



MASTER OF ARTS IN CRIMINAL JUSTICE

Graduate Handbook 2023-2024

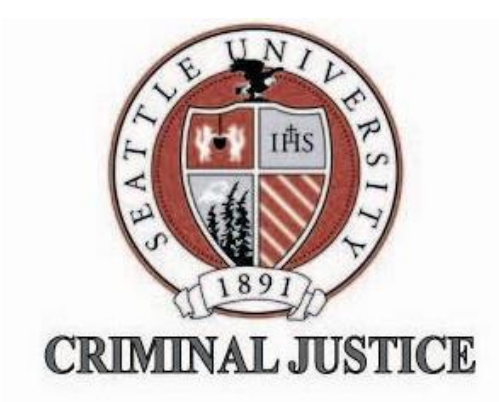


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1) WELCOME TO THE MACJ PROGRAM!

Criminal Justice is an interdisciplinary social science involving the study of crime and societal responses to it. Criminal Justice is a broad and fascinating field of study encompassing the study of criminal behavior, the administration and management of justice, policy and practice in policing, courts, and corrections, victimology and victim services, juvenile justice, crime prevention, and public safety and security. The Master of Arts in Criminal Justice program, founded in 2006, provides students with the opportunity for advanced intensive study of crime and justice issues with emphasis on the application of theory and research to criminal justice policy and practice. The MACJ program is designed to meet the needs of students who are preparing for careers in criminal justice, for students who already have careers in the criminal justice field and desire the advancement of their knowledge and skills, and for students who plan to pursue doctoral work.

Criminal Justice is an academic discipline that enjoys a high job placement rate and criminal Justice graduates at the undergraduate and graduate levels pursue many career routes. While many positions in the criminal justice system require the BA degree or in some cases a high school diploma, increasingly positions in today's competitive job market require the Master's degree and/or provide salary increases commensurate with education level. Students who complete the MA degree in criminal justice generally seek careers in law enforcement, private security, community and institutional corrections, court services, victim services, social services, academia, and/or investigation in a range of public and private agencies. We are proud to say that past graduates of our undergraduate program include law enforcement officers, corrections officers, community corrections officers, offender transition counselors, public defenders, prosecuting attorneys, private security supervisors, forensic scientists and technicians, medico-legal death investigators, victim advocates, juvenile detention and probation officers, and others who are making important contributions to the field of criminal justice. We expect that graduates of our Master's program will be equally successful in obtaining positions and developing their careers in the criminal justice system. MACJ graduates will be additionally prepared at the more advanced level for positions that require the MA degree such as teaching positions in community colleges or as university-level adjunct faculty, research analyst positions in criminal justice agencies, and positions in law enforcement and corrections at the federal level that require the advanced degree.

2) PROGRAM MISSION

The mission of the criminal justice department is to produce graduates who approach their roles in the criminal justice field with knowledge, empiricism, innovation, humanism, and with a deep concern for justice issues faced by offenders, victims, citizens, and governmental and private agents affected by and charged with responding to crime. We hope to instill in students a responsibility to integrate and evaluate conceptual and empirical contributions to the field of criminal justice. MACJ graduates are prepared for positions and advancement as practitioners, administrators, victim advocates, and/or research analysts in law enforcement, courts, corrections, social service, and research agencies at the private, county, state, and federal levels. The MACJ program provides foundation for understanding organizational relations in criminal justice, the ability to critically analyze and evaluate criminal justice policy and practice, and the necessary skills to conduct methodologically sound research in specialized areas in criminology

and criminal justice. The program is designed to accommodate professionals in the criminal justice field who desire graduate education for advancement purposes as well as students entering upon completion of their bachelor's degree who seek advanced education in criminal justice prior to seeking employment in the criminal justice field and/or as preparation for Ph.D.-level studies. The specific objectives of the criminal justice master's program are to:

- Develop in students the knowledge, insight, critical thinking skills, values and ethical consciousness essential to becoming responsible practitioners, researchers, and leaders in criminal justice.
- Provide comprehensive, rigorous, analytic, focused study of crime and justice issues with emphasis on the application of theory and research in criminal justice to criminal justice initiatives, policies, and practices.
- Provide a strong foundation in criminology, research methods, statistics, organizational theory, criminal justice ethics, issues of diversity in criminal justice, and broad-based analysis of the criminal justice system with focus on law enforcement, the adjudication process, and corrections.
- Prepare students for positions and advancement in law enforcement, courts, corrections, social service, and research agencies in private, county, state, and federal agencies.

The MACJ Program focuses on cultivating knowledge in the areas of police, courts, corrections, ethics, and contemporary issues in criminal justice. Emphasis is also placed on advancing the research skills of students so that they are capable of both understanding existing literature and executing research on their own. A unique component of Seattle University's MACJ Program is that students have the option of designating a specialization area in one of the following content areas: *Criminal Justice Research & Evaluation, Investigative Criminology, and Victimology*. The specialization areas provide specialized coursework in the application of criminology and criminal justice theory to key areas of criminal justice research and practice. The specialization areas are designed to prepare students for career-routes respectively in research, investigation, and victim services and/or to provide focused exposure to subfields within the discipline of criminal justice.

