are core segments of this course. Feminist, socialist, liberal, and conservative thought on sex/gender issues are included. Readings include classic early writings from the contemporary women’s movement and more recent gender analyses. This is a writing enriched course. Prerequisite: SOC 105.

SOC 320 CITIES AND SOCIETY—ANCIENT TO THE EARLY 20TH CENTURY (3 S.H.)

This course traces Western urban development from ancient Mesopotamia to the beginning of the 20th century. Cities are viewed as distinctive physical environments composed of architectural elements and spatial planning created by social and economic

activity. Students explore the forces that have shaped these environments and how the relationships between people have been influenced by these urban arrangements during different historical eras. Prerequisite: SOC 105.

SOC 321 THE CONTEMPORARY CITY (3 S.H.)

This course focuses on how European and American cities have developed in the 20th century from the period of great industrial growth to the present. Topics include the emergence and development of urban sociological theory; the formation of modern city planning; urban deconcentration and suburban development; problems of housing, poverty, and homelessness; and the role of technology in shaping the urban environment. Prerequisite: SOC 105.

SOC 325 UNIONS, LABOR, AND SOCIETY (3 S.H.)

Upon graduation, many Widener students will be employed in sectors of the economy in which unions play a significant role in determining wages, hours, and working conditions. This is especially true of the many students who will enter occupations in criminal justice, education, health care, and government services. This course examines the history, role, and function of labor unions in American society. It provides an overview of the development and growth of the labor movement, examines the process of collective bargaining and contract administration, and explores the current state of the labor movement. By the conclusion of the course, students are better prepared to enter into a unionized profession. Prerequisite: SOC 105.

SOC 330 MODERN ORGANIZATIONS AND WORK (3 S.H.)

This course discusses the development of modern organizations and the nature of work roles within them. Topics include the impact of industrialization, Weber's theory of bureaucracy, 19th-century industrial ideologies, the emergence of Taylorism and Human Relations, alienation and work, the development of participatory organizational models, leadership, power, informal group processes, the law regarding hiring and promotion, and organizations in the larger political economy. Prerequisite: SOC 105.

SOC 335 DYNAMICS OF ORGANIZATIONS (3 S.H.)

Study concentrates on the structural and psychosocial processes in public and private sector organizations. It includes an examination of the following topics: authority and power, communication, decision making, leadership, and conflict and change. Prerequisite: SOC 105.

SOC 355 SOCIAL THEORY (3 S.H.)

Major theoretical concepts in sociology are examined with emphasis on classical theorists Marx, Weber, and Durkheim. Other theorists, including more contemporary theorists, and specific theories such as Symbolic Interactionism, are covered. Looks at post-modern critiques are also discussed. Required for the sociology minor. Prerequisite: SOC 105, junior or senior standing, or permission of the instructor.

SOC 367 SOCIAL MOVEMENTS AND SOCIAL CHANGE (SAME AS GWS 367) (3 S.H.) (W)

This course explores the interaction between social movements and social change. The focus is on intentional change; on social movements as expressions of people's interest in transforming social structures and cultural relations. Activism organized around class, race, gender, and other socially defined positions are examined through film, readings, and class discussion. Symbols, propaganda, music, marches, historical reference, and other forms of emotional involvement constitute part of the exploration of social movement organizations and the strategies they employ. Prerequisite: SOC 105.

SPANISH (SPAN)

SPAN 101, 102 ELEMENTARY SPANISH I, II (3 S.H. EACH)

This course introduces students to basic grammar and vocabulary through a variety of speaking, listening, reading, and writing activities. Recommended for students with little or no previous Spanish instruction.

SPAN 201, 202 INTERMEDIATE SPANISH I, II (3 S.H. EACH)

This course introduces students to more advanced grammar and vocabulary through a variety of speaking, listening, reading, and writing activities. Recommended for students with two or more years of high school Spanish.

TRANSITIONAL EDUCATION (TRED)

TRED 100 TRANSITIONAL EDUCATION (3 S.H.)

An orientation for mature students to the academic demands of college. A review of study techniques, critical reading, outlining, organizing ideas, note-taking and test-taking techniques, expository writing, library use, research methods, and writing of a fully documented research paper are included. Effectiveness in oral communication is stressed through participation in classroom discussions and oral presentations. Tuition free, but student pays \$100 fee. Prerequisite: Entering adult student.

