

**WIDENER UNIVERSITY  
SCHOOL OF BUSINESS ADMINISTRATION**

BLAW 150  
Course Syllabus  
Fall 2008

Professor Sandra K. Miller  
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Mondays & Wednesdays  
2:00 to 3:15  
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**COURSE DESCRIPTION**

The purpose of this course is to provide an overview of the legal environment of business and to provide a service learning experience relating primarily to environment law and tort law. Topics that will be studied in the course include a study of the judicial system, constitutional law, administrative law, environmental law, criminal law, torts, international business law, employment law, consumer law, contracts, and securities law. The law of business organizations is also considered including the legal aspects of partnerships, corporations, and other legal entities.

The Service Learning components will consist of two educational seminars that will be held on the Widener campus on behalf of both the Widener university and Chester communities. The purpose of the seminars will be to acquaint the communities with the presidential candidates' positions regarding environmental law and tort law. Students themselves will participate in the seminars and will invite speakers from the Obama and McCain campaigns to address the audience. In addition, students will conduct a voter registration drive in an effort to make sure that students on campus are registered to vote.

The course is broadly structured to further the School's mission to be engaged in important community developments while achieving the educational goal of making students aware of legal issues in business. The traditional aspects of the course emphasize analytical skills, problem-solving skills, and oral and written communication skills that are important for students of all academic disciplines. The Service Learning components of the course offer students the opportunity to develop organizational, leadership, and interpersonal skills, as well as experience in working in small groups.

Ethical issues and relevant social policy issues are stressed throughout the course, particularly through the discussion of ethical case studies.

**LEARNING OBJECTIVES**

1. To provide an overview of the legal and ethical environment of business. This objective furthers Undergraduate Learning Goal 1 regarding student development of competence in core business concepts;
2. To foster analytical skills and communication skills. These twin objectives further Undergraduate Learning Goals 4 and 6 to ensure that students become effective communicators and have effective critical thinking skills;
3. To develop a sensitivity to potential legal issues arising in the conduct of ordinary business operations and the ability to develop practical solutions to these legal problems. These goals further Undergraduate Learning Goals 6 and 7 that pertain to student development of

critical thinking skills and the ability to identify and consider ethical and social responsibility implications of decisions in the business environment.

4. To gain a service learning experience in working with the community to achieve greater compliance with legal and/or ethical goals. This objective furthers Undergraduate Goal 7 with regard to student ability to identify and consider the ethical and social responsibility implications of decisions in the business environment. Also, this objective furthers Undergraduate Objective 5 concerning student development of effective interpersonal skills.

### **SERVICE LEARNING SEMINARS ON CAMPAIGN ISSUES AND VOTER REGISTRATION DRIVE: SERVICE LEARNING OPTION**

Students who elect the Service Learning option will organize two educational seminars for the Widener and Chester communities focusing on how the presidential candidates will address issues pertaining to environmental policy and tort liability. The first seminar will be held on October 6<sup>th</sup> addressing environmental policy and the second seminar will be held on Monday October 13<sup>th</sup> addressing medical malpractice. Donna Ravitto [rovsta@aol.com](mailto:rovsta@aol.com) will spearhead the October 13<sup>th</sup> seminar. As part of the Service Learning components of the course, students will help to organize these seminars and will participate in the seminar program.

The voter registration drive will be led by Peter Lesser [PLesser@paforchange.com](mailto:PLesser@paforchange.com) who will instruct students in how to assist others in registering to vote. Peter is scheduled to come to the class on Wednesday September 10<sup>th</sup>.

### **SUMMARY OF COURSE REQUIREMENTS**

Two Examinations and a Final Examination.  
Participation in Two Seminars on Environmental Policy & Medical Malpractice  
Participation in Student Voting Registration Drive  
Preparation of Reflections on Service Learning

### **Non-Service Learning Option**

Students who do not elect the service learning option, will prepare a ten-page analysis of McCain's and Obama's positions on various issues concerning business law and business taxation. The assignment should be written in paragraph form and should explain both viewpoints. Business law and business taxation issues may include business taxation policies, policies regarding tort reform, policies regarding environmental laws, the regulation of drugs and food, etc.