3) PROGRAM OVERVIEW

The MACJ Program is designed to be completed in two years or less with full-time enrollment (6-9 credits per quarter, including summers). The MACJ curriculum consists of 55 Credits: 18 3-credit courses and one 1-credit course. Students are required to take eleven foundation courses (31 credits) and eight elective courses (24 credits), four of which (12 credits) can be selected as concentration area courses. The foundation courses are:

- CRJS 5010 Criminal Justice Theory (3)
- CRJS 5020 Advanced Criminological Theory (3)
- CRJS 5030 Law & Social Control (3)
- CRJS 5040 Organizational Theory and Analysis in Criminal Justice (3)
- CRJS 5050 Criminal Justice Ethics and Decision Making (3)

- CRJS 5060 Advanced Research Methods in Criminology and Criminal Justice (3)
- CRJS 5070 Statistical Analysis (3)
- CRJS 5080 Statistics Lab (1)
- CRJS 5100 Theory and Research in Policing, Courts, Corrections (3)
- CRJS 5130 Critical Criminology (3)
- CRJS 5900 Criminal Justice Capstone Seminar (3)

Students who work full-time and/or have other obligations may prefer to complete the program on a part-time basis over a longer time period. Students are welcome to complete the program on a part-time basis over a three or four-year period or longer. During the first year of the two-year program, students generally take required foundation courses. After the completion of the first year, students take a capstone course in the summer quarter to prepare for the comprehensive exam and/or thesis. Students who plan to complete the degree over a three-year period may choose to split up the foundation courses over a two-year period. The comprehensive exam covers content from the foundation courses. The program offers a broad range of elective courses as well as internship and research and teaching assistantship opportunities. The elective courses include:

(Note: Several of the elective courses – designated with an asterisk - are jointly offered as undergraduate/graduate courses. Students are permitted to take up to 6 credits of the jointly offered undergrad/grad electives)

- CRJS 5110 Criminal Justice Legislation and Policy (3)
- CRJS 5120 Qualitative Research Methods in Criminology and Criminal Justice (3)
- CRJS 5140 Investigative Criminology and Offender Profiling (3)
- CRJS 5150 Typologies of Crime and Criminal Behavior (3)
- CRJS 5160 Theories and Techniques of Crime Scene Investigation (3)
- CRJS 5170 Crime Analysis (3)
- CRJS 5180 Contemporary Issues in Victimology (3)
- CRJS 5190 Violence and Victimization (3)
- CRJS 5200 Restorative/Community Justice (3)
- CRJS 5220 Issues in Contemporary Law Enforcement (3) *
- CRJS 5230 Punishment & Social Theory (3) *
- CRJS 5240 Crime Mapping (3)
- CRJS 5250 Data and Intelligence Analysis in Criminal Justice (3)
- CRJS 5260 Terrorism and Homeland Security (3) *
- CRJS 5500 The Psychopath (3) *
- CRJS 5510 Trafficking (3)*
- CRJS 5550 ATF Practicum (1)
- CRJS 5560 Forensics Practicum (1)
- CRJS 5570 Trial Skills Practicum (1)
- CRJS 5580 FBI Practicum (1)
- CRJS 5600 Forensic Anthropology (3) *
- CRJS 5650 Crime Scene & Medico-legal Death Investigation (3) *
- CRJS 5530 U.S. Marshals Service Practicum (1)
- CRJS 5540 DEA Practicum (1)

CRJS 5550 ATF Practicum (1)
 CRJS 5560 Forensics Practicum (1)
 CRJS 5570 Trial Skills Practicum (1)
 CRJS 5580 FBI Practicum (1)
 CRJS 5700 Restorative Justice: Behind Bars (3)
 CRJS 5810 Murder, Movies, and Copycat Crime (3) *
 CRJS 5910-5930 Special Topics Seminar (1-3)
 CRJS 5950 Internship (3)
 CRJS 5960 Independent Study (3)
 CRJS 5970 Teaching Assistantship (1-3)
 CRJS 5980 Research Assistantship (1-3)
 CRJS 5990 Thesis (1-3)
 COUN 5100 Fundamental Counseling Skills (3)
 COUN 5110 Theories of Counseling and Psychotherapy (3)
 COUN 5130 Multicultural and Social Justice Counseling (3)
 PUBM 5300 Budgeting and Financial Management (3)
 PUBM 5720 Administrative Law (3)

In the second year of the program, students concentrate on general MACJ elective courses, courses in one of three specialization areas (i.e., *Criminal Justice Research and Evaluation*, *Investigative Criminology*, *Victimology*), and begin working on a thesis if this option is selected. The “typical” schedule is as follows:

