

College of Arts & Sciences

2008–2010 Bulletin

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: 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.

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

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

ACCREDITATIONS & MEMBERSHIPS

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

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

Widener University's graduate programs hold membership in the following: Association of University Programs in Health Administration (School of Business Administration), Association of American Law Schools (School of Law), Association of Graduate Liberal Studies Program (Master of Arts in Liberal Studies), National Association of Schools of Public Affairs and Administration (Master of Public Administration), National League for Nursing and the American Association of Colleges of Nursing (School of Nursing).

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GRADUATE PROGRAMS

Master of Arts in Criminal Justice (MACJ)

Master of Arts in Liberal Studies (MLS)

Master of Public Administration (MPA)

MISSION AND PHILOSOPHY OF THE PROGRAMS

The graduate programs in the College of Arts and Sciences are built on strong undergraduate programs. The college offers 25 undergraduate majors and 25 minors in the humanities, social sciences, and sciences. The college has 88 full-time faculty members chosen for their demonstrated skills in teaching.

Faculty who are asked to teach in the college's graduate programs have a commitment to excellent teaching. The college's faculty are also extensively involved in research and scholarship, which are brought to bear in the classroom. Because our graduate classes are small in size and taught in a seminar format, students are able to get to know the faculty and their scholarly interests.

STUDENT STATUS

Students pursuing a course of studies in the College of Arts and Sciences are considered to be full-time graduate students when they are enrolled in 9 or more hours of graduate study. It is recommended that students take no more than 12 semester hours of graduate study. Students in these programs who enroll in at least 5 semester hours of graduate study are considered to be half-time students.

ACADEMIC CALENDAR

At the start of each semester, students should check online at CampusCruiser's "Calendars" section for their graduate program's academic calendar and deadline information.

COURSE OFFERINGS

Graduate studies brochures are published for the fall and spring semesters and summer sessions. These fully describe registration policies, course schedules, and tuition and fee obligations. To obtain a graduate studies brochure, contact the appropriate graduate program office listed in the directory.

DROP/ADD POLICY—Students taking a course in the College of Arts and Sciences may withdraw from the course at any time prior to the final examination and receive the grade of W. If a course does not include a final examination, the deadline for withdrawing from the course with a grade of W is the final class meeting for the course. Graduate students begin the withdrawal process by notifying their program director's office of their intent to withdraw, either orally or in writing. The program director's office submits a drop/add form, which includes the student's last date of attendance at an academically related activity, to the Registrar's Office.

Students may add a course without special permission no later than one week after the semester has begun. If a student wishes to add a course after one week, written permission must be obtained from both the instructor and the appropriate department head.

AUDITING—Students will be permitted to audit courses with the approval of both the director and the instructor. No grade or credit is given for auditing a course and examinations need not be taken; however, the registration procedure and fee structure are the same as those for other students.

GRADING

The following grades (and their associated grade points) are used:

A	(4.0)	I	(Incomplete)
A-	(3.7)	W	(Withdrawn)
B+	(3.3)	P/NP	(Passed/Not Passed)*
B	(3.0)	AU	(Audit: No credit)
B-	(2.7)		
C+	(2.3)		
C	(2.0)		
F	(0.0)		

*Only for courses offered on a Pass/Fail basis.

Note: Individual instructors may elect, at their discretion, not to use plus/minus grades.

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

If a course is repeated, both grades will be recorded on the transcript, but only the most recent grade will be used in calculating the grade point average (GPA). When a student is found to have violated Widener's academic fraud policies, that student is prohibited from exercising the repeat-of-course option to remove the F grade (given as a result of fraud) from the GPA calculation.

If a student fails to meet the degree requirements in a timely manner or if repeated failure has occurred, the college may terminate the graduate program for the student.

Conduct inconsistent with the ethical and professional standards of the discipline, whether it occurs before or after matriculation, is also grounds for dismissal from the program. Such conduct includes academic fraud. A student dismissed for academic fraud may no longer enroll in the graduate programs of the university and may not apply for admission into another division of the university. Please see the section entitled "Standards for Academic Integrity" in the *Graduate Student Handbook*.

DISMISSAL AND READMISSION

A student will be dismissed from the program when his or her cumulative GPA falls below 3.0 and/or he or she receives a grade of B- or below in a second course. Any student who receives a failing grade for any course is also dismissed from the program. After a semester out of the program, the student may petition the program director for readmission. The student will be readmitted

only when the director is satisfied that the poor academic performance will not recur.

Conduct inconsistent with the ethical and professional standards of the discipline, whether it occurs before or after matriculation, is also grounds for dismissal from the program.

GRADUATION REQUIREMENTS AND AWARDING OF DEGREES

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

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

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

TRANSCRIPTS

Students in good financial standing can have copies of their transcripts forwarded to employers, agents, or institutions of higher education by contacting the Office of the Registrar. The first transcript offered on behalf of any student is provided without cost.

CAMPUS SAFETY

Widener University is committed to the safety and security of all members of the Widener community. The Widener University web site contains information on campus security and personal safety, including crime prevention, university law enforcement authority, crime reporting policies, disciplinary procedures, and other campus security matters. It also contains statistics for the three previous calendar years on reported crimes that occurred on campus, in certain off-campus buildings or property owned and controlled by the university, and on public property within or immediately adjacent to and accessible from campus.

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

FINANCIAL AID

Widener University offers a wide range of financial aid programs. Widener graduate students receive financial aid information in the *Financial Aid Handbook* and in the *Graduate Student Handbook*. Financial aid information and the *Graduate Student Handbook* are available on the university's web site at www.widener.edu. University applicants may request a copy of the *Financial Aid Handbook* by calling 610-499-4174, and a copy of the *Graduate Student Handbook* by calling 610-499-4351.

Master of Arts in Liberal Studies

GENERAL INFORMATION

GOALS

The Master of Arts in Liberal Studies program provides an interdisciplinary and humanistic approach to an understanding of self, society, and human accomplishment. It is based on the conviction that the cultivation of general knowledge and the study of the human experience have a strong and exciting appeal for adult students who wish to learn, discuss, wonder, and enjoy.

Emphasis is placed on the development of a unified understanding of the arts and sciences. Through core courses in cultural anthropology, philosophy, and science, a basis is provided for students to move into elective courses in sociology, history, art history, folklore, literature, political science, writing, and communications, as well as additional courses in cultural anthropology, philosophy, and science. All courses are specially created for the program. Classes are small in size, have a seminar format, and are offered in the evening.

The program is designed for people who feel that as undergraduates they were taught the answers. Now they want to come back to ask the questions.

INTERDISCIPLINARY MASTER'S PROGRAMS

The concept of interdisciplinary graduate liberal studies is relatively new. Most programs in American universities were established in the late 1970s and 1980s. In 1975, the Association of Graduate Liberal Studies Programs came into existence with 13 members. Presently there are over 120 member programs, including Widener.

The national growth is indicative of the increasing value placed on interdisciplinary approaches to knowledge. Interdisciplinary graduate liberal studies programs are a response to people's recognition that in a world of specialized knowledge and professions it is easy to lose sight of the interconnectedness of knowledge, of the intellectual debt to our predecessors, and of the enduring social and ethical questions humans face. MLS faculty consciously design courses that bridge different disciplines in content and perspective. Interdisciplinary graduate liberal studies programs represent a reassertion by the academic community that understanding the human condition is most likely to come from broad and integrated approaches.

DIVERSITY OF STUDENT BACKGROUNDS

In the same way that courses contain a diversity of perspectives, students in the program come from a variety of academic and professional backgrounds. The MLS faculty make no assumptions that students have common academic preparation in the liberal arts. Rather, the faculty appreciate that MLS students bring a variety of perspectives that contribute to the discussions and analysis of material. Since its inception, the MLS program at Widener has admitted, for example, accountants, a refinery operator, teachers, a real estate appraiser, a pharmaceutical company manager, nurses, sales representatives, and librarians.

STUDENT STATUS

Matriculating—A student who meets all entrance requirements and is working in a program toward a graduate degree is said to be matriculated.

Special—Students may be required to take certain undergraduate courses or other graduate courses in order to acquire a necessary background. A grade of B or better must be achieved.

Auditing—Students are permitted to audit courses with the approval of both the director and the instructor. No grade or credit is given. Full tuition and fees for the course must be paid.

Visiting—Students who do not wish to pursue the formal degree but who do want to complete courses offered in the program are considered nonmatriculated. All course requirements must be completed and a grade received. A change in status to degree candidate will be considered after having submitted a written request and required admission documentation to the director of the program.

ADMISSIONS

An applicant for admission to the Master of Arts in Liberal Studies program must have earned a baccalaureate degree from an accredited college or university. Candidates are considered for admission after having submitted:

- A completed application form.
- The nonrefundable application fee (\$25).
- Two letters of recommendation.
- Transcripts from all previously attended institutions.
- A brief statement describing reasons and expectations for study in the program.

A personal interview with the program's director is also required.

All inquiries and submissions should be addressed to:

Director
Master of Arts in Liberal Studies Program
Widener University
One University Place
Chester, PA 19013

A decision on any application for admission will be made when all required materials have been received and reviewed.

International Students

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

DEGREE REQUIREMENTS

To qualify for the degree of Master of Arts in Liberal Studies, the candidate must:

1. Comply with all general requirements of Widener University relating to the governance of graduate programs.
2. Complete at least 33 semester hours of credit in the MLS program (including transfer credit). This credit must contain:
 - Three core courses (9 semester hours):
 - GLS 500, Self and Nature through Philosophy
 - GLS 501, Self and Society
 - GLS 502, Self and Nature through Science
 - Seven elective courses (21 semester hours)
 - To be chosen from the Liberal Studies course offerings (prefix GLS) at Widener.
 - GLS 599, Capstone Project (3 semester hours)
3. Complete the program with a minimum 3.0 average.

Please note that a waiver of any requirement for the degree must be approved in writing by the liberal studies program director.