UNIVERSITY COLLEGE STUDIES (UCS)

UCS 101 INTRODUCTION TO UNIVERSITY COLLEGE STUDIES (3 S.H.)

This course introduces students to the world of the adult student in undergraduate higher education through readings, research, and essays. Translating experiential learning to the academic world is emphasized with students, starting the process of creating an academic and professional portfolio. The course is open to all University College students and may be used as a free elective.

UCS 102 INTRODUCTION TO UNIVERSITY COLLEGE CIVIC ENGAGEMENT (1 S.H.)

This course introduces transfer and reentry students with more than 75 credits to the world of adult education and the Widener mission of civic engagement. Students build on volunteer knowledge by reading and discussing essays about serving, giving, and leading. Students are also introduced to the student e-portfolio system, which is a requirement for University College students. Students may not take this course if they have taken UCS 101 or TRED 100. The course is in an online format only, and students should take this course their first semester. It is designed so that additional courses may be taken at the same time.

UCS 200 BECOMING A CIVICALLY ENGAGED PROFESSIONAL (W) (3 S.H.)

This elective course for all University College students focuses on promoting learning through active participation in service experiences. Students build on their volunteer knowledge by reading and discussing essays about serving, giving, and leading. The historical context of service learning is reviewed. Structured reflection time is provided during which students link their beliefs about civic engagement to their individual experiences. Several opportunities are provided to the students to work in the surrounding community.

**UCS 390 DEVELOPING EFFECTIVE DECISION
MAKING AND PROBLEM SOLVING
COMPETENCIES (4 S.H.)**

This course enhances students' knowledge of the decision-making process in organizations, the core of an organization's operation, and the foundation for managers and supervisors at any level. It provides students with decision-making tools including descriptive statistics, probability theory, hypothesis testing, and decision analysis/tree. Throughout this course, students learn different perspectives in the study of individual, group, and organizational decision making and investigate the pros and cons of various theories and approaches under these perspectives. Students are required to consider the role of rationality and non-rationality in decision making and examine how uncertainty and ambiguity may impact their perceptions of choices and risks.

UCS 400 CAPSTONE SEMINAR (3 S.H.)

This course is the culminating academic experience for students in the professional studies major. Students integrate the significant learning achieved from courses, programs, and life/work experiences and make plans for their future. This seminar helps adult learners cope with their particular ending-beginning situations, identify their strengths to reinforce a positive sense of self, obtain support as they move into the next transition, and develop strategies to deal with change. During the seminar, students review the challenges that adults face in developing new life and work roles, such as developmental issues faced by "aging" students, including life-span concepts, age discrimination in the workplace, or the loss of structure that "going to school" gives adult learners. Students conduct a reappraisal of their goals and are encouraged to consider how the different parts of life fit together (intellectual, social, emotional, physical, vocational, spiritual). Prerequisite: Senior status (completion of at least 90 semester hours of credit toward the degree) and UCS 101, UCS 102, or TRED 100.

UNIVERSITY COLLEGE ADMINISTRATION

ADMINISTRATION

Emily C. Richardson, BS, MEd, EdD
Dean

Don Devilbiss, BS, MEd
Assistant Dean

KayMarie Platt, BS, MA
Assistant Dean, Adult Learner Services

Matthew R. Weidman, BS, MBA
Director of Exton Campus

Karen M. Chiarini, BA, MEd
Coordinator of Distance Learning

Shana M. DeRosa, BA, MEd
Coordinator of Recruitment & Outreach

Nicole Ritterbeck, BA
Assistant Director of Advising

Nancy Maffia, BA, MS
Advisor, University College

ACADEMIC ADVISORS

Patricia M. Clancy
BSAH, Widener Univ.

Patti L. Curran, RRT, RPFT
BS, MEd, Widener Univ.

Shana M. DeRosa
BA, MEd, Widener Univ.

Don Devilbiss
BS, Shippensburg Univ.; MEd, Univ. of Delaware

Clement J. DiPietro
BS, LaSalle College; MS, Villanova Univ.

Gail A. Farally-Semerad
BA, MEd, Widener Univ.

Elaine E. Karr
BA, Neumann College; MS, St. Joseph's Univ.

Nancy Maffia
BA, Elmira College; MS, Univ. of Kentucky

KayMarie Platt
BS, Wilkes College; MA, Beaver College

Emily C. Richardson
BS, Cornell Univ.; MEd, Pennsylvania State Univ.; EdD,
Widener Univ.