	FALL	WINTER	SPRING	SUMMER
Year 1	CRJS 5010 (3)/ Criminal Justice Theory	CRJS 5030 (3)/Law & Social Control	CRJS 5100 (3)/Theory & Research in Police, Courts, Corrections	CRJS 5900 (3)/CJ Capstone
	CRJS 5020 (3)/Advanced Criminological Theory	CRJS 5040 (3)/Organizational Theory & Analysis in CJ	CRJS 5070 (3)/Statistical Analysis	CRJS 5050(3)/CJ Ethics & Decision Making
	CRJS Elective (1-3) (Optional)	CRJS 5060 (3)/Research Methods	CRJS 5080 (1)/Statistics Lab	CRJS Elective or Specialization (3) (Optional)
			CRJS 5130 (3) Critical Criminology OR Elective (3) (Optional)	
	FALL	WINTER	SPRING	SUMMER
Year 2	CRJS Elective or Specialization (3)	CRJS Elective or Specialization (3)	CRJS 5130 (3) Critical Criminology OR Elective (3) (Optional)	CRJS 5900 (3)/CJ Capstone
	CRJS Elective or Specialization (3)	CRJS Elective or Specialization (3)	CRJS Elective or Specialization (3)	
	CRJS Elective or Specialization (3) OR Thesis Option (1-3)	CRJS Elective or Specialization (3) OR Thesis Option (1-3)	CRJS Elective or Specialization (3) OR Thesis Option (1-3)	

The MACJ program without an optional specialization can be completed in 1 ½ years or 6 quarters taking 9-10 credits per quarter. The MACJ program with a specialization can be completed in 2 years or 8 quarters taking 3-9 credits per quarter (with most quarters 6-9 credits). Students may choose to complete an internship and/or teaching or research assistantship for 1-3 credits to fulfill some of the elective requirements. *See Appendix A for the 2-Year Course Schedule.*

4) CHOOSING AN OPTIONAL SPECIALIZATION AREA

Beyond the foundation courses, students must take 24 elective credits. Of these, 12 credits of designated courses may be selected as one of three optional specialization areas:

- 1) *Criminal Justice Research and Evaluation*
- 2) *Investigative Criminology*
- 3) *Victimology*

Students may select a specialization area or choose not to concentrate. *You are not required to select a specialization area.* The advantage of not choosing a specialization is flexibility in selecting elective credits. The advantage of concentrating in a particular area is that a set of courses will be required and identified on your transcript and diploma as an official specialization. This may stand out to employers who seek expertise in a specific area (e.g., a victimology specialization may be an asset in applying for positions in victim services, research and evaluation for research analyst positions, and investigative criminology for investigative positions) or to graduate admissions and selection committee for Ph.D. programs.

A few tips/factors to think about in determining whether or not to concentrate:

- Choose the **MACJ with no specialization** if:
 - ✓ If you want flexibility in your schedule and the freedom to choose an individualized set of elective courses.
 - ✓ You want to take your time completing the program over 3 or 4 years and don't want to be tied to successive course offerings (i.e., taking a series of courses in a 4-quarter block).
 - ✓ You want both flexibility and a traditional criminal justice master's degree.
 - ✓ You would like to pursue research at the Ph.D.-level but are unsure at this point what specific area of criminal justice you would like to focus on.
- Choose the **MACJ with Criminal Justice Research and Evaluation specialization** if:
 - ✓ You seek a career as a research analyst for a criminal justice agency
 - ✓ You want to be sure to take elective courses that offer you well-rounded background in quantitative and qualitative research methods and comprehensive exposure to key areas of criminal justice research.
 - ✓ You want to highlight your expertise in quantitative and qualitative research methodology for potential employers or in your current position.
 - ✓ You would like to pursue research at the Ph.D.-level and want to highlight your coursework in research and evaluation.
- Choose the **MACJ with Investigative Criminology specialization** if:
 - ✓ You seek a career as an investigator in federal, state, county, or local criminal justice-related or private agency.
 - ✓ You want to enhance your knowledge of the application of criminological theory to investigative practice and to develop investigative skills and expertise.
 - ✓ You currently hold an investigative position and want to better understand the theoretical underpinnings of investigative practice and gain knowledge of key

research findings in the area of offender profiling, crime scene investigation, and investigative practice.

- ✓ You would like to pursue research at the Ph.D.-level in the area of offender profiling, criminal investigation, and/or forensic psychology.
- Choose the **MACJ with Victimology specialization** if:
 - ✓ You seek a career in victim advocacy/victim services.
 - ✓ You believe that traditional criminal justice education does not sufficiently focus on victims and victimology and want your MACJ degree to include coursework specifically devoted to research, theory, and issues focused on victims of crime.
 - ✓ You currently work with victims of crime and want to enhance your knowledge of theory and research in victimology and victimization and take coursework that will enhance your skills as a victim advocate.
 - ✓ You would like to pursue research at the Ph.D.-level that focuses on Victimology, violence and victimization, and/or restorative/community justice.

If you are unsure whether or not you would like to concentrate in a particular area, the best approach is to look at what your schedule will look like if you select the specialization and which courses you will be required to take. Keep in mind that you can select a specialization and/or change your mind at any time prior to your last quarter (although changing or adding a specialization area late in the program may affect your date of completion). To change or select a specialization, contact the CJ Graduate Director and/or your faculty advisor.