TRANSFER CREDIT

Students who apply for admission in the Master of Arts in Liberal Studies program may transfer a maximum of 12 semester hours of previous graduate course work. To be accepted for transfer credit, graduate courses must be recent (within 5 calendar years), indicate a high degree of scholarship (a grade of A or B), and be evaluated as in conformity with the philosophy and interdisciplinary content of the MLS program as determined by the Advisory Committee. Students must file official transcripts from the graduate institutions in which the course work was completed.

CAPSTONE PROJECT

The Capstone Project is designed to be a unifying or culminating project in which the student brings to bear on some topic or issue the judgment and perspectives arising from the liberal studies courses taken. The Capstone Project provides an opportunity to integrate and expand upon material from the core and elective courses. In addition, the student focuses on a specific topic that requires additional reading and/or research. The student's treatment of the topic should benefit from the insights and knowledge derived from completed MLS courses. As an interdisciplinary degree, the Master of Arts in Liberal Studies signifies that students have been exposed to a broad range of perspectives in the liberal arts and sciences. The Capstone Project, as a final exercise, should reveal what has been gained by this exposure.

Each student works under the guidance of a faculty supervisor whom the student selects from among the MLS faculty. The proposed project must be approved by the MLS Advisory Committee no later than the eighth week of the semester prior to the semester of registration in the Capstone Project. Students who do not meet the deadline for submission of a proposal will not be permitted to register for the Capstone Project in the next semester.

Students have chosen a wide variety of topics for their Capstone Projects. The following list is a small sample selected to show this variety.

- The Challenge of the Renaissance
- Musical Comedy in Twentieth-Century America
- Whose Disciple Is He, Anyway?: Applying the Label Through an Analysis of the Writings of Jeremy Bentham
- Mythology and Gender Roles: How Mythology Has Helped Shape Gender Roles in Society
- The Influence of Japanese Art on the Impressionist and Post-Impressionist French Painters
- Interfaith Marriage: Religion, Tradition, Children

Students can register for the Capstone Project after completing all work in the three core courses and a minimum of six elective courses.

INDEPENDENT STUDY

Independent studies are available only for students wishing to expand their knowledge in course areas already completed or to intensify work in areas directly related to Capstone Projects they may be contemplating.

The policy governing independent study is:

- The student must have completed the three core courses and a minimum of two elective courses.
- A petition requesting independent study must be submitted to the MLS Advisory Committee at least one full semester in advance of taking the course.

- A proposal must be submitted providing justification for the request.
- No more than two independent studies are permitted for a student. These credits will be included in the 12 permitted as transfer credits.

COURSES

CORE

GLS 500 SELF AND NATURE THROUGH PHILOSOPHY

Beginning with the roots of Western views of nature, a survey in philosophy treating such topics as the early Judeo-Christian view, Classical Greece, the Medieval Synthesis, the rise of modernism, responses to the failure of the Kantian program, pragmatism, and the contemporary period. *(Required course) 3 semester hours*

GLS 501 SELF AND SOCIETY

An anthropological approach to human society and the position of the individual in society. The changes that have occurred in the basic structures of society are presented within models of evolution commonly used to organize our understanding of these changes. These models draw our attention to the issue of what constitutes "modern" society, the "modern" self, "modern" religion, and so forth. Our predecessors, the so-called primitive or simple societies, provide a basis for comparison and critique. *(Required course) 3 semester hours*

GLS 502 SELF AND NATURE THROUGH SCIENCE

This course investigates the evolution of mankind's conception of the universe during the past five centuries. Theories and discoveries of renowned figures such as Copernicus, Galileo, Kepler, Huygens, Newton, Herschel, Hertzprung, and Einstein are examined and compared. The primary objective of this course is to demonstrate how our view of what we call "the universe" has been transformed and expanded through a succession of radical ideas and scientific discoveries, ranging from the Copernican heliocentric model of the solar system to Einstein's theory of general relativity. A secondary objective is to gain an understanding of the scientific logic behind the emergence of each of these ideas and theories. *(Required course) 3 semester hours*

ELECTIVES

GLS 511 SHAKESPEARE AND HUMAN EXPERIENCE

An examination of selected sonnets and major plays of Shakespeare. The course begins with a look at Elizabethan England and Shakespeare's life. Students read plays representing the types Shakespeare wrote. In the consideration of each play, the focus is on how it expresses enduring truths of our human experience. *3 semester hours*

GLS 512 THE AMERICAN SHORT STORY

This survey of the American short story begins with Washington Irving's "Rip Van Winkle" and ends with contemporary fiction. Stories are examined in light of numerous perspectives, including autobiographical, Freudian, historical, New Critical, and philosophical aspects. This course is intended to focus the student's attention on the relevant questions that our most serious thinkers have been posing for the past two centuries. Not only has American culture broadened and progressed at an amazing rate during this time, but it has also in many ways remained constant. "Who am I?" a bewildered Rip Van Winkle asks. Rip has slept through the most significant event in American history, the

American Revolution, and he must discover his own identity anew. By examining the ways that our most influential writers have posed the problem of the individual's relation to society, this course can help students confront the questions that are most relevant to their own intellectual development. *3 semester hours*

GLS 513 THE MODERN AMERICAN NOVEL

This course examines major American novels of the 20th century. Focusing on a broad range of American fiction, the course examines both the traditionally recognized "masters" of modern fiction (Cather, Dos Passos, Faulkner, Glasgow, Hemingway, O'Connor, Steinbeck, West, and Wharton) and significant contemporary voices (Don DeLillo, Louise Erdrich, Toni Morrison, and Alice Walker). *3 semester hours*

GLS 514 MODERN AMERICAN POETRY

This course focuses on the broad range of poetic voices that have manifested themselves in modern America, from 1914 to the present. Attention will be paid to major individual poets and to literary movements such as the Imagists, the Harlem Renaissance, the Beat poets, the Southern Agrarians, and the Confessional poets. Authors to be studied include Robert Frost, Langston Hughes, Sylvia Plath, T. S. Eliot, Wallace Stevens, and Adrienne Rich. *3 semester hours*

**GLS 515 DIVERSE AND DISTINCT VOICES:
INTERNATIONAL ENGLISH LITERATURE**

This course examines selected works from the growing body of postcolonial or international English literature from Africa, the Caribbean, and the Pacific. Readings include short stories, novels, poetry, plays, and essays. All works are in their original English. *3 semester hours*

**GLS 516 PERSPECTIVES IN INTERCULTURAL
COMMUNICATION**

The study of intercultural communication focuses on aspects of the communication process and the cultural factors that influence it. Using films and texts, students analyze the difficulties that arise when people belonging to different cultures attempt to communicate. Cases of misunderstanding are analyzed with the purpose of observing patterns of cultural behavior and identifying strategies for enhancing communication across cultures. An interdisciplinary approach to selection of resource material, readings, and lecture topics encourages students to explore psychological and philosophical considerations of how people become what they are, anthropological and sociological considerations of society and the individual, and linguistic and sociolinguistic considerations of cross-cultural communication. *3 semester hours*

GLS 517 POETRY WRITING

In this introductory course in the writing of poetry, the student will examine the necessary elements (imagery, figurative language, sound, and voice) for creating original and evocative poetry. In addition, the students will write poems in both formal and free verse. Readings from modernist and contemporary poets will help the student to see what makes a poem fresh and enduring. *3 semester hours*

GLS 518 STORY WRITING

This is an introductory course in the writing of short fiction. Students will complete exercises that focus on the basics of good fiction (description, characterization, point of view, and dialogue). Students will then move on to writing short stories. Students will also read and discuss stories by contemporary writers. *3 semester hours*

GLS 519 LITERATURE AND THE PROBLEM OF EVIL

The question of why bad things happen to good people is a philosophical and theological quandary as ancient as the Book of

Job. The problem of evil, thus, arises from the seeming incongruity between the individual's faith in God's benevolence and omnipotence and the irrefutable existence of evil. Literary theodicy, then, becomes an attempt to reconcile these elements of one's faith and one's experience. Students study the development of literary theodicy and its various approaches to the problem of evil from ancient constructions of theodicy through Renaissance, Enlightenment, Romantic, and Modernist literary explorations. The course presents theodicy and anti-theodicy in relation to questions of faith, society, history, politics, philosophy, and artistic expression throughout the Western literary tradition. *3 semester hours*

GLS 520 LITERATURE OF WAR IN THE 20TH CENTURY

The philosopher Theodor Adorno claimed that "to write poetry after Auschwitz is barbaric." Yet literature has always been and remains a way to express the fears and questions raised by the experience of war both on and off the battlefield. In this course, students examine fiction, poetry, and memoir that have emerged from those experiences in the 20th century. The class draws on the literature of a range of nations, considering civilian and combatant perspectives. In doing so, students think about the relationship between the individual and society and the physical and moral threats to the self in wartime, the effects of a civilian and century caught in total war, and the ways literature may be used to express and explore these concerns. *3 semester hours*

**GLS 521 SEXISM IN CONTEMPORARY
SOCIETY AND CULTURE**

This course examines the nature and manifestation of sexism in contemporary Western society and culture. The aim of the course is to investigate the origins of sexism and how its influence may be altered. The course includes a survey of historical and contemporary ideas about sex roles and their effect on social structure. It also examines how these ideas and structures inform our worldview and our image of self as women and men. *3 semester hours*

**GLS 523 SELF AND SOCIETY IN RUSSIA:
PAST AND PRESENT**

This course seeks to examine the Russians' search for identity, both societal and individual, from the early 18th century to the present. It focuses, in particular, on the persistent conflict between modern Western notions of individualism and Russia's traditional collectivist concept of society. Topics for discussion include the limits of modernization schemes initiated by Russia's autocratic rulers; the conflicting conceptions of self and society articulated by revolutionary and other oppositional movements; and the emergence and uneven evolution of a civil society amidst the competing allegiances of corporate and class identities. In this discussion, special attention is given to competing conceptions of family and gender relations as they mirror the dilemmas of Russian society. *3 semester hours*