### **STATEMENT OF SKILLS IN AND SKILLS OUT**

#### **Substantive Knowledge**

**Knowledge In:** High school-level exposure to constitutional law through high school history courses.

**Knowledge Out:** Mastery of the basic principles with regard to civil and criminal procedure and the structure of the state and federal courts, basic concepts in constitutional law particularly with regard to the commerce clause, the first amendment, and the fourteenth amendment, a basic understanding of administrative agencies and consumer protection laws and their impact on business, basic environmental laws, general concepts concerning intentional and unintentional torts and the concept of strict liability, a basic knowledge of securities regulations and the Sarbanes-Oxley Act, and knowledge of major concepts of agency law including the impact of actual and apparent authority, the doctrine of respondeat superior and

the concept of vicarious liability. Additionally students will have acquired a general familiarity with business entities and the corporate/LLC/LLP veil.

### **Analytical Skills**

**Skills In:** High school-level reading and reasoning skills.

**Skills Out:** The ability to identify a business event that raises one or more legal issues. Students should have acquired the analytical ability to marshal the facts, identify the legal questions, and develop a responsible recommended course of action for the business to seek legal assistance from a professional and to ensure that appropriate steps are taken to promptly address the legal and/or ethical problem or problems raised.

### **Written and Oral Communication Skills**

**Skills In:** High school-level ability to speak and write.

**Skills Out:** Improving ability to write clearly and grammatically with appropriate assistance from Widener's Support Services (See Attached List of Academic Support).

## **EXPECTATIONS OF STUDENTS**

1. **Effective Participation in Class Discussion:** The Socratic method will be used. Attendance is taken and students must participate. If a student has more than two unexcused absences, his or her grade will be reduced by a half grade. Class participation is an essential part of the grade.
2. **Satisfactory Completion of Exams:** Students will be required to take two exams, one or more of which will require students to analyze the legal issues presented to a hypothetical business and to develop a recommended course of action.
3. **Satisfactory Completion of Service Learning Components:** Satisfactory participation in presentations at community seminars and in journal of reflections on service learning.
4. **Professional Demeanor and Good Manners:** Students are expected to show respect and courtesy to their classmates and to the professor. This includes saying "Excuse me" and "Thank you" at appropriate times, maintaining polite demeanor in class, avoiding tardiness, etc. See Student Behavior Section.

## **DEMONSTRATION OF ACHIEVEMENT OF OBJECTIVES**

**Demonstration of Achievement of Objectives:** By the end of the semester, all students will be able to demonstrate the acquisition of effective analytical skills, a basic understanding of business law principles, and effective written and oral communication skills by:

Successfully organizing two education seminars  
Successfully working in groups to prepare material for the course  
Successfully participating in the seminar programs

## **PREPARATION FOR THE COMPREHENSIVE BUSINESS EXAM**

All students majoring in the School of Business Administration (SBA) are required to take a comprehensive business exam in their senior year. This exam covers the material from the required business courses that all SBA students must complete regardless of their major. *It includes this course.* In

order to effectively and efficiently prepare for this exam and increase your chances of performing well, you will want to take the steps listed below. Doing so will help to minimize your workload in your senior year.

1. Engage in study habits that promote long-term retention of the material in your courses and that minimize the amount of studying that will be needed later. Experts in learning and memory have found that reviewing notes soon after the material is presented significantly improves retention. Cramming shortly before an exam is NOT an effective means of promoting long-term memory.
2. Keep the books and notes from your required business courses. They will help you to review the material and serve as good references.

### **CLASS PROCEDURE**

The class will consist in part of lecture and in large part of problem solving. The Socratic method of teaching will be employed. This methodology fosters analytical and oral communication skills.