Nicole Ritterbeck
BA, Pennsylvania State Univ.

Walt Selfridge
BA, West Chester Univ.

Mary T. Walklett
BA, MA, Widener Univ.

Matthew R. Weidman
BS, Millersville Univ.; MBA, Eastern Univ.

SENIOR ADMINISTRATION

James T. Harris III, BEd, MEd, DEd
President

Joseph J. Baker, BS, MBA, CPA
Senior Vice President for
Administration & Finance

Linda S. Durant, BS, MEd
Senior Vice President for
University Advancement

Marcine C. Pickron-Davis, BS, MSW, PhD
Chief Community Engagement &
Diversity Officer

Stephen C. Wilhite, BS, DPhil
Acting Provost

COLLEGIATE DEANS

Fred Fathy A. Akl, BS, MS, PhD
Dean, School of Engineering

Linda L. Ammons, BS, MA, JD
Dean, School of Law

Deborah R. Garrison, BS, MS, PhD
Dean, School of Nursing

Nicholas J. Hadgis, BA, BS, MS, PhD
Dean, School of Hospitality Management

Savas Özatalay, BS, MA, PhD
Dean, School of Business Administration

Matthew Poslusny, BS, PhD
Dean, College of Arts and Sciences

Emily C. Richardson, BS, MEd, EdD
Dean, University College

Paula Silver, BA, PhD
Acting Dean, School of Human
Service Professions

Robert J. Bruce, AB, MA, '92H
President Emeritus

BOARD OF TRUSTEES

OFFICERS

Nicholas P. Trainer '64
Chair

Retired President,
Sartomer Company, Inc.

John H. Tilelli Jr. '63, '96H
Vice Chair

General, U.S. Army, Retired
Chairman & CEO,
Cypress International, Inc.

Karol M. Wasylyshyn, PsyD '82
Vice Chair

President, Leadership Development

Paul S. Beideman '79
Treasurer

Retired Chairman & CEO,
Associated Banc-Corp

Eugene D. McGurk Jr., Esq. '78L
Secretary

Partner; Raynes, McCarty

James T. Harris III
Executive Committee Staff Liason

President & Professor of Education,
Widener University

MEMBERS

Daniel Borislow '84, '05H
Director/CEO & Founder,
MagicJack VocalTec
Communications; YMAX Corporation

Thomas H. Bown II '67
President, Charter Associates

Anthony R. Britton Jr. '82
Managing Director,
Royal Bank of Scotland

Pamela Browner-White
Vice President of Public Affairs,
Cancer Treatment Centers of America

Michael G. DeFino, Esq., '75L
Principal, DeFino Law Associates

James J. Hargadon '75
Retired Executive Vice President
& CFO, Oki Data Americas, Inc.

Ira Harkavy, PhD
Associate Vice President & Director,
Netter Center for Community
Partnerships, University of
Pennsylvania

James W. Hirschmann III '82
CEO, Western Asset Management Co.

James J. Mack III '85
Partner: Amper, Politziner & Mattia,
LLP

Anna Miller '12
Student Trustee, Chemistry/
Pre-Law Major

David W. Oskin '64, '07H
President, Four Winds Ventures

Derrick H. Pitts
Chief Astronomer/Senior Scientist;
Director, Fels Planetarium Programs,
Franklin Institute Science Museum

Robert E. Samuel, DSc, '91, '00
Senior Technology Architect,
Aetna, Inc.

Cynthia H. Sarnoski, PhD '74
Retired Senior Vice President,
Global Compliance & Quality
Systems, Pfizer Pharmaceuticals

John F. Schmutz, Esq.
Retired Senior Vice President
& General Counsel,
E. I. du Pont de Nemours & Co.

Ronald S. Stead, PhD
Senior Consultant,
Academic Search, Inc.

Min S. Suh, Esq., '95L
Partner, Fox Rothschild

Richard L. Tan '09H
Founder & CEO,
Pacific Mellenium Group

Brian P. Tierney, Esq. '87L
CEO, Realtime Media;
CEO, Brian Communications

Vito R. Verni '61
Chairman, Verco Properties, LLC

Ayana Wood '95
Power Supply Analyst,
UGI Utilities, Inc.

Stephen M. Wynne '77
Retired CEO, BNY Mellon Asset
Servicing, Inc.

Peter B. Zacharkiw '72, '77
President, Mardel Investments, Inc.