**GLS 524 AMERICAN THOUGHT AND CULTURE IN THE
1920S AND 1930S: DIVISION AND DISILLUSION,
DESPAIR AND DISCOVERY**

This course examines developments in American thought and culture in the twenties and thirties—probably the richest period of artistic and intellectual endeavor in the nation's history to date. Particular emphasis is placed upon the relationship between intellectuals and the general public. Public perception of intellectuals, and intellectuals' perceptions of the public underwent a rapid and acute transition as the Great Depression began. The course examines recent historical work on these decades, along with historical and literary writing from the period, and various

other mediums of cultural expression—art, music, film, dance, architecture, etc.—then draws parallels between the social problems and cultural expressions of that earlier period and those of today. *3 semester hours*

**GLS 525 REASON AND IMAGINATION:
TRANSFORMATIONS IN 19TH CENTURY ART**

An examination of the cultural, social, and political changes affecting Europe in the late 18th and early 19th centuries through an intensive study of individual artists from England, France, Germany, and Spain. Of central concern is how society affects the creative individual, particularly in the area of artistic training, patronage, and personal psychology. Assigned readings and seminar discussions follow each artist as they come to accept or reject the limitations placed upon them by academic training, and, in many cases, by officially sanctioned careers, and explore how individual involvement in or isolation from social and political forces shape artistic response. *3 semester hours*

GLS 526 MODES OF REPRESENTATION IN WESTERN ART
The most enduring conception of art, from Plato's doctrine of mimesis to contemporary American theories of hyper-realism, is that art imitates nature. But the same conception has led in various periods to the production of quite dissimilar works of painting, sculpture, and architecture. This is largely because each period has a different understanding of what is meant by the terms art, nature, and imitation. These terms, far from referring to unchanging realities, express a culture's relative way of picturing the world. The purpose of the course is to examine these changing notions of representation and the wide range of art they made possible, with coverage of art from prehistory to the gothic and special attention to the period from the Renaissance to the present. *3 semester hours*

GLS 527 ART AND EXPERIENCE IN RENAISSANCE ITALY
The course examines the production of Italian painting, sculpture, and architecture from the 14th through the 16th centuries, and focuses on the geographical centers of Florence, Venice, and Rome. Through studying the styles of the artists working in these areas, as well as the systems of patronage that supported them, students confront related scientific, religious, and historical issues shaping the world of art. Most significantly, the course addresses three of the key ideas to arise out of the period: the return to the world of classical antiquity, the development of new modes of representation, and the changing concept of the artist and patron. *3 semester hours*

GLS 528 ROMANTICISM
This course explores the art, literature, music, and philosophy of Europe in the late 18th and early 19th centuries. Special consideration is given to the diverse paradigmatic shifts that mark the transition from the age of the Enlightenment to the Romantic era. Through interdisciplinary study, the course charts how many of our modern concepts are grounded in this historical period, including the reverence for nature, the privileging of subjectivity, and the valorization of personal freedom and national independence. *3 semester hours*

GLS 530 SEEING OTHERS, SEEING OURSELVES
This course explores representations of the relations between dominant and minority cultures. The representations under scrutiny enter into a wide range of cultural practices, and thus call for an interdisciplinary study involving various branches of the humanities. Literature, music, art, film, and history—all are considered in an examination of how culture creates systems of inclusion and exclusion that position individuals inside or outside

a domain of privilege on the basis of criteria such as class, race, and gender. *3 semester hours*

GLS 533 ETHICS
This course in ethics includes both examination of the classical ethical theories and metaethical questions, and application of these theories to normative problems. *3 semester hours*

GLS 534 AESTHETICS
An examination of the classical problems in aesthetics with an emphasis on contemporary renderings of the traditional questions. Discussion of these issues involves examples from a wide range of the arts: painting and drawing, literature, sculpture, music, dance, film and video, and architecture. *3 semester hours*

GLS 537 THE DAWN OF THE RENAISSANCE IN ITALY
This course is a study of the most representative writers of the late 13th century in Florence, Italy, with special emphasis on the revival of Roman traditions, social and political institutions, and the status of women. In this course, students try to re-create the social, political, and intellectual life of Florence during the last years of the 13th century. The readings from Dante's *Inferno*, Boccaccio's *Decameron*, and Petrarch's *Canzoniere* reveal the importance of humanism, the struggle for democracy in Medieval Florence, and the emergence of a new feeling of independence in all layers of Florentine life. *3 semester hours*

**GLS 540 AMERICAN THOUGHT AND CULTURE IN
THE 1950S AND 1960S: FROM CONSENSUS
TO COUNTERCULTURE?**

The American 1950s are generally viewed as an era of anticommunist conformity, aesthetic complacency, conservative consensus, and suburban sterility. The 1960s, on the other hand, are remembered as the age of sexual revolution, artistic experimentation, musical innovation, and political rebellion. But were these two decades so very different? Or, is there perhaps as much continuity as contrast between the fifties and sixties? Were the roots of 1960s protest developing below the surface of 1950s conformity? And were the sixties really as liberal as our stereotyped images suggest, or was there a significant underlying conservatism in that decade, too? This exploration of aspects of continuity and contrast is the key thematic thrust of the course. Special attention is focused on currents of American intellectual and cultural thought. Among the tools that are used in this exploration are works of history, literature, social criticism, film, popular music, and art. Key topics include McCarthyism, the Civil Rights Movement, counterculture, domestic reactions to the Vietnam War, and the ever-pervasive Cold War Climate. *3 semester hours*

GLS 542 AMERICAN MUSIC
The course examines music in the United States within a cultural and historical context, from the colonial period through the present (ca. 1980). This includes both sacred and secular music in the cultivated and vernacular forms. Discussions of identified periods of American history begin with concise overviews of historical and political events and pertinent social/cultural material. Representative musical selections are listened to, examined, and discussed in light of this information. *3 semester hours*

GLS 546 CHANGING FAMILIES IN A CHANGING WORLD
Family is a social group; it is an organized way for people to meet their material and emotional needs. Yet, how family is conceived and structured varies from a single's lifestyle to polygamous marriage to communal living. This course provides a historical and cross-cultural perspective of changing personal

relations connected to ideological and structural social change. Patterns of change in the United States are compared with change in other industrialized countries and nonindustrialized countries. The course offers an analytic focus on marriage and family as global social institutions, as well as a critical reflection of American values and social practices. *3 semester hours*

GLS 548 WOMEN, LEADERSHIP, AND EDUCATION

Using a historical perspective, this course examines the role of women in education, both as learners and as leaders. The focus is on policy and leadership issues as well as how education in our society has served the needs of women. It also examines women's concept of self in educational settings. The course concludes with an examination of current issues concerning women in education. *3 semester hours*

GLS 555 SCARECROWS, COVENS, BUMPER STICKERS, AND TALES: FOLKLORE IN SOCIETY

This course begins with an examination of definition and structure of the discipline of folklore. Four specific areas of the field are then explored in depth: oral narrative, belief systems, material culture, and popular culture. When considering these genres, emphasis is placed on their role in nature and society and their eventual influence upon self. *3 semester hours*

GLS 556 'TELL ME, O MUSE . . .': MYTHOLOGY'S INFLUENCE ON SELF, SOCIETY, AND CULTURE IN AMERICA

A day does not pass that the influence of mythology is not felt to some degree. The impact upon the various cultural aspects of human nature is examined and analyzed. From a folkloric perspective, the interrelationship between mythology and art, sculpture, music, theatre, architecture, literature, advertising, and language serves as the primary focus. The mythologies of Egypt, Greece, Rome, Scandinavia, Africa, North America, South America, and China serve as sources for content. Mythological influence upon human development and evolution across time, space, and attitude constitutes the direction of the course. *3 semester hours*

GLS 557 'DID YOU HEAR WHAT I HEARD?': TRADITIONAL USE OF ORAL NARRATIVE BY SELF IN SOCIETY

Humans spoke before they read or wrote. Folklore, primarily concerned with oral tradition, is the most appropriate discipline in which to study the use of the spoken word as a means of conveying narrative. What is preserved in the oral tradition? How is it transmitted? Why is it preserved? These are questions whose answers will be investigated. A close study of this genre as well as an investigation into the realm of rumor and gossip is also addressed. Through the examination and analysis of tales, verse, songs, slogans, and other oral forms, the nature and evolution and the subsequent impact upon oral tradition transmissions are revealed. The role played by oral narrative over time and across culture and how it affects self in society are of primary concern. *3 semester hours*

GLS 558 THE AMERICAN CONSTITUTION: BINDING SELF AND SOCIETY

The American Constitution—its prehistory, its drafting, and its ratification—embodies some of the most complex ideas and principles on the subject of forming individuals into a society ever entertained by the human mind. It is impossible to overlook its assumptions about human nature, the ancient Greek (and Jeffersonian) notion of politics as community, society as a contract, the notion of a right to ownership of self versus the right of sovereignty, political economy, the Anglo-American

legal heritage, and the status of nationhood in a world of nations. In short, no other subject could, in one semester, so completely expose students to the many facets of the problem of self and society while also drawing upon so many essential components of a liberal education. The course incorporates treatments of the following general subject areas: history, political philosophy, drafting the constitution and politics, and implication. *3 semester hours*

GLS 559 INDIVIDUALS, CITIZENS, AND DEMOCRACY

The focus of this course is on the often tense relationship between the private rights of individuals and the public responsibilities of citizens in a liberal democratic society such as the United States. Through class discussion of classic and contemporary writings in the political theory of liberal democracy, students enter the rich debate over the meaning of citizenship and the rights of individuals. Current policy and constitutional issues are addressed in the course of these discussions. Some examples might be personal autonomy, private property, and environmental regulation; gun control and urban crime; public support for education; toleration and race relations; and taxation. *3 semester hours*

GLS 571 DARWIN'S THEORIES TO THE MODERN SYNTHESIS

This course first thoroughly explores the nature of Charles Darwin's two fundamental theories: evolution by natural selection and descent by modification. Since the field of biology was in its infancy at the time these theories were developed, little knowledge of biological science is required by students in this early part of the course. Following this, the course then proceeds to look into the modern nature of biology—DNA, population dynamics, and cell biology—at an elementary level. With this background in hand, the students then explore the current status of the synthetic theory of evolution, as the modern view of life's origins, history, and operation over time is called. *3 semester hours*