### **CLASS ATTENDANCE AND PARTICIPATION**

Since the Socratic method of teaching is used, class participation is extremely important and is a critical component of the class. The professor has discretion to deduct points from the final grade for poor class participation and/or attendance.

### **ETHICAL CONSIDERATIONS**

The students will be assigned to read ethical dilemmas that have been prepared by the professor and which will be debated in class. These ethical dilemmas are designed to foster a sensitivity to ethical issues and current social problems.

### **COMMUNICATION SKILLS**

The methodology of the course is designed to foster oral and written communication skills. The use of the Socratic method, the format of the examinations, and the case studies all function to enhance oral and written communication skills.

### **COMPUTER AND LIBRARY USAGE**

Students will be required to use our computerized databases to complete the packet of essays on current business law developments.

### **EXAMINATION POLICY**

Examinations must be taken at the scheduled time. NO EXCEPTIONS will be made in the absence of a medical emergency. The examinations may be a combination of multiple choice and essay questions.

### **ATTENDANCE POLICY**

If a student has more than two unexcused absences, his or her grade will be reduced by a half grade (i.e. from A to A- from B to B- etc.)

### **TARDINESS POLICY**

Every student who is tardy (enters class after the class is in session) must sign a tardy sheet. The student's grade will be reduced by one-half grade if his or her name appears three times or more on the tardy sheet. The professor reserves the right to reduce the grade further where there is a chronic pattern of absences and/or tardiness.

**GRADING POLICY**

The grades will be based on the following:

Test I	20
Test II	20
Final	30
Service Learning Seminar Participation	10
Service Learning Student Voting Drive	10
Service Learning Reflections	10
	<hr/>
	100%

**OFFICE HOURS**

Students are encouraged to call or meet with the professor during office hours, before or after class, or at other times by appointment to discuss questions, course materials and the special projects. Please see the attached schedule.

## **ASSESSMENT CRITERIA**

### **Service Learning Assessment**

The Service Learning Seminar Participation and Service Learning Reflections will be evaluated based upon the quality of student written and oral presentations. To receive full credit for the Service Learning Voting Drive, students must document the hours spent engaged in the activity. Full credit will be received if students document 7 hours of time spent engaged in voter-related activity in a statement of time spent made under oath.

### **Grading and Documentation for Service Learning Components:**

Students will receive a grade from their colleagues as well as from the professor.

### **Criteria for Grading of Seminar Participation**

Attendance at meetings  
Availability to meet with other students  
Quality of legal research  
Quality of written and oral presentations  
Interpersonal skills in relating to other students and guest speakers  
Appropriateness of demeanor at seminars

### **Criteria for Grading Student Voting Drive**

The major criteria for grading the voting registration drive will consist of the number of hours spent and the number of student registrations obtained.

The above grading structure is merely an approximation or rough outline of how the grades will be computed. During the semester the professor may exercise discretion to modify this structure as needed.

## **GRADING RUBRICS**

### **ASSESSMENT OF CLASS PARTICIPATION**

#### **Numerical Values:**

- 1 : No Demonstration
- 2: Attempted Demonstration
- 3: Partial Demonstration
- 4: Proficient Demonstration
- 5: Superior Demonstration

#### **Grading Criteria**

Attendance.

Extent of preparation in response to questions asked.

Ability to identify the issues presented, apply the appropriate law, and identify appropriate practical steps that a business should take in addressing the legal issues .

Quality of questions raised, and comments and observations made.

Consistency in performance.