5) CHOOSING THE COMPREHENSIVE EXAM OR THESIS OPTION

All MACJ students are required to either pass a comprehensive examination or complete a thesis. Students wishing to pursue the thesis option must obtain approval from the Graduate Director by submitting a thesis proposal and identifying a thesis chair and committee.

Here are a few tips/factors to consider when deciding which option to choose.

- Choose the **comprehensive exam** if:
 - ✓ You are interested in gaining a broader understanding of various criminal justice topics and issues.
 - ✓ You are interested in completing your degree in a faster fashion.
 - ✓ You have no desire to pursue a Ph.D. degree or conduct research either on your own or in your profession.
 - ✓ The completion of a thesis will have no bearing on advancement or promotion in your profession.
- Choose the **thesis** if:
 - ✓ You are interested in specializing in one research area of criminal justice.
 - ✓ You are interested in conducting and analyzing research.
 - ✓ You have solid skills in methods and statistics and want to apply them.
 - ✓ You plan to enter a Ph.D. program upon graduation.
 - ✓ You plan to obtain a job as a research analyst.
 - ✓ You plan to continue to conduct research after graduation.

Comprehensive Examination Requirements

The comprehensive exam covers content areas encompassed by the foundation courses in the MACJ curriculum and readings included in the comprehensive reading list. Much of the required reading for the foundation courses is included on the comprehensive reading list. The list also includes additional classic and recent key texts and research articles in criminology and criminal justice beyond what is required or recommended for the foundation courses. *See Appendix B for MACJ Comprehensive Reading List.*

The comprehensive exam may be taken as soon as the foundation courses and comprehensive exam readings are completed and **must be taken within 1 year** of completing all foundation courses during the department designated (fall or spring) examination periods. Students must register to take the comprehensive examination during one of the two sessions offered during the year at least two weeks prior to the exam. The exam must be completed prior to the last quarter of the program. The three components of the comprehensive examination that students will be tested on are as follows:

1. Criminal Justice
2. Criminology
3. Research Methods and Statistics in Criminology and Criminal Justice

A student will have a choice of answering 1 of 2 questions proposed for each section. The comprehensive exam is offered twice per year during Fall and Spring quarters and is a take-home exam. The exam is graded as follows:

- EP:** Exceptional Pass
- P:** Pass
- MP:** Marginal Pass
- F:** Fail

Once a student is registered for the comprehensive exam, he/she must take the exam on the date registered for. Students may cancel their registration no later than two weeks prior to the exam date. No additional cancellations after the time frame will be accepted unless documentation of an extreme circumstance is provided. If a student fails to sit for the comprehensive exam at the required time or does not cancel in the required timeframe, it will automatically count as a failed exam attempt.

A student may retake the comprehensive exam once. Students retaking the examination will be required to answer questions only in areas not passed in the first exam. If the student fails a second attempt, the student can petition to the Graduate Director for a third chance. When a student petitions for a third, and final, attempt, the Graduate Director will assemble a committee to determine if a third attempt will be permitted. Factors that will contribute to the committee's decision include, but are not limited to, GPA and the performance on previous exams. The committee decision is final. Students will not be allowed to apply for subsequent attempts or to switch over to thesis tract. If the student fails a third attempt, the student will be dismissed from the program.

If a student has a documented disability, he/she may be able to receive additional time for taking the comp exam. The student must make a formal written request to the Graduate Director requesting more time on the written comp exam. Documentation from Seattle University Disabilities Services is required to be considered for this option. It is at the Graduate Director's discretion as to the decision.

Appeal Policy Note: The MACJ Comp Exam is graded by a committee of three faculty members and results are final. If a student feels that an error has been made in the grading of the results, he/she must first notify the Graduate Director and meet to discuss the grading of the particular section in question with both the Graduate Director and a faculty representative who is a subject matter expert in that area within two week of the comp exam results being issued. After meeting with both the Graduate Director and faculty expert, the student may write a formal memo outlining why he/she believes the answer was graded incorrectly and provide a rationale for another grading outcome. This memo is due to the Graduate Director two weeks after the meeting with the Graduate Director and faculty expert. Upon receipt of the memo, the Graduate Director will assemble an appeal committee of three faculty members who will review the memo and exam answers in question. The Graduate Director will provide the student with the results of the committee decision within 30 days. The appealed decision from the committee is final and cannot be further appealed.