GLS 575 CONTEMPORARY ISSUES IN BIOMEDICAL ETHICS

Modern scientific and clinical research has made possible the medical use of fetal tissue to address symptoms of Parkinson's Disease; the increased extension of life for the terminally ill; and the transplantation of organs and tissues from animals such as pigs and baboons to humans. Experimentation on humans, advanced directives (living wills), Medicare, and health maintenance organizations (HMOs) are occupying the thoughts of many with increasing concern. Students explore these issues using the logic and rationale of scientific inquiry tempered with the views of the utilitarian and deontological philosophers and several theological traditions. Readings focus on publications of The Hastings Center, which has a long and respected tradition of examining such issues from all perspectives. *3 semester hours*

GLS 578 FRONTIERS IN MODERN ASTROPHYSICS

The primary goal of this course is to investigate in some depth the most prominent and intriguing subjects in contemporary astronomy and space exploration. Topics discussed include space missions to the planets; theories regarding the origin of the solar system; nemesis; the death star hypothesis; black holes (mythological beasts?); quasars and the early universe; and the possibility of life existing elsewhere. *3 semester hours*

GLS 588 SPECIAL TOPICS

Courses of interest to students and faculty that are taught on an experimental or one-time basis. *3 semester hours*

GLS 595 INDEPENDENT STUDY

Designed to meet the needs and interests of Master of Liberal Studies students who wish to pursue the study of topics beyond the range of the graduate curriculum. A student must work under the guidance and supervision of a faculty member who teaches in the liberal studies program. *3 semester hours*

GLS 599 CAPSTONE PROJECT

Faculty-directed research project/thesis. Guidelines for preparing the Capstone Project proposal are available from the MLS office. *(Required course.) 3 semester hours*

LIBERAL STUDIES FACULTY

Harry John Augensen

Professor, Physics and Astronomy

BA, Elmhurst College; MS, PhD, Northwestern Univ.
(galactic structure and stellar evolution, planetary nebulae)

Rachel A. Batch

Assistant Professor, History

BA, Carnegie Mellon Univ.; MA, PhD, Univ. of Pennsylvania
(U.S. labor, immigration, 20th century social history)

Patricia M. Dyer

Professor, English

BA, Cornell Univ.; MEd, PhD, Univ. of Delaware
(linguistics, intercultural communication)

J. Joseph Edgette

Professor, Education

BS, West Chester Univ.; MS, MA, PhD, Univ. of Pennsylvania
(folklore, education, ethnography)

Mark S. Graybill

Associate Professor, English

BA, Roanoke College; MA, Univ. of Tennessee; PhD, Univ. of South Carolina
(20th century American literature)

Gordon P. Henderson

Professor, Government and Politics

BA, Eisenhower College; MA, PhD, Purdue Univ.
(U.S. Constitution and government, political theory)

Patricia A. Lawler

Associate Professor, Education

BA, College of New Rochelle; MS, Villanova Univ.; EdD, Columbia Univ.
(adult education, higher education)

Ilene D. Lieberman

Professor, Art History; Gabriel Lucas Endowed Professorship of Fine Arts

BA, Univ. of California at Berkeley; PhD, Princeton Univ.
(18th and 19th Century art, Neoclassical and Romantic sculpture)

Robert C. Melzi

Professor Emeritus, Romance Languages, Distinguished Scholar
DL, Univ. of Padua; MA, PhD, Univ. of Pennsylvania
(Renaissance in France, Italy, & Spain; dawn of Western civilization)

Barbara T. Norton

Professor, History

BA, Guilford College; MA, PhD, Pennsylvania State Univ.
(Russian history, women's history)

Theodore J. O'Tanyi Jr.

Associate Professor, Biology

BS, Widener Univ.; MS, PhD, Lehigh Univ.
(zoology and comparative animal physiology, evolution)

Mara Parker

Associate Professor, Musicology and String Performance

BM, San Francisco Conservatory of Music; MA, San Francisco State Univ., PhD, Indiana Univ.
(Western music history, ethnomusicology)

Kenneth G. Pobo

Associate Professor, English

BA, Wheaton College; MA, PhD, Univ. of Wisconsin, Milwaukee
(poetry, feminist literature)

Daniel Robinson

Associate Professor, English

BA, James Madison Univ.; MA, PhD, Univ. of South Carolina
(18th and 19th century British literature)

Barbara Ryan

Professor, Sociology

BS, MS, MA, Southern Illinois Univ.; PhD, Washington Univ.
(marriage and family, social movements)

Kenneth Skinner

Professor, Anthropology

BA, Stanford Univ.; PhD, Univ. of Minnesota
(urban Japan, religion)

Janine M. Utell

Assistant Professor, English

BA, Barnard College; MA, Catholic Univ. of America; PhD, City Univ. of New York
(20th century British literature)

David V. Ward

Professor, Philosophy

BA, Pennsylvania State Univ.; PhD, Temple Univ.
(ethics, contemporary analytic metaphysics)

Master of Public Administration

GENERAL INFORMATION

OVERVIEW

Widener University's Master of Public Administration (MPA) program provides graduate education and training for individuals whose careers are in or closely associated with government and public affairs. Open to practicing professionals, as well as those anticipating careers in public service, the program develops and refines the skills that enhance job performance, create new job opportunities, and strengthen prospects for professional advancement. Based in the College of Arts and Sciences and administered by the MPA Faculty Advisory Committee, the program is available full or part time and all courses are offered in the evening.

Widener MPA students are able to establish long-term professional competencies and achieve immediate gains in work effectiveness by completing course work that blends theory with practical applications and experience. The program includes a core curriculum combining course work in basic administrative and leadership skill areas with courses emphasizing the institutional, political, and ethical environments within which public administration takes place. Flexibility in the choice of electives allows students to tailor studies to their own interests and professional needs. In addition, specialized classes are taught by prominent practitioners with substantial knowledge and experience in their respective fields. Many courses periodically feature guest lecturers from the legal, governmental, and nonprofit sectors to add expertise and perspective to a wide variety of topics.

The instructional philosophy of the MPA program is to promote learning through discussion. To this end, we feature small, seminar-style classes and a diverse enrollment representing a variety of age groups, occupations, and educational backgrounds. Most students are employed professionals in the public or nonprofit sectors and bring varied experiences and perspectives to class discussions of policy and management topics.

The program works closely with Widener's Career Advising and Planning Services (CAPS) for information and support relating to internship and job placement opportunities in the Delaware Valley region. Faculty networks and contacts through fellow students also enhance prospects for such opportunities. Graduates of the MPA program have prospered in a range of career fields, while delivering valued public service for nonprofit organizations and at all levels of government.

In recognition for its commitment to promoting excellence in education and training for public service, the program obtained institutional membership status in the National Association of Schools of Public Affairs and Administration (NASPAA) in 2001.

ADMISSIONS

An applicant for admission to the Master of Public Administration program must have earned a baccalaureate degree from an accredited college or university. Applicants with GPAs below 3.0 or limited academic course work in related fields may be admitted on a probationary basis if they provide sufficient evidence to demonstrate competence to perform graduate-level work. Probationary students must achieve a GPA of 3.0 or better in their first six hours

of course work to continue in the program. Candidates are considered for admission after submitting:

- A completed application form.
- The nonrefundable application fee (\$25).
- Two letters of recommendation. One of these letters must be from someone who is familiar with the applicant's ability to undertake graduate-level academic work, such as a former professor. If no such person is available to make an evaluation, such as for students who completed their undergraduate work more than four years prior to the application date, the applicant must submit a third letter of recommendation.
- Transcripts from all previously attended institutions.
- A one-page statement describing reasons and expectations for study in the program.

GRE scores will be considered as part of an application but are not required.

All inquiries and submissions should be addressed to:

Director
Master of Public Administration
Widener University
One University Place
Chester, PA 19013

International Students

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

TRANSFER CREDITS

Students accepted for admission to the Master of Public Administration program may transfer a maximum of 6 semester hours of previous graduate course work. To be accepted for transfer credit, graduate course work must be recent (within 5 calendar years); indicate a high degree of scholarship (a grade of A or B); and conform to the curricular philosophy established by the MPA Advisory Committee. When petitioning to have transfer credits applied toward the MPA degree, students must file official transcripts and course descriptions from all relevant graduate institutions.

STUDENT STATUS

Matriculating—A student who meets all entrance requirements and is working in a program toward a graduate degree is said to be matriculated.

Auditing—Students are permitted to audit courses with the approval of both the director and the instructor. No grade or credit is given. Full tuition and fees for the course must be paid.

Visiting—Individuals seeking to enhance their knowledge in a distinct topic area may complete up to two core or elective courses (6 credit maximum) without formally matriculating into the program. Interested individuals must provide evidence of a bachelor's degree to the program director prior to registering as a visiting student. All course requirements must be completed and a grade received. A change in status to degree candidate must follow the regular admissions process.

DEGREE REQUIREMENTS

To qualify for the degree of Master of Public Administration, the candidate must:

1. Comply with all general requirements of Widener University relating to the governance of graduate programs.
2. Satisfactorily complete a total of 37 hours of approved course work in the MPA program with a minimum GPA of 3.0 as follows:
 - a. Seven core courses (21 semester hours)
 - PA 501, Introduction to Public Administration
 - PA 502, Organizational Theory for Public Administration
 - PA 503, Public Policy Analysis
 - PA 505, Public Personnel Administration
 - PA 506, Public Finance and Budgeting
 - PA 507, American Intergovernmental Processes
 - PA 510, Quantitative Analysis in Public Administration
 - b. Five elective courses (15 semester hours)
 - Three of the five graduate electives must be chosen from Public Administration courses (prefix PA). Students may take two PA courses rather than three with approval from the MPA Advisory Committee to meet specialization requirements as described below.
 - Students completing a faculty-led independent research thesis project (3 credits for PA 699 or 6 credits for PA 699/700) may count those toward elective credits.
 - c. PA 698, Comprehensive Exam (1 semester hour)
 - Successful completion of a two-day, three-part comprehensive examination consisting of essay questions based on core and elective course work. A maximum of one retest will be permitted.
 - In order to register for the comprehensive examination, students must be able to demonstrate that all course work (including elimination of all incompletes) will be completed prior to the semester in which they take PA 698. The MPA Advisory Committee may grant exceptions allowing students to take a maximum of two other courses during the comprehensive exam semester.