**ASSESSMENT OF COMPETENCE IN EDUCATIONAL SEMINAR TOPIC**

**Rating Scale:** 1 = absent or inadequate 2 = acceptable 3 = well done

Demonstration of Competence in Legal issues and Analysis				
<b>Identification and Application of Issues</b>			<b><u>Comments on Identification of the Law</u></b>	
1	2	3		1. The student displayed familiarity with the relevant legal provisions.
1	2	3		2. The student used primary sources in his or her analysis including relevant cases.
1	2	3		3. The student properly applied the relevant law.
1	2	3		4. The student explained the law in a way that the public can readily understand.
<b><u>Quality of Student Recommendations</u></b>			<b><u>Comments on Quality of Recommendations:</u></b>	
1	2	3		4. The student's analysis was original
1	2	3		5. The student's analysis was practical.
1	2	3		6. The student's analysis addressed likely concerns of citizens.
1	2	3	7. The student's analysis addressed social and economic policy concerns.	
<b><u>Organization of Analysis</u></b>			<b><u>Comments on Analysis:</u></b>	
1	2	3		9. The issue/topic/purpose was stated clearly.
1	2	3		10. Ideas and language flowed logically and smoothly.
1	2	3		11. The presentation had a strong conclusion.
<b><i>Other Comments:</i></b>				

### ASSESSMENT OF ORAL PRESENTATIONS

**Rating Scale:**  
done

1 = absent or inadequate

2 = acceptable

3 = well

Demonstration of Sound Organization, Presentation, & Delivery			<u>Comments on preparation &amp; delivery:</u>	
<b>Preparation and Delivery</b>				
1	2	3	1. The presenter was prepared and familiar with the presentation and did not stumble over the words.	
1	2	3	2. Language/terminology was appropriate to the subject.	
1	2	3	3. Voice was varied in pitch (not monotone); filler words (such as: um, uh, like, and you know) were not used.	
1	2	3	4. There were no inappropriate movements (such as: fidgeting, rocking back and forth, or pacing).	
1	2	3	5. There was eye contact with members of the audience, as necessary.	
1	2	3	6. Rate of speech was neither too fast nor too slow.	
1	2	3	7. Pronunciation was clear, and volume was neither too loud nor too soft.	
1	2	3	8. The presenter was well informed on the topic and able to answer questions from the audience.	
<b><u>Presentation Aids</u></b>			<u>Comments on presentation aids:</u>	
1	2	3		9. Presentation aids were as a guide (e.g. were not read verbatim).
1	2	3		10. Visual aids were easy to read or see.
1	2	3		11. Visual aids were not busy or flashy as to distract from the content.
1	2	3		12. Visual aids contained no spelling or grammar errors.

<u>Organization</u>		<u>Comments on organization:</u>
1 2 3	13. The issue/topic/purpose was stated clearly.	
1 2 3	14. Ideas and language flowed logically and smoothly.	
1 2 3	15. The presentation had a strong conclusion.	
<i>Other Comments:</i>		

**ASSESSMENT OF COMPETENCE IN WRITING**

**Rating Scale:**            1 = absent or inadequate            2 = acceptable            3 = well done

Demonstration of Competence in Writing		
<b>Competence in Communicating the Law in Writing</b>		<u>Comments on Student's Writing</u>
1 2 3	1. The student correctly described the relevant tax code provisions.	
1 2 3	2. The student did not use overly technical language.	
1 2 3	3. The student used appropriate professional style.	
<b>Quality of Student Sentence Structure and Grammar</b>		<u>Comments on Sentence Structure and Grammar</u>
1 2 3	4. The student used grammar correctly.	
1 2 3	5. The student's sentences were not excessively long.	
1 2 3	6. The student's paragraphs were properly structured.	
<b>Organization of Student's Written Work</b>		<u>Comments on Organization of Written Work</u>
1 2 3	7. The overall organization of the writing made sense and contained an introduction, an analysis, recommendations, and a conclusion.	
1 2 3	8. The language flowed logically and smoothly and the student used transition paragraphs/sentences to move from one section of the paper to another.	
1 2 3	9. The student's major points and conclusion were properly highlighted in the introduction and in the conclusion.	
<i>Other Comments:</i>		