Thesis Requirements

Students planning to go on to a PhD program or who are interested in completing an independent research project may select the thesis option in lieu of completing the comprehensive exam. Students wishing to pursue this option must apply to do so to the Graduate Director. The Graduate Director will assemble a thesis selection committee to determine whether the student will be granted permission to pursue the thesis. Students may apply for consideration of the thesis option after completing 12 credits of coursework in the MACJ program. In order to be eligible to apply for the thesis option, students must have completed a minimum of 12 credits in the MACJ program with a **3.70 GPA or higher** and have demonstrated superior writing and analytical skills in their classes. Upon applying for the thesis option, the student will need to outline their topic, plan of research, and timeline for completion in a 5-6-page proposal for the committee. After being granted approval from the committee, the student will need to submit a thesis proposal, identifying a thesis chair and committee, to the Graduate Director. The thesis committee must include at least two criminal justice faculty members and one external member with expertise in an area relevant to the thesis topic. The proposal must include:

- Importance of research to the field of criminal justice
- Literature Review
- Method

After receiving formal approval to pursue a thesis from the Graduate Thesis Committee, the student will need to produce the first three chapters to his/her Thesis Chair **6 months** after Graduate Director approval date. Failure to meet the timeline will result in being switched over the comp exam track. Additionally, failure to revise chapters to the Thesis Chair to his/her satisfaction within a **three-month** period will result in the student being switched to comprehensive exam track.

After writing a thesis proposal, students are required to defend their thesis proposal in an oral examination and question/answer session with their committee. The thesis proposal must be approved by the thesis chair and committee members. After the prospectus defense, the student has **6 months** to complete thesis and defend or student will be switched to comprehensive exam track. The final thesis document will be formatted as follows:

1. Title Page
2. Abstract
3. Acknowledgments
4. Table of Contents
5. Chapter 1: Importance of research to the field of criminal justice
6. Chapter 2: Literature Review
7. Chapter 3: Method
8. Chapter 4: Results
9. Chapter 5: Discussion/Conclusion
10. References

Students completing the thesis must enroll in CRJS 5990 (1-3 credits per quarter for a total of thesis 3 credits which fulfill elective credits). Students may first register for thesis credit after completing the core MACJ courses and receiving departmental approval. Students are required to turn in two unbound copies, one bound copy, and one electronic copy of their completed thesis to the Graduate Director. Additionally, students should consider providing a bound copy of their completed thesis to their Thesis Chair and to all members of the thesis committee. ****Note:** For an exceptional thesis manuscript and final defense, students may receive an Honors Distinction in the form of a letter from the Graduate Director.

6) SELECTING YOUR FACULTY ADVISOR, THESIS CHAIR, AND THESIS COMMITTEE

Faculty Advisor/Thesis Chair

Upon acceptance into the program, you will automatically be assigned to the Graduate Director for advising. If you pursue a thesis project, once your thesis chair is identified, your faculty advisor will be your thesis chair. If you plan to complete a thesis, it is a good idea to become familiar with the department faculty and discuss your plans with one or more of the faculty members whose research interests appear closest to your own. You should discuss your interests with the faculty member you'd like to work with and with the Graduate Director. You may initiate this process at any time in the first year of the program, the sooner the better. Once you have identified a faculty member you'd like to work with in consultation with the Graduate Director, you will be assigned to this faculty member for advising. Regardless of whether or not you plan to do a thesis, you may request a specific faculty member as an advisor. Otherwise, you will either be advised by the Graduate Director and/or assigned to another faculty member.

Thesis Committee

If you opt to complete a thesis, you will need to assemble a thesis committee. The committee should consist of a thesis chair, another faculty member in the CJ Dept., and an external member. The thesis chair must be a full-time faculty member in the CJ Department. The external member may be a member of the CJ Advisory committee, a CJ professional in a local agency, a faculty member in another department and/or in another university. Your committee should be comprised of individuals who have some knowledge of the research you will conduct for your thesis project. The thesis committee should be identified in consultation with your thesis advisor no later than the end of Fall quarter in the last year of the program during which the thesis will be completed (Fall quarter of the second year of the program unless you are completing the MACJ program over a longer period of time).

7) PROGRAM DEGREE REQUIREMENTS

During the first year of the program, students take required foundation courses. After the completion of the first year, students take a capstone course in the summer to prepare students for either the comprehensive exam or thesis. In the second year of the program, students concentrate on elective courses and/or courses in one of three specialization areas (i.e., *Criminal Justice Research and Evaluation, Investigative Criminology, Victimology*) and begin working on their Master's thesis if choosing this option. The MACJ curriculum consists of 55 Credits: 18 3-credit courses and one 1-credit course. Students will take eleven foundation courses (31 credits) and eight elective courses (24 credits), four of which (12 credits) can be selected as specialization area courses.

Degree Requirements – Master of Arts in Criminal Justice (without specialization):

The MACJ curriculum consists of 55 Credits: 18 3-credit courses and one 1-credit course. Students will take eleven foundation courses (31 credits) and eight elective courses (24 credits):

I. MACJ Foundation Courses: 31 Credits

- CRJS 5010 Criminal Justice Theory (3)
- CRJS 5020 Advanced Criminological Theory (3)
- CRJS 5030 Law & Social Control (3)
- CRJS 5040 Organizational Theory and Analysis in Criminal Justice (3)
- CRJS 5050 Criminal Justice Ethics and Decision Making (3)
- CRJS 5060 Advanced Research Methods in Criminology and Criminal Justice (3)
- CRJS 5070 Statistical Analysis (3)
- CRJS 5080 Statistics Lab (1)
- CRJS 5100 Theory and Research in Policing, Courts, Corrections (3)
- CRJS 5130 Critical Criminology (3)
- CRJS 5900 Criminal Justice Capstone Seminar (3)