SPECIALIZATIONS

Students may tailor their course work to meet unique professional needs and career goals by packaging elective courses to suit a range of program specializations. Students can attain a specialization by completing designated courses from the MPA program and other graduate programs throughout the university. Areas of specialization and specialization requirements are listed below. Enrollment in courses outside the MPA program is contingent upon availability and, where necessary, approval of the MPA Advisory Committee. A specialization is optional and is not required for completion of the general MPA program.

1. Nonprofit Administration
 - a. Choose four of the following:
 - PA 660, Ethics in the Public and Nonprofit Sectors
 - PA 681, Nonprofit Advancement
 - PA 682, Financial Management for Nonprofits
 - PA 684, Marketing for the Nonprofit Sector
 - PA 686, Law and Nonprofit Organizations
 - PA 687, Fundraising for Nonprofits
 - PA 694, Public Administration Internship
 - b. One PA elective

2. Criminal Justice

- a. Required courses:
 - CJ 501, Nature of Crime and Delinquency
 - CJ 504, Seminar in Law and Criminal Justice
 - CJ 505, Organizational Behavior in Criminal Justice (may be substituted for PA 502)
 - b. Choose two of the following:
 - PA 609, Administrative Law
 - PA 625, Local Government Administration
 - PA 630, Urban Management and Politics
 - PA 640, Planning and the Public
 - c. One additional CJ elective
3. Local Government Administration
 - a. Required course:
 - PA 625, Local Government Administration
 - b. Choose three of the following:
 - PA 630, Urban Management
 - PA 640, Planning and the Public
 - PA 645, Economic Development
 - PA 650, Legislative Policy and Process
 - PA 660, Ethics in the Public and Nonprofit Sectors
 - PA 694, Public Administration Internship
 - c. One additional PA elective
 4. Public Administration and the Economy
 - a. Required courses:
 - PA 608, Governing the U.S. Economy
 - PA 645, Economic Development
 - b. Choose two of the following:
 - EC 601, Microeconomic Analysis
 - EC 602, Macroeconomic Analysis
 - EC 605, International Economics
 - EC 610, Labor Economics
 - EC 613, Economic Growth and Fluctuations
 - EC 620, Economics of Antitrust and Regulation
 - EC 625, Money, Interest Rates, and the World Economy
 - c. PA elective

INDEPENDENT STUDY

Up to three credits of independent study may be substituted for the PA electives requirement. All independent study proposals must be approved by the MPA Advisory Committee prior to the semester when they are to begin. Students must submit a written proposal describing and justifying the proposed independent study to the MPA Advisory Committee in a timely manner.

INTERNSHIP

Although an internship is not required, it is strongly encouraged for students who have little or no professional experience relevant to public administration. Up to six hours of elective credit will be awarded for approved internships and work experience (not including the required six hours of PA elective credit). To receive credit, students must develop a reading list and complete a written assignment in addition to the work of the internship.

DUAL PsyD/MPA PROGRAM

Offered in Conjunction with the Institute for Graduate Clinical Psychology

For those students who wish to acquire extensive education and training in clinical psychology and public administration studies, Widener offers a unique dual degree option leading to the PsyD/MPA. This dual degree is designed to fit within the five-year time frame of the PsyD curriculum.

Dual degree graduates may gain access to a richer variety of career opportunities based on their capacity to deal with administrative challenges, policy issues, and management dilemmas common to the complex world of public, nonprofit, and private sector mental health services.

Students spend five years in full-time residence at the Institute for Graduate Clinical Psychology. Within that time frame, through the addition of summer courses, field practice experience, and electives during the academic year, the MPA can also be completed. In addition to fulfilling the essential requirements of the separate degrees, students are required to participate in a number of noncredit learning experiences that are specifically designed to help them integrate training and develop unique skills.

Students wishing to pursue the dual PsyD/MPA must apply to and be accepted into each program separately. Applications for the PsyD program can be obtained from the Institute of Graduate Clinical Psychology on Widener's campus.

COURSES

PA 501 INTRODUCTION TO PUBLIC ADMINISTRATION

In this course, students examine the basic concepts and approaches to public administration with an emphasis on the political context. Areas covered include intergovernmental relations, organization theory, public budgeting, personnel administration, and policy analysis. *3 semester hours*

PA 502 ORGANIZATIONAL THEORY FOR PUBLIC ADMINISTRATION

This course covers major schools of organizational theory, including classical, human relations, and organizational humanism. *3 semester hours*

PA 503 PUBLIC POLICY ANALYSIS

Students will examine the political process within which public policies are made and carried out. Emphasis is placed on the roles of various factors in setting the agenda for public discussion, the process of formulating and implementing policies, the constraining role of government structures, and the need for program evaluation. *3 semester hours*

PA 505 PUBLIC PERSONNEL ADMINISTRATION

This course provides an overview of the political processes, problems, and issues as they relate to public personnel administration. Emphasis is placed on merit and patronage, equal opportunity and affirmative action, comparable worth, collective bargaining, human resource management, and organization development interventions. *3 semester hours*

PA 506 PUBLIC FINANCE AND BUDGETING

Students examine the economic and political aspects of finance and budgeting as they relate to the public sector. Focus is on revenue sources and expenditures, deficit and debt, intergovernmental fiscal relations, and budget constraints. Relevant public policy and administrative issues are considered. *3 semester hours*

PA 507 AMERICAN INTERGOVERNMENTAL PROCESSES

The focus of this course is on the interaction among governments in the federal system and the legal, political, economic, and social contexts in which it occurs. Topics include the evolution of federalism, tax and spending practices, state and local administrative practices, federal mandates, deficits, and intergovernmental policy making. *3 semester hours*

PA 510 QUANTITATIVE ANALYSIS IN PUBLIC ADMINISTRATION

The purpose of this course is to help students become sophisticated consumers and producers of quantitative and qualitative research. The principal elements covered are research design, data collection, data analysis, statistical techniques, computer utilization, and program evaluation. *3 semester hours*

PA 602 ADVANCED SEMINAR IN POLICY AND PROGRAM EVALUATION

Students will apply research, analytical, and computer techniques to actual public management and policy situations. Prerequisite: PA 510. *3 semester hours*

PA 608 GOVERNING THE U.S. ECONOMY

In this course, students develop an understanding of how the U.S. economy is governed. Students will examine the economic tools available to the U.S. government, the political actors involved in making economic policy, the political processes through which public policy is made, the evolution of economic policy making, and the political options available for directing future economic growth. *3 semester hours*

PA 609 ADMINISTRATIVE LAW

Students study the law governing administrative agencies, including executive departments; interrelations of legislative, executive, and judicial agencies in development of public policy; decision-making processes and internal procedures of administrative agencies; and legislative, executive, and judicial controls on them. *3 semester hours*

PA 625 LOCAL GOVERNMENT ADMINISTRATION

In this course, students will examine the multiple functions, processes, and challenges of local government management. Students will review the theories and strategies of local government administration and focus on developing the skills and competencies required of successful government management professionals. *3 semester hours*

PA 630 URBAN MANAGEMENT AND POLITICS

In this course, students will examine major urban problems and the administrative approach to solving them. *3 semester hours*

PA 640 PLANNING AND THE PUBLIC

Students will learn the basic concepts, theories, and practices used in contemporary public sector planning. The course offers an overview of the role of planning in municipal and regional organizations, and focuses on both the planning process and various implementation devices (i.e., zoning and subdivision ordinances and comprehensive plans). Basic planning models are introduced and the roles of local governmental policy makers, administrators, and citizens are examined. *3 semester hours*

PA 645 ECONOMIC DEVELOPMENT

This course introduces students to the theoretical and practical aspects of community and economic development. The primary focus will be on economic development efforts at the subnational level. Topics include the tools, institutions, financing instruments, and policy issues relating to economic development. *3 semester hours*

PA 650 LEGISLATIVE POLICY AND PROCESS

This course provides an analysis of the legislative process as it relates to policy making on the federal, state, and local levels. Focus is on legislative decision making, executive-legislative relations, legislative organization, and characteristics of legislatures and legislators. External and internal factors that effect the process are examined. *3 semester hours*

**PA 660 ETHICS IN THE PUBLIC
AND NONPROFIT SECTORS**

Students examine the ethical issues confronting practitioners in the public and nonprofit sectors and the different strategies for responding to them. Attention is given both to the ethical features of differing types of policy as well as to the behaviors of individual practitioners and organizations. Prerequisites: PA 501 and at least one-half of the core requirements. *3 semester hours*

PA 681 NONPROFIT ADVANCEMENT

This course covers the fundamentals of advancement for nonprofit organizations. The key focus is on helping managers build high performance nonprofit organizations. Topics include improving management skills, board development, volunteer management, and coordinating organizational effort across functions, such as fundraising, grants, marketing, public relations, and special events. Advancement activities are examined in the context of strategic planning and consistency with organizational mission. *3 semester hours*

PA 682 FINANCIAL MANAGEMENT FOR NONPROFITS

This course focuses on budgeting, finance, and investment decision-making. Topics covered are budget formulation, analysis, and planning; present value analysis; cost-effectiveness; cash-flow analysis; portfolio management; and venture planning. Special emphasis is placed on capital formation; generating earned income; managing endowments, gifts, and grants; and tax planning. *3 semester hours*

PA 684 MARKETING FOR THE NONPROFIT SECTOR

Course includes marketing, public relations, publicity, communications, and entrepreneurship. *3 semester hours*