### ASSESSMENT OF ORGANIZATIONAL SKILLS

**Rating Scale:**            1 = absent or inadequate            2 = acceptable            3 = well done

Demonstration of Competence in Organizing Special Events		
<b>Competence in Organizing Facilities</b>		<u><b>Comments</b></u>
1   2   3	1. The attended all meetings.	
1   2   3	2. The student made significant contributions at meetings and was attentive to details.	
1   2   3	3. The student made the appropriate arrangements for the event including appropriate reservations, food plans, etc.	
<b><u>Competence in Publicity</u></b>		<u><b>Comments</b></u>
1   2   3	4. The student made appropriate arrangements for the effective publicity of the event.	
1   2   3	5. The student used grammar correctly and used sentences that were not excessively long in oral and written communications.	
1   2   3	6. The student's paragraphs were properly structured in written material.	
<b><u>Appropriateness of Dress, Manners, &amp; Behavior Toward Other Students, Speakers, &amp; Attendees</u></b>		<u><b>Comments</b></u>
1   2   3	7. The student was appropriately dressed for the event.	
1   2   3	8. The student used good manners in his or her interactions with other students, speakers, and members of the audience.	
1   2   3	9. The student politely introduced himself or herself and used appropriate grammar and language.	
1   2   3	10. The student properly thanked participants in the program and others who helped to organize the event.	
<b><i>Other Comments:</i></b>		



## BUSINESS LAW COURSE OUTLINE

**REQUIRED TEXT:** *The Legal And Regulatory Environment By Cheeseman*, Fifth Edition

**REQUIRED NEWSPAPER:** *The New York Times*

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**REQUIRED OUTSIDE READING: Posted in Shared Files on Campus Cruiser**

Brian N. Williams, Leigh Z. Gilchrist, *Civic Learning Via Service-Learning: A Proposed Framework and Methodology to Linking Servant Leadership Theory to the Contemporary Practice of Community Policing*, Global Virtue Ethics Review. Harrisburg: 2004. Vol. 5, Iss. 3; pg. 80, 15 pgs.

Dennis P. Wittmer., *Integrating Service Learning in Graduate Business Education*. Journal of Business Ethics. Dordecht: Jun 2004. Vol. 51, Iss. 4; pg. 359

## COURSE SCHEDULE

Date	Chapter	Topic
First Class & Week of Sept. 15 <sup>th</sup>	1	Nature of Law and Critical Legal Thinking The Functions of Law Flexibility and the Law Schools of Jurisprudential Thought Types of Legal Systems and History of American Law Sources of Law In America Supreme Court Cases
	2 & 3	Judicial and Alternative Dispute Resolution State Courts and Their Jurisdiction The Federal Courts and Their Jurisdiction Types of Jurisdiction Litigation Procedure
Week of Sept. 22 <sup>nd</sup>	10	Ethics & Social Responsibility of Business
	4	Constitutional Law Separation of Powers Federalism

		<p>Federal Supremacy  Judicial Review  State Power  Federal Regulatory Power  Taxing Power  Spending Power  State Action  Powers of Government  Commerce Power  First Amendment and Commercial Speech  Due Process  Equal Protection  Federal Preemption  Class Discussion of Korematsu v.U.S.</p>
<p>Week of  Sept.  29<sup>th</sup></p>	<p>25</p>	<p>Environmental Law: Chapter 25  Environmental Protection Agency  Environmental Impact Statements  The Clean Air Act  National Ambient Air Quality Standards  Clean Air Act Amendments of 1990  Federal Water Pollution Control Act (FWPCA)  Insecticide, Fungicide, and Rodenticide Act  Kyoto Protocol  Resource Conservation and Recovery Act  Comprehensive Environmental Response, Compensation, and Liability Act  (Superfund)</p>