II. MACJ Elective Courses: 24 Credits

Choose seven to eight courses (21-24 credits) from the following:

- CRJS 5110 Criminal Justice Legislation and Policy (3)
- CRJS 5120 Qualitative Research Methods in Criminology and Criminal Justice (3)
- CRJS 5140 Investigative Criminology and Offender Profiling (3)
- CRJS 5150 Typologies of Crime and Criminal Behavior (3)
- CRJS 5160 Theories and Techniques of Crime Scene Investigation (3)
- CRJS 5170 Crime Analysis (3)
- CRJS 5180 Contemporary Issues in Victimology (3)
- CRJS 5190 Violence and Victimization (3)
- CRJS 5200 Restorative/Community Justice (3)
- CRJS 5240 Crime Mapping (3)
- CRJS 5250 Data and Intelligence Analysis in Criminal Justice (3)
- CRJS 5530 U.S. Marshals Service Practicum (1)
- CRJS 5540 DEA Practicum (1)
- CRJS 5550 ATF Practicum (1)
- CRJS 5560 Forensics Practicum (1)
- CRJS 5570 Trial Skills Practicum (1)
- CRJS 5580 FBI Practicum (1)
- CRJS 5700 Restorative Justice: Behind Bars (3)
- CRJS 5910-5930 Special Topics Seminar (1-3)
- CRJS 5950 Internship (3)
- CRJS 5960 Independent Study (3)
- CRJS 5970 Teaching Assistantship (1-3)
- CRJS 5980 Research Assistantship (1-3)
- CRJS 5990 Thesis (1-3)
- COUN 5100 Fundamental Counseling Skills (3)
- COUN 5110 Theories of Counseling and Psychotherapy (3)
- COUN 5130 Multicultural and Social Justice Counseling (3)
- PUBM 5300 Budgeting and Financial Management (3)
- PUBM 5720 Administrative Law (3)

With no more than two courses (0-6 credits) from the following joint undergraduate/graduate courses:

- CRJS 5220 Issues in Contemporary Law Enforcement (3)
- CRJS 5230 Punishment and Social Theory (3)
- CRJS 5260 Terrorism and Homeland Security (3)
- CRJS 5500 The Psychopath (3)
- CRJS 5510 Trafficking (3)
- CRJS 5600 Forensic Anthropology (3)
- CRJS 5650 Crime Scene & Medico-legal Death Investigation (3)
- CRJS 5810 Murder, Movies, and Copycat Crime (3)

III. MACJ Comprehensive Examination OR Thesis Option

MINIMUM CREDITS REQUIRED FOR THE MACJ DEGREE 55

Degree Requirements -- Master of Arts in Criminal Justice with Specialization in Criminal Justice Research and Evaluation

The MACJ with Specialization in Criminal Justice Research and Evaluation curriculum consists of 55 Credits: 18 3-credit courses and one 1-credit course. Students will take eight foundation courses (31 credits), four elective courses (12 credits), and four specialization area courses (12 credits):

I. MACJ – Research & Evaluation Foundation Courses: 31 Credits

- CRJS 5010 Criminal Justice Theory (3)
- CRJS 5020 Advanced Criminological Theory (3)
- CRJS 5030 Law & Social Control (3)
- CRJS 5040 Organizational Theory and Analysis in Criminal Justice (3)
- CRJS 5050 Criminal Justice Ethics and Decision Making (3)
- CRJS 5060 Advanced Research Methods in Criminology and Criminal Justice (3)
- CRJS 5070 Statistical Analysis (3)
- CRJS 5080 Statistics Lab (1)
- CRJS 5100 Theory and Research in Policing, Courts, Corrections (3)
- CRJS 5130 Critical Criminology (3)
- CRJS 5900 Criminal Justice Capstone Seminar (3)

II. MACJ – Research & Evaluation Elective Courses: 12 Credits

Choose three to four courses (9-12 credits) from the following:

- CRJS 5140 Investigative Criminology and Offender Profiling (3)
- CRJS 5160 Theories and Techniques of Crime Scene Investigation (3)
- CRJS 5170 Crime Analysis (3)
- CRJS 5180 Contemporary Issues in Victimology (3)
- CRJS 5200 Restorative/Community Justice (3)
- CRJS 5240 Crime Mapping (3)
- CRJS 5530 U.S. Marshals Service Practicum (1)
- CRJS 5540 DEA Practicum (1)
- CRJS 5550 ATF Practicum (1)
- CRJS 5560 Forensics Practicum (1)
- CRJS 5570 Trial Skills Practicum (1)
- CRJS 5580 FBI Practicum (1)
- CRJS 5700 Restorative Justice: Behind Bars (3)
- CRJS 5910-5930 Special Topics Seminar (1-3)
- CRJS 5950 Internship (3)
- CRJS 5960 Independent Study (3)
- CRJS 5970 Teaching Assistantship (1-3)