PA 686 LAW AND NONPROFIT ORGANIZATIONS

This course provides basic grounding in laws and regulations regarding nonprofit organizations. It includes procedures for incorporating, reporting, and maintaining tax-exempt status as a nonprofit organization, as well as an overview of current legal, regulatory, and policy issues facing nonprofits. *3 semester hours*

PA 687 FUNDRAISING FOR NONPROFITS

Students examine various fundraising procedures and programs, types of campaigns and strategies, and constituency analysis. Topics are annual and capital campaigns, endowment campaigns, planned giving, stewardship, and volunteerism. *3 semester hours*

PA 694 PUBLIC ADMINISTRATION INTERNSHIP

Public administration practice in an approved professional setting supplemented by an academic component. Supervised by PA faculty. Prerequisite: PA 501. *3–6 semester hours*

PA 695 INDEPENDENT STUDY

This course gives students the opportunity to focus on a topic in public administration not covered in existing course offerings. Must be approved by the MPA Advisory Committee and supervised by PA faculty. Prerequisite: PA 501. *3–6 semester hours*

PA 698 CAPSTONE—COMPREHENSIVE EXAMINATION
1 semester hour

PA 699 INDEPENDENT RESEARCH THESIS I

Faculty-directed thesis research. A research proposal must be approved by the supervising faculty member prior to the start of the semester. *3 semester hours*

PA 700 INDEPENDENT RESEARCH THESIS II

Faculty-directed thesis research. A research proposal must be approved by the supervising faculty member prior to the start of the semester. *3 semester hours*

PUBLIC ADMINISTRATION FACULTY

Gordon P. Henderson, *Professor, Government and Politics*
BA, Eisenhower College; MA, PhD, Purdue Univ.
(*intergovernmental relations, public policy*)

Rebecca Jones, *Assistant Professor, Government & Politics*
BA, Pomona College; MA, California State at Long Beach;
PhD, Claremont Graduate Univ.
(*quantitative analysis*)

J. Wesley Leckrone, *Assistant Professor, Government & Politics*
BA, American Univ.; MA, PhD, Temple Univ.
(*public policy*)

James Vike, *Associate Professor, Government and Politics*
BA, Willamette Univ.; MA, PhD, Syracuse Univ.
(*public administration, organizations, bureaucratic politics*)

ADJUNCT FACULTY

Hugh Allen, *Adjunct Instructor*
BA, MPA, Widener Univ.
(*public administration*)

Ronald Amarant, *Adjunct Instructor*
BA, Yale Univ.; JD, Widener Univ. School of Law
(*nonprofit law*)

Cathy D. Cessna, *Adjunct Instructor*
BS, Univ. of Maryland; MPA, Widener Univ.
(*nonprofit organizations*)

Linda Durant, *Adjunct Instructor*
BA, SUNY Plattsburgh; MEd, SUNY Cortland
(*nonprofit advancement and fundraising*)

Arthur Holst, *Adjunct Instructor*
BS, MPA, PhD, Temple Univ.
(*urban politics*)

Cornell Hopkins, *Adjunct Instructor*
MBA, Capital Univ.
(*local government administration*)

Michael McAnally, *Adjunct Instructor*
BA, MBA, Temple Univ.
(*personnel administration*)

Stephen P. Mullin, *Adjunct Instructor*
AB, Harvard Univ.; MA, Univ. of Pennsylvania
(*economic development*)

Mark J. Rupsis, *Adjunct Instructor*
BA, St. Bonaventure Univ.; MPA, Pennsylvania State Univ.
(*administration, public finance*)

Master of Arts in Criminal Justice

GENERAL INFORMATION

GOALS

The Master of Arts in Criminal Justice program is designed to prepare individuals for successful careers in teaching, research, management, and leadership in the criminal justice professions. The master's degree curriculum provides intensive study in the areas of criminological theory, research methodology and data analysis, criminal law, organizational functioning, and planning/program development.

By incorporating an interdisciplinary social science approach to graduate study, the program provides two important benefits for the student. First, it encourages the development of an interrelated perspective with regard to the study of the criminal justice system. This perspective facilitates a more comprehensive focus on the connections between the endeavors of crime prevention, law enforcement, adjudication, and punishment. Secondly, the program is designed to encourage the development of effective analytical and problem-solving skills that will equip professionals with the intellectual capital needed to propose meaningful solutions to the criminal and legal issues of contemporary society.

The program includes a core curriculum that emphasizes criminological theory, the relation of law to the criminal justice system, research and data analysis, criminal justice organizations, and planning and program development. Students tailor the remainder of the degree to their needs and interests by choosing electives from among Widener's extensive offerings. For the "capstone requirement," students choose either the master's thesis option or comprehensive examination option.

Classes are small and taught in a seminar format. Widener's criminal justice instructors include full-time faculty and practitioners in the criminal justice system.

ADMISSIONS

An applicant for admission to the Master of Arts in Criminal Justice program must have earned a baccalaureate degree from an accredited college or university. Candidates are considered for admission after having submitted:

- A completed application form.
- The nonrefundable application fee (\$25).
- Two letters of recommendation.
- Transcripts from all previously attended institutions.
- A statement describing reasons and expectations for study in the program.

The decision to admit applicants to the MACJ program is based primarily on the applicant's undergraduate/graduate grade point average (minimum 3.00 GPA required), letters of recommendation, and the applicant's personal statement. A limited number of other factors may be considered, including quality of undergraduate program, undergraduate major, relevant work experience, research reports, publications, project reports, presentations, and other work demonstrating the ability to successfully pursue graduate studies. The Graduate Record Examination (GRE) is not required, but scores may be submitted in support of the application.

Applicants with undergraduate degrees in disciplines other than criminal justice will have their curricula evaluated by the graduate criminal justice advisor to ensure the proper academic

preparation to successfully pursue a graduate degree in the field. Deficits in undergraduate criminal justice preparedness may require the taking of additional courses. Such decisions are made on a case by case basis in consultation with the applicant.

Guaranteed admission is extended to those Widener students who complete their undergraduate education with an overall GPA of 3.5 or better.

All inquiries and submissions should be addressed to:

Graduate Program Director
Criminal Justice
Widener University
One University Place
Chester, PA 19013

TRANSFER CREDITS

Students who apply for admission to the Master of Arts in Criminal Justice program may transfer a maximum of 6 semester hours of previous graduate course work. To be accepted for transfer credit, graduate course work must be recent (within 5 calendar years), indicate a high degree of scholarship (a grade of A or B), and conform to the curricular philosophy of the program. Transfer credits will not be accepted for core courses, only for graduate electives. Students wishing to receive such credit must petition their graduate criminal justice advisor in writing, and must submit official transcripts and course descriptions from the graduate institutions in which the course work was completed.

INTERNATIONAL STUDENTS

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

STUDENT STATUS

Matriculating—A student who meets all entrance requirements and is working in a program toward a graduate degree is said to be matriculated.

Auditing—Students are permitted to audit courses with the approval of both the director and the instructor. No grade or credit is given. Full tuition and fees for the course must be paid.

Visiting—Students who do not wish to pursue the formal degree but who do want to complete courses offered in the program are considered nonmatriculated. All course requirements must be completed and a grade received. A change in status to degree candidate will be considered after having submitted a written request and required admission documentation to the director of the program.

NORMAL PROGRESS

Students are expected to make continuing progress toward the completion of their graduate education. Under ordinary circumstances "normal progress" is defined as follows. Students are expected to complete the master's degree no later than their third year in the program. The department also considers headway on the thesis, number of credits accumulated, and failure to complete course work in a timely fashion in defining progress. Students who fail to make normal progress may be dismissed from the program.

Students who have not completed all necessary MACJ degree requirements, including successfully passing the comprehensive examinations or successful completion of the master's thesis, may not "walk" or otherwise participate in graduation ceremonies.

STATUTE OF LIMITATIONS

The statute of limitations adopted by the MACJ faculty for the master's degree is five years. Students must complete the MACJ degree requirements within five years of being accepted into the program. Exceeding this limit will result in dismissal from the program. Requests for extensions must be made in writing by the student and approved by the MACJ director.

DEGREE REQUIREMENTS

To qualify for the degree of Master of Arts in Criminal Justice, the candidate must:

1. Comply with all general requirements of Widener University relating to the governance of graduate programs.
2. Satisfactorily complete a total of 36 hours of approved course work in the criminal justice program as follows:
 - a. Six core courses (18 semester hours)
 - CJ 501, Nature of Crime & Delinquency
 - CJ 504, Seminar in Law & Criminal Justice
 - CJ 505, Organizational Behavior in Criminal Justice
 - CJ 506, Seminar in Planning & Program Development
 - CJ 509, Research Methods in Criminal Justice
 - CJ 511, Quantitative Applications in Criminal Justice
 - b. Completion of one of the following options
 - Master's Thesis Option
 - Four graduate electives (12 semester hours), two of which must be graduate criminal justice (CJ prefix) electives.
 - CJ 699, Master's Thesis (6 semester hours).
 - Comprehensive Examination Option
 - Six graduate electives (18 semester hours), three of which must be graduate criminal justice (CJ prefix) electives.
 - Written comprehensive examination.

The graduate criminal justice advisor oversees the selection and distribution of courses for all students in the program. Regardless of the option selected, students must obtain the approval of the advisor before taking courses in other programs.

THE MASTER'S THESIS

The master's thesis is an empirical research project supervised by a faculty member in the program. The comprehensive examination encompasses all areas of the core courses.

The thesis is in the form of a scholarly journal article. With advice of the thesis advisor, each student selects a journal most appropriate to his/her area of interest, conducts the required research, and prepares a manuscript at the level required for publication in the selected journal.

Each thesis adheres to the particular journal's page limits, bibliographic format, manner of data presentation, and so on. Where appropriate, students are encouraged to develop their thesis from research conducted from their course work or from pre-existing databases. The student must complete the thesis within one year of approval of the proposal.

It is the responsibility of the student to select a thesis advisor from the MACJ full-time faculty.

Successful candidates must provide two copies of the completed thesis to the MACJ director.