HONORARY TRUSTEES

Harry B. Bissell Jr.

Russell J. Bragg '57

Donald P. Walsh, Esq.

INDEX

A

academic information, 7
academic integrity standards & statement, 10
academic and general policies, 6
academic grievance appeal, 12
academic progress, 14
academic residency policy, 14
Academic Review Board, 11
Academic Support Services, 6
Academic Transition program, 7
accounting courses, 34
adding/dropping courses, 12
adjustment of charges, 5
administration, University College, 63
administration, senior, 64
admissions, 7
advisors, academic, 63
allied health courses, 34
allied health programs, 17, 23, 26, 31
anthropology courses, 34
applied supervision courses, 34
applied supervision programs, 26
art history courses, 35
arts and sciences courses, 35
associate's degree programs, 23
 allied health, 23
 general studies, 23
 liberal arts, 24
 paralegal studies, 24
 professional & applied studies, 25
 radiologic technology, 25
attendance, 12
auditing, 10

B

bachelor's degree programs, 16
 allied health, 17
 criminal justice, 18
 English, 19
 liberal studies, 19
 organizational development
 & leadership, 20
 paralegal studies, 21
 professional & applied studies, 21
 psychology, 22
biology courses, 35
Board of Trustees, 64

C

Campus Safety, 5
Career Development Center, 6
certificate programs, 27
 legal nurse consultant, 28
 paralegal studies, 29
chemistry courses, 36
Chinese courses, 37
coarse load, 5
code of conduct, 4
Commencement, 14
communications studies courses, 37
computer science courses, 37
course directory, 33
creative writing courses, 37
credit by examination, 13
credit for prior learning, 9
criminal justice courses, 37
criminal justice programs, 18, 26

D

Dean's List, 10
Disabilities Services, 6
distance learning programs, 5
dropping/adding courses, 12

E

earth and space science courses, 39
economics courses, 39
engineering courses, 40
English courses, 40
English programs, 19, 26
environmental science courses, 43
evening programs, 4

F

facilities management courses, 43
facilities management program, 26
financial aid, 5
financial information, 15
French courses, 44

G

gender & women's studies courses, 44
gender & women's studies program, 27
General Education Requirements, 16
general information, 4
general studies, 16
German courses, 46
GPA, cumulative, minimum, 14
goals, institutional & University College, 2
government and politics courses, 46
grading system, 9
graduation information, 14

H

history courses, 47
honors, 10, 15
humanities courses, 49

I

incomplete grade, 10
information systems courses, 49
instructional methods for workplace train-
ers courses, 49
instructional methods for workplace train-
ers program, 27

L

leave of absence, 8
Legal Education Institute program, 27
Legal Education Institute courses, 50
legal nurse consultant certificate, 28
liberal arts program, 24
liberal studies program, 19

M

master of arts in allied health, 31
Math Center, 6
mathematics courses, 55
mathematics proficiency, 14
minors, 26
 applied supervision, 26
 applied technology supervision, 26
 criminal justice, 26
 English, 26
 facilities management, 26
 gender & women's studies, 27
 instructional methods for workplace, 27
 psychology, 27
 sociology, 27
mission statements, 2
music courses, 55

N

NetCampus, 5

O

online studies, 5
organizational development & leadership
programs, 20

P

paralegal studies programs, 21, 24, 29
pass/no pass option, 9
philosophy courses, 56
physics courses, 56
plagiarism, 10
pre-professional (pre-law; pre-physical
therapy) preparation, 27
prior learning, credit for, 9
professional & applied studies, 21, 25
professional writing courses, 57
psychology courses, 57
psychology programs, 22, 27

Q

quantitative business analysis courses, 59

R

radiologic technology program, 25
reading courses, 60
re-admission, 8
repeating a course, 12, 14
rights and responsibilities, student, 3

S

Saturday Studies, 5
science courses, 72
scholarships, 5
senior administration, 64
social science courses, 60
social work courses, 60
sociology courses, 60
sociology program, 27
Spanish courses, 62
special programs, 27

T

transcript requests, 8
transfer credit, 8
transitional education courses, 62

U

University College
 academic advisors, 63
 Academic Transition program (UCAT), 7
 administration, 63
University College Studies courses, 62

V

veterans affairs, 5

W

waiver of courses, 13
Widener Compact, The, 3
withdrawal and adjustment of charges, 5
Writing Center, 6
Writing Program, 13
women's studies, see gender &
women's studies