CRJS 5980 Research Assistantship (1-3)
CRJS 5990 Thesis (1-3)
COUN 5100 Fundamental Counseling Skills (3)
COUN 5110 Theories of Counseling and Psychotherapy (3)
COUN 5130 Multicultural and Social Justice Counseling (3)
PUBM 5300 Budgeting and Financial Management (3)
PUBM 5720 Administrative Law (3)

With no more than two courses (0-6 credits) from the following joint undergraduate/graduate courses:

CRJS 5220 Issues in Contemporary Law Enforcement (3)
CRJS 5230 Punishment and Social Theory (3)
CRJS 5260 Terrorism and Homeland Security (3)
CRJS 5500 The Psychopath (3)
CRJS 5510 Trafficking (3)
CRJS 5600 Forensic Anthropology (3)
CRJS 5650 Crime Scene & Medico-legal Death Investigation (3)
CRJS 5810 Murder, Movies, and Copycat Crime (3)

III. MACJ – Research & Evaluation Specialization Area Courses: 12 Credits

CRJS 5110 Criminal Justice Legislation & Policy (3)
CRJS 5120 Qualitative Research Methods in Criminology & Criminal Justice (3)
CRJS 5150 Typologies of Crime and Criminal Behavior (3)
CRJS 5190 Violence and Victimization (3)

IV. MACJ –Comprehensive Examination OR Thesis Option

MINIMUM CREDITS REQUIRED FOR THE MACJ – RESEARCH & EVALUATION DEGREE 55

Degree Requirements - Master of Arts in Criminal Justice with Specialization in Investigative Criminology

The MACJ with Specialization in Investigative Criminology consists of 55 Credits: 18 3-credit courses and one 1-credit course. Students will take eleven foundation courses (31 credits), four elective courses (12 credits), and four specialization area courses (12 credits):

I. MACJ – Investigative Criminology Foundation Courses: 31 Credits

CRJS 5010 Criminal Justice Theory (3)
CRJS 5020 Advanced Criminological Theory (3)
CRJS 5030 Law & Social Control (3)
CRJS 5040 Organizational Theory and Analysis in Criminal Justice (3)
CRJS 5050 Criminal Justice Ethics and Decision Making (3)
CRJS 5060 Advanced Research Methods in Criminology and Criminal Justice (3)
CRJS 5070 Statistical Analysis (3)

CRJS 5080 Statistics Lab (1)
CRJS 5100 Theory and Research in Policing, Courts, Corrections (3)
CRJS 5130 Critical Criminology (3)
CRJS 5900 Criminal Justice Capstone Seminar (3)

II. MACJ – Investigative Criminology Elective Courses: 12 Credits

Choose three to four courses (9-12 credits) from the following:

CRJS 5110 Criminal Justice Legislation and Policy (3)
CRJS 5120 Qualitative Research Methods in Criminology and Criminal Justice (3)
CRJS 5180 Contemporary Issues in Victimology (3)
CRJS 5190 Violence and Victimization (3)
CRJS 5200 Restorative/Community Justice (3)
CRJS 5240 Crime Mapping (3)
CRJS 5250 Data and Intelligence Analysis in Criminal Justice (3)
CRJS 5530 U.S. Marshals Service Practicum (1)
CRJS 5540 DEA Practicum (1)
CRJS 5550 ATF Practicum (1)
CRJS 5560 Forensics Practicum (1)
CRJS 5570 Trial Skills Practicum (1)
CRJS 5580 FBI Practicum (1)
CRJS 5700 Restorative Justice: Behind Bars (3)
CRJS 5910-5930 Special Topics Seminar (1-3)
CRJS 5950 Internship (3)
CRJS 5960 Independent Study (3)
CRJS 5970 Teaching Assistantship (1-3)
CRJS 5980 Research Assistantship (1-3)
CRJS 5990 Thesis (1-3)
COUN 5100 Fundamental Counseling Skills (3)
COUN 5110 Theories of Counseling and Psychotherapy (3)
COUN 5130 Multicultural and Social Justice Counseling (3)
PUBM 5300 Budgeting and Financial Management (3)
PUBM 5720 Administrative Law (3)

With no more than two courses (0-6 credits) from the following joint undergraduate/graduate courses:

CRJS 5220 Issues in Contemporary Law Enforcement (3)
CRJS 5230 Punishment and Social Theory (3)
CRJS 5260 Terrorism and Homeland Security (3)
CRJS 5500 The Psychopath (3)
CRJS 5510 Trafficking (3)
CRJS 5600 Forensic Anthropology (3)
CRJS 5650 Crime Scene & Medico-legal Death Investigation (3)
CRJS 5810 Murder, Movies, and Copycat Crime (3)

III. MACJ – Investigative Criminology Specialization Area Courses: 12 Credits

- CRJS 5140 Investigative Criminology and Offender Profiling (3)
- CRJS 5150 Typologies of Crime and Criminal Behavior (3)
- CRJS 5160 Theories and Techniques of Crime Scene Investigation (3)
- CRJS 5170 Crime Analysis (3)