Date	Chapter	Topic
Week of Oct. 6th	23  6  8	<p><b>Seminar Planned for October 6<sup>th</sup></b></p> <p>Government Regulation &amp; Administrative Law</p> <p>Intentional Torts Negligence Contributory Negligence Torts Associated With Contracts Strict Liability</p> <p>Business Crimes and Criminal Law Essential Elements White-Collar Crime Computer Crime Tax Fraud and Other Tax-related White Collar Crime Constitutional Protections</p> <p>Review for Test I</p>
Week of Oct. 13 <sup>th</sup>	12 9 14	<p><b>Seminar Planned for Oct. 13<sup>th</sup></b></p> <p>Performance of Contracts &amp; Remedies for Breach Internet Law &amp; Intellectual Property On-Line Commerce &amp; E Contracts</p>
Week of Oct. 20 <sup>th</sup>  Fall Break 10/17-10/20  Class on Wed. Oct. 22 <sup>nd</sup>	19	<p>Agency Law Relationships of Principal and Agent Definition of Agency Duties of Agent to Principal</p>
Week of Oct. 27th	15, 16, 17, 18	<p>Partnerships, Corporations, LLCs</p> <p>Review for Test I</p>

Week of Nov. 3rd	24	Consumer Protection
Week of Nov. 10 <sup>th</sup>	5	International and World Trade Law  <b>Test II</b>
Week of Nov. 17th	20, 21	Worker Protection Laws and Employment Fraud and Equal Employment Opportunity
Week of Nov. 24th	27	Securities Regulation (Excluding: Texas Gulf, and O'Hagan) Registration Under 1933 Act Transaction Exemptions Liability Provisions of 1933 Act Securities Exchange Act of 1934 Liability Provisions of 1934 Act Trading On Inside Information Foreign Corrupt Practices Act Sarbanes-Oxley Act
Week of Dec. 1 <sup>st</sup>		<b>Review of Course Material</b> <b>Comprehensive Quiz</b>

Date	Chapter	Topic
Week of Dec. 8th		Completion of Prior Topics and Review

### **Final Examination**

#### **Important Dates:**

Fall Break: October 17-20<sup>th</sup>

Last Day of Class: Wednesday December 10<sup>th</sup>

**Widener University  
School of Business Administration  
Department of Accounting, Taxation & Business Law**

**STUDENT BEHAVIOR POLICY**

#### **Classroom Conduct**

Class attendance, preparation for class, and participation in class discussions are expected “norms” for this class. Specifically, students are required to attend every class, do their assigned homework prior to class and volunteer to participate and/or respond when called upon in class. Students are expected to commit themselves to their individual or group projects. Once a class has started, students are expected to ask permission to leave the classroom for any reason.

#### **Classroom Attendance**

Classroom attendance is a critical part of the educational experience. Students should not take this responsibility lightly and should make every effort to attend class. Students are responsible for all announcements, work and assignments given by the professor whether stated in the syllabus or not. Students should contact the professor before a planned absence or immediately after if the absence was unanticipated. Grades will be affected by poor attendance. If a student has more than two unexcused absences, his or her grade will be reduced by a half grade (i.e. from A to A- from B to B-).

#### **Tardiness**

It is disruptive when students arrive late to class. This distraction is not fair to faculty or other students.

Students arriving late for class may find the door of the classroom closed. In this situation, the student is not permitted to enter and will be marked absent.

- On other occasions, students who enter the class five (5) minutes after the scheduled start time without prior approval of the instructor will be marked absent.
- Excessive lateness may result in a reduction in grade.

#### **Missed Examinations**

- There are no make-up exams except for excused absences. The student is expected to obtain the approval from their course instructor for the absence at least 2 days prior to the examination date.
- An unexcused missed quiz or examination, or presentation will result in a grade of “F” for the missed quiz, examination and/or presentation.

### **Plagiarism Policy**

The University’s policy on cheating and other forms of academic fraud are clearly outlined in the *Student Handbook*.

### **Cell Phones**

Cell phones should be turned off before class. Calculators on cell phones may not be used for testing purposes.