THESIS PROPOSAL PROCEDURE

Upon obtaining the written consent of the faculty advisor, the student notifies the MACJ director by memo of the selection of the faculty member and the start date of the thesis process. The student must complete the proposal within one year of completion of course work.

Upon approval of the MACJ thesis proposal by the faculty advisor, the student provides one copy for the department's file (approved and signed by the advisor). The faculty advisor shall notify the members of the faculty by memo of the existence of the signed proposal as well as the proposed thesis title.

FORMAT AND SCOPE OF THE COMPREHENSIVE EXAMINATIONS

Candidates for the master's degree must complete all their course work requirements prior to taking the master's comprehensive exams. Petitions to sit for master's examinations must be submitted to the MACJ director at least 60 days prior to the scheduled examination period. The petition must provide confirmation that all course requirements have been satisfied.

The format of all comprehensive examinations is as follows: The exams are written and administered on-campus with a maximum 3-hour per area time allotment. No more than one exam can be scheduled per day; no exams are scheduled on consecutive days.

Successful completion requires passing each of the three master's examinations.

The examinations are in theory, research methods, and one additional area of specialization chosen by the student and based on courses offered in the program. The examination in theory covers the course content of CJ 501 and a reading list provided by the faculty. The examination in research methods covers the course content of CJ 509 and a reading list provided by the faculty. MACJ faculty are responsible for providing reading lists and for constructing and evaluating examination questions in the specialization/additional areas. Reading lists are to be provided at least one semester prior to the scheduled examinations.

GRADING

Possible outcomes are pass, fail, or conditional pass. It is the responsibility of the respective faculty member(s) evaluating the examinations to notify the MACJ program director, in writing and within two weeks, of the results of the evaluation. If the student is deemed to have failed the exam, the faculty member includes the reasons for the failure in the notification to the graduate program director. Within two weeks of notification of the grade on the master's examination, students receive a detailed evaluation in writing from the MACJ program director.

Students who fail a written exam, or any part thereof, may request a re-reading from the faculty member(s) evaluating the examination. This request is to be submitted to the director of the graduate program in criminal justice within 20 days of the student receiving the detailed written evaluation.

Under the conditional pass, the student re-writes the part(s) in question, within a time specified by the faculty, and submits them to the faculty.

Repeats of Examinations: Written Comprehensive

Only one repeat for each area is permitted. Failure on a repeat examination is a permanent failure for that area.

Administration of Comprehensive Examination

The administration of examinations is the responsibility of the director of the graduate program in criminal justice.

SPECIALIZATION IN PUBLIC ADMINISTRATION

Students whose professional and career goals would be enhanced by a concentration in public administration may tailor their degree to include a series of courses from Widener's MPA program. Students wishing to pursue this option should consult with the graduate criminal justice advisor.

An MPA concentration requires students to take the following courses as part of the graduate criminal justice elective portion of the curriculum:

- PA 501, Introduction to Public Administration
- PA 507, American Intergovernmental Processes
- Two additional PA electives

DUAL PsyD/MA IN CRIMINAL JUSTICE PROGRAM—Offered in Conjunction with The Institute for Graduate Clinical Psychology

For those students who wish to acquire extensive education and training in clinical psychology and criminal justice studies, Widener offers a unique dual degree option leading to the PsyD/MA in Criminal Justice. Designed to fit within the five-year time frame of the PsyD curriculum, this option trains clinical professionals for a myriad of positions in the expanding fields of law enforcement, correctional diagnosis, treatment and supervision, and other psycho-legal subfields of criminal justice.

Students wishing to pursue the dual PsyD/MA in Criminal Justice program must apply to and be accepted into each program separately. Applications for the PsyD program can be obtained from Widener's Institute of Graduate Clinical Psychology.

CURRICULUM

In addition to fulfilling all requirements for the PsyD, dual degree students are required to take the following criminal justice courses to earn the MA degree:

1. Core Requirements (12 credits):
 - CJ 501, Nature of Crime & Delinquency
 - CJ 504, Seminar in Law & Criminal Justice
 - CJ 505, Organizational Behavior in Criminal Justice
 - CJ 506, Seminar in Planning & Program Development
2. Graduate CJ Electives (12 credits):
 - Four additional graduate criminal justice electives must be taken to complete the degree.
3. Doctoral Dissertation:
 - Dual degree students are required to select a dissertation topic with relevance to the field of criminal justice and have a member of the criminal justice faculty serve on the dissertation committee.

GRADUATE SPECIALIZATION IN WHITE COLLAR CRIME—Offered in Conjunction with Widener University's School of Business Administration, Department of Accounting, Taxation, and Business Law

For students who wish to develop expertise in the areas of fraud analysis and "forensic" accounting, there is the Master of Arts in Criminal Justice with a specialization in white collar crime. Designed to fit within the credit requirements of the "Comprehensive Examination" option (36 credits), this program prepares professionals for careers in local and federal law enforcement, as well as in investigative units of private corporations and industry.

CURRICULUM

Once accepted into the graduate criminal justice program, students wishing to pursue the white collar crime specialization option would take the following courses:

1. Core Requirements (24 credits):
 - CJ 501, Nature of Crime & Delinquency
 - CJ 504, Seminar in Law & Criminal Justice
 - CJ 505, Organizational Behavior in Criminal Justice
 - CJ 506, Seminar in Planning & Program Development
 - CJ 509, Research Methods in Criminal Justice
 - CJ 511, Quantitative Application in Criminal Justice
 - CJ Elective
 - CJ Elective
2. Specialization Requirements (12 credits):
 - CJ 603, White Collar Crime

Maximum of 9 credits from the following SBA courses:
- BUS 520 or 528, Accounting & Legal Aspects of Business (BUS 528 is the self-study version of BUS 520)
- ACCT 607,* Internal Auditing & Assurance Services (prerequisite is BUS 520 or 528)
- ACCT 630,* Accounting Information Systems (prerequisite is BUS 520 or 528)
- ACCT 635,* Information Technology Auditing (prerequisite is ACCT 630)
- ACCT 655,* Fraud Detection: Investigation & Prevention (prerequisite is BUS 520 or 528)
- BLAW 630,* Legal Issues Concerning Information Technology (prerequisite is BLAW 150, BLAW 260, or permission of the department head of accounting, taxation and business law**)
- MIS 660, Computer Security/Controls (prerequisite is MIS 290 or equivalent or ACCT 630)

**Students may substitute a different graduate ACCT, TAX, or BLAW course with approval of the department head of accounting, taxation, and business law.*

***It is expected that most, if not all, of the CJ students will have previously completed some legal-related course work.*

The master's degree will be conferred once all course work is completed and the comprehensive examination has been passed. For more information on specialization requirements, please consult the *School of Business Administration Graduate Program Bulletin*.

ADVISEMENT

The graduate program director serves as the academic advisor to MACJ students. Upon admission to the program, students should meet with the director for academic advisement. The director and student should plan and periodically review a plan of study that fulfills departmental requirements and provides comprehensive professional (academic) training. This plan of study should take account of students' backgrounds and available departmental resources.

Final responsibility for course selection and the meeting of department requirements resides with the student.

QUALITY OF GRADUATE WORK

Consistent with university regulations, a minimum of a "B" average is required for certification of readiness to take graduate examinations or to begin the thesis process, and for conferral of a graduate degree. Students should consult the College of Arts & Sciences policies on student status and dismissal and readmission for more information regarding graduate standing.

COURSES

CORE

CJ 501 NATURE OF CRIME AND DELINQUENCY

Provides an overview of the nature and scope of delinquency and crime through a comprehensive survey of criminological theory using original sources. Major emphasis is given to the evaluation of existing theory and its relationship to criminal justice policy and practice. *3 semester hours*

CJ 504 SEMINAR IN LAW AND CRIMINAL JUSTICE

Provides an overview of the criminal law and its relation to the criminal justice system. Employs theoretical, Common Law, statutory, and case law materials to the study of the legal elements of a crime, excuse and justification, and sentencing and punishment. *3 semester hours*

CJ 505 ORGANIZATIONAL BEHAVIOR IN CRIMINAL JUSTICE

Analyzes the structures, functions, and operations of the various criminal justice agencies, including the police, the court, and corrections (jail, probation, prison, and parole) within the overall context of the criminal justice system. *3 semester hours*

CJ 506 SEMINAR IN PLANNING AND PROGRAM DEVELOPMENT

Focuses on the planning, development, and evaluation of programs in criminal justice. Fundamentals in these three areas are reviewed and then fit to issues and problems in the field. A comprehensive policy planning proposal is developed to deal with a carefully defined criminal justice problem or need. *3 semester hours*

CJ 509 RESEARCH METHODS IN CRIMINAL JUSTICE

This graduate seminar 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, quasi-experimental and qualitative methods, as well as ethical issues that govern the study of crime and justice. *3 semester hours*

CJ 511 QUANTITATIVE APPLICATIONS IN CRIMINAL JUSTICE

As a follow-up to CJ 509, this course employs both methodological and analytical skills in the analysis of issues related to criminal justice. Students learn techniques of management of quantitative data and explore more advanced methods of analysis aimed at the testing of hypotheses and the answering of research questions. Prerequisite: CJ 509. *3 semester hours*

ELECTIVES

CJ 601 SENTENCING PRACTICES AND PHILOSOPHY

This seminar focuses on the philosophical and practical issues involved in the sentencing of convicted offenders. Students are expected to learn and critically analyze those objectives that guide the process, as well as those factors and reforms that shape this practice among judges. *3 semester hours*

CJ 602 WOMEN AND THE LAW

This course focuses on the phenomenon of women and crime and the response of the system to this social problem. Through an application of feminist analysis, students study the theoretical and system related issues that have shaped our understanding of women and the law. The impact of gender stereotypes and patriarchal values is also studied as explanations of the system's limited

effectiveness in dealing with gendered justice and women in the legal system. *3 semester hours*

CJ 603 WHITE COLLAR CRIME

This seminar studies those forms of criminal deviance that are committed by individuals in their official capacities in the work place. Various forms of such deviance are discussed, as are the theoretical perspectives proposed to explain them, beginning with the seminal work of Edwin Sutherland and moving to the more current focus on social opportunity and the "pressure" for success. *3 semester hours*

CJ 604 SEMINAR IN POLICE PRACTICES AND PROBLEMS

This "issues" oriented seminar focuses on those issues of controversy affecting the police function in society. Students are expected to develop an "academic" understanding of these issues and propose meaningful solutions to improve the quality of law enforcement. *3 semester hours*

CJ 605 SEMINAR IN CORRECTIONAL ISSUES AND CONTROVERSIES

This course provides the student with the opportunity for an in-depth focus on the various issues that impact upon our correctional system and its effectiveness. Students are encouraged to consider all relevant factors relating to such issues, including community demands for crime control and the political pressures such demands generate. *3 semester hours*

CJ 606 STRATIFICATION AND "JUSTICE"

This seminar focuses on the issues of race, class, and gender and the extent to which these factors serve to differentiate the "quality" of criminal justice an individual receives. Students are expected to critically evaluate system functioning along these lines. *3 semester hours*

CJ 607 CRITICAL ISSUES IN CRIMINAL JUSTICE

This thematic seminar addresses various subjects of critical importance to the nature and function of the criminal justice system. Offered periodically, the content of the course may change each time it is scheduled. *3 semester hours*

CJ 608 ORGANIZED CRIME

This graduate seminar 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 theoretical perspectives that have evolved to explain it. Case studies of notorious criminals will be used to illustrate the topics and issues involved. *3 semester hours*

CJ 609 DOMESTIC VIOLENCE AND THE JUSTICE SYSTEM

This graduate seminar addresses the nature of domestic violence and the criminal justice system's response to it. Discussions focus on the legal response, theoretical perspectives and explanations, and the experiences of victims. *3 semester hours*

CJ 688 SPECIAL TOPICS IN CRIMINAL JUSTICE

This seminar focuses on selected issues and problems confronting criminal justice. *3 semester hours*

CJ 695 INDEPENDENT STUDY

An opportunity for an individual student to negotiate a program of self-initiated study with a faculty member of his/her choosing. No more than two independent study courses with two different instructors may be counted for degree credit. *3-6 semester hours*

CJ 699 MASTER'S THESIS

Faculty-directed thesis research. *6 semester hours*

CRIMINAL JUSTICE FACULTY

NOTES

Nancy B. Blank

Associate Professor, Criminal Justice

BA, Univ. of Pennsylvania; MA, Columbia Univ.; PhD, Rutgers' Univ.

(gender & crime, community-based intervention, women's studies)

William E. Harver

Associate Professor & Director, Graduate Program in Criminal Justice

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(law enforcement, criminal justice administration, corrections)

Shana L. Maier

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(women & criminal justice, victimology, criminology)

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Sheryl L. Van Horne

Instructor, Criminal Justice

BS, MA, ABD, Rutgers Univ.

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Adjunct Professor

BA, Widener University; MS, West Chester Univ. of Pennsylvania

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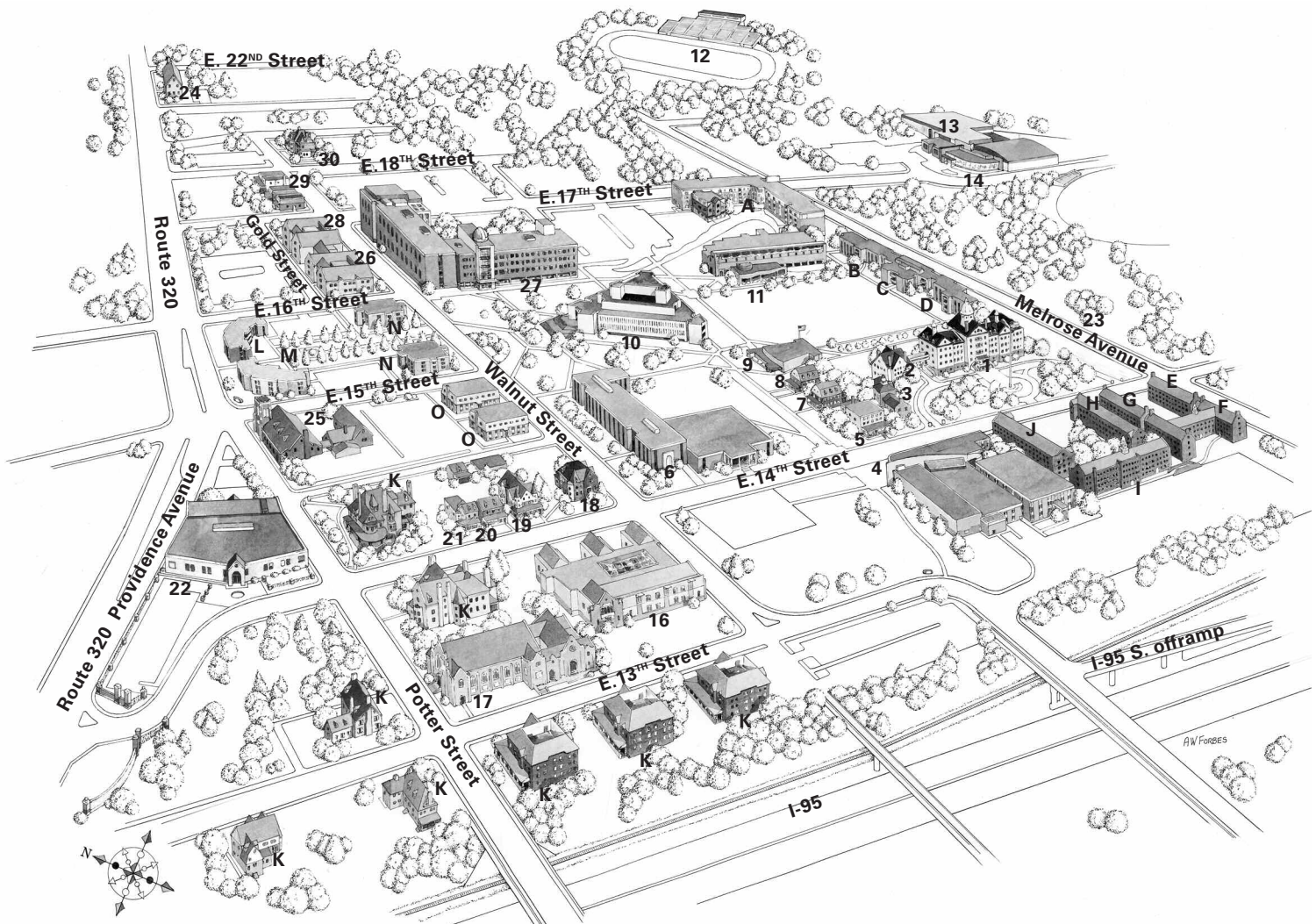
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Academic Center North (ACN)	11	Freshman Programs	21	Records/Registrar (in Lipka)	22
Academic Support Services	20, 21	Graduate Center, Robert J. Bruce (GC)	28	Robert J. Bruce Graduate Center (GC)	28
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Admissions	3	Health Services (in Metropolitan Hall)	A	Schwartz Physical Education Center	13
Alumni Auditorium	9	Honors Program (in Loveland)	7	Science Division (in Kirbride)	29
Alumni Office	18	Hospitality Management, School of (in ACN)	11	Social Work Education, Center of	28
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Athletic Complex	12	Hyatt Hall	5	University Center (UC)	4
Balin Hall	26	Information Technology Services (in ACN)	11	University College (in KLC)	6
Bernard L. Schwartz Physical Education Center	13	International Student Services (in UC)	4	University Relations (in Old Main)	1
Bookstore (in UC)	4	Kapelski Learning Center (KLC)	6	Victory Hall	8
Bruce Hall	28	Kirkbride Hall (KH)	29	Wellness Center	14
Business Administration, School of	16	Lathem Hall	17	Wetherill Chapel (in UC)	4
Bursar's (Business) Office	22	Leslie C. Quick Jr. Center	16	WDNR-FM (in Howell Hall)	1
Cafeteria (in UC)	4	Leslie C. Quick Jr. Stadium	12	Wolfram Memorial Library	10
Campus Safety (in Old Main)	1	Linsky Recording Studio (in KLC)	6	Writing Center (in Old Main Annex)	2
Career Advising & Planning Services	8	Lipka Hall	22		
Center for Education (in Hyatt Hall)	5	Loveland Hall	7	Residence Halls	
Child Development Center	24	MacStreet Grill (in UC)	4	Andorn House	L
Civil Engineering Lab	25	Mathematics Department & Center (in ACN)	11	Boettner Hall	M
Clinical Psychology, Institute for	28	Media Production Center (in Lathem)	17	Cann Memorial Hall	H
Communication Studies (in Lathem)	17	Mustin Theatre (in Alumni Auditorium)	9	Dixon Halls, N&S	O
Computing Services, Information Technology	11	Neuropsychology Assessment Center (in Balin)	26	Fraternity & Sorority Houses	K
Convenience Store (in University Center)	4	Nursing, School of (in Old Main)	1	Grasselli Hall	E
Cooperative Education	8	Old Main	1	Hanna Hall	F
Cottee Hall (in GC)	28	Old Main Annex	2	Howell Hall	I
Counseling Center, Student (301 E. 19th St.)	32	Pennsylvania Language Institute	23	Kapelski Hall	D
Development Office	19	Personnel (in Old Main)	1	Metropolitan Hall	A
Dining Hall (in University Center)	4	Physical Therapy Program	30	Moll Hall	B
Disability Services	21	Physical Therapy Research Lab (in Balin)	26	New Hall South	N
Dome, The (in Howell Hall)	1	PMC Widener Museum	9	Sharples Hall	C
Education, Center for	5	Post Office (in UC)	4	Sorority & Fraternity Houses	K
Engineering, School of (in Kirkbride Hall)	29	Project Prepare	20	Thayer Hall	G
Exploratory Studies	20	Purchasing (in Old Main)	1	Turrell Hall	J
Financial Aid Office (in Lipka)	22	Quick Stadium	12	Widener Courts, N&S	P