- ◆ Notwithstanding the items above, exceptions to these policies may be made for extreme circumstances such as a death in the family. However, no exceptions will be made without proper documentation.

## **IMPORTANT ACADEMIC SUPPORT SERVICES**

### **Visit website for Academic Support Services**

#### **Assistant Dean Geraldine A. Bloemker, Psy.D.**

Academic Support Services is comprised of a number of programs that are designed to help Widener University students maximize their academic success. Participation in these programs and services is included in the basic tuition charge at Widener - no extra fee is charged for any of these services.

#### **Office of Freshman Programs**

The Office of Freshman Programs, located at 520–522 E. 14<sup>th</sup> Street, provides one-on-one academic coaching to students who are struggling in their academic courses. Widener uses an Early Warning system for freshmen, in which professors identify students who are doing poorly in a course approximately 4 weeks into the semester. Freshman Programs contacts these students for an appointment and counseling is provided to assist students with:

- study skills
- time management
- test taking and test anxiety
- memory techniques
- preparation for pre-registration for courses.

Students are also contacted if necessary after mid-term grades are issued. Students who are concerned about their academic performance may request this service at the beginning of the semester by contacting **Tim Cairy, Director of Freshman Programs at 610-499-1193**.

#### **Disabilities Services**

- Enable is a structured mainstream support service for students with learning disabilities, designed to assist students enrolled in one of Widener’s standard academic programs. The offices are located at 520 E. 14<sup>th</sup> Street, and appointments can be made at **610-499-1266**. The Director, Dr. Cynthia Burch Simonds is available for appointments. The administrative assistant is Susan Cortese. Students who desire to use these services must submit a copy of the psychological testing, including tests of intelligence, achievement and information processing, which describes the nature of the student’s learning disability. This testing should be submitted directly to **Dr. Cynthia Burch Simonds, Director**. Only counselors will have access to these confidential documents.
- Each student using the services is provided each week with two private counseling sessions with a learning specialist. Typically these sessions focus on time management, study skills, social and emotional adjustment, and academic planning.

- The Office serves as a campus advocate for the needs of learning disabled students, ensuring that accommodations such as time extensions for exams, specialized testing situations, and note takers are provided when necessary.

**Personal Academic Coaching Program (PAC Hall)**

This is available to all students, with or without disabilities. Located at 520 E. 14<sup>th</sup> Street. Contact 499-1266. **Dr. Geraldine Bloemker** is in charge of this program.

**Tutoring Center/Academic Support Services**

Located at 522 E. 14<sup>th</sup> Street(Pineapple House). Contact 499-1266. This is available to all students.

**Writing Center**

Widener provides comprehensive assistance with writing skills at the Writing Center, located in Old Main Annex. Writing tutors are available throughout the day and evening, Monday through Friday. Students can receive help with generating ideas for assignments, creating outlines, reviewing drafts, proofreading papers, and general writing skills such as improving the organization and clarity of their written expression. Writing Center services are by appointment only, and appointments can be scheduled by calling **610-499-4332**.

**Math Center**

Math tutoring can be obtained at the Math Center, located in Academic Center North, room 273. The math center offers daytime and some evening hours. Tutoring can be obtained on a walk-in basis or by appointment. Tutoring is offered on an individual basis as well as group tutoring for selected classes. Appointments can be made by calling **610-499-1253**.

**WIDENER UNIVERSITY  
SCHOOL OF BUSINESS ADMINISTRATION**

**PROF. SANDRA K. MILLER**

**OFFICE HOURS**

**OFFICE:** Quick Center Room 229

**E-MAIL:** [skmiller@mail.widener.edu](mailto:skmiller@mail.widener.edu)

**TELEPHONE:** (610) 499-4313 and if no answer call (610)499-4511.

**OFFICE HOURS :** See attachment.

**Other Times by Appointment.**

If for some reason I miss you, please leave a note for me on my door and/or email me and I will be in touch with you as soon as possible.