IV. MACJ – Comprehensive Examination OR Thesis Option

MINIMUM CREDITS REQUIRED FOR THE MACJ – INVESTIGATIVE CRIMINOLOGY DEGREE 55

Degree Requirements - Master of Arts in Criminal Justice with Specialization in Victimology

The MACJ with Specialization in Victimology curriculum consists of 55 Credits: 18 3-credit courses and one 1-credit course. Students will take eleven foundation courses (31 credits), four elective courses (12 credits), and four specialization area courses (12 credits):

I. MACJ – Victimology Foundation Courses: 31 Credits

- CRJS 5010 Criminal Justice Theory (3)
- CRJS 5020 Advanced Criminological Theory (3)
- CRJS 5030 Law & Social Control (3)
- CRJS 5040 Organizational Theory and Analysis in Criminal Justice (3)
- CRJS 5050 Criminal Justice Ethics and Decision Making (3)
- CRJS 5060 Advanced Research Methods in Criminology and Criminal Justice (3)
- CRJS 5070 Statistical Analysis (3)
- CRJS 5080 Statistics Lab (1)
- CRJS 5100 Theory and Research in Policing, Courts, Corrections (3)
- CRJS 5130 Critical Criminology (3)
- CRJS 5900 Criminal Justice Capstone Seminar (3)

II. Elective Courses: 12 Credits

Choose three to four courses (9-12 credits) from the following:

- CRJS 5110 Criminal Justice Legislation and Policy (3)
- CRJS 5120 Qualitative Research Methods in Criminology and Criminal Justice (3)
- CRJS 5140 Investigative Criminology and Offender Profiling (3)
- CRJS 5150 Typologies of Crime and Criminal Behavior (3)
- CRJS 5160 Theories and Techniques of Crime Scene Investigation (3)
- CRJS 5170 Crime Analysis (3)
- CRJS 5240 Crime Mapping (3)
- CRJS 5530 U.S. Marshals Practicum (1)
- CRJS 5540 DEA Practicum (1)
- CRJS 5550 ATF Practicum (1)
- CRJS 5560 Forensics Practicum (1)

CRJS 5570 Trial Skills Practicum (1)
CRJS 5580 FBI Practicum (1)
CRJS 5700 Restorative Justice: Behind Bars (3)
CRJS 5910-5930 Special Topics Seminar (1-3)
CRJS 5950 Internship (3)
CRJS 5960 Independent Study (3)
CRJS 5970 Teaching Assistantship (1-3)
CRJS 5980 Research Assistantship (1-3)
CRJS 5990 Thesis (1-3)
COUN 5100 Fundamental Counseling Skills (3)
COUN 5110 Theories of Counseling and Psychotherapy (3)
COUN 5130 Multicultural and Social Justice Counseling (3)
PUBM 5300 Budgeting and Financial Management (3)
PUBM 5720 Administrative Law (3)

With no more than two courses (0-6 credits) from the following joint undergraduate/graduate courses:

CRJS 5220 Issues in Contemporary Law Enforcement (3)
CRJS 5230 Punishment and Social Theory (3)
CRJS 5260 Terrorism and Homeland Security (3)
CRJS 5500 The Psychopath (3)
CRJS 5600 Forensic Anthropology (3)
CRJS 5650 Crime Scene & Medico-legal Death Investigation (3)
CRJS 5810 Murder, Movies, and Copycat Crime (3)

III. Specialization Area Courses: 12 Credits

CRJS 5180 Contemporary Issues in Victimology (3)
CRJS 5190 Violence and Victimization (3)
CRJS 5200 Restorative/Community Justice (3)
CRJS 5510 Trafficking (3)

IV. MACJ – Comprehensive Examination OR Thesis Option

MINIMUM CREDITS REQUIRED FOR THE MACJ – VICTIMOLOGY DEGREE 55

Degree Requirements - Master of Arts in Criminal Justice/Juris Doctorate

Credit Requirements

Students in the joint program are required to complete 90 semester credits for the JD degree and 55 quarter credits for the MACJ degree. In the joint degree program, students can satisfy the requirements for each degree by using a specified number of crossover credits to be chosen from a list of approved courses in each school. This allows the student, whether full-time or part-time, to complete the two degrees in a shorter period of time than if the student sought to obtain the JD

and MACJ degrees independently. Of the 90 semester credits required for the JD degree, 12 semester credits can be satisfied by 18 quarter credits chosen from a list of specified courses from the MACJ program (listed below).¹ Of the 55 quarter credits required for the MACJ degree, a student enrolled in the joint degree program may satisfy up to 18 of the quarter credits required for the Law concentration with 12 semester credits earned in the law school from a list of approved courses (listed below).

Joint MACJ/JD Degree Summary

1. Students must be admitted to both programs under the programs' standard requirements.
2. Students may be admitted to the joint degree program before beginning any studies and may then take their first year in either program. Alternatively, students in their first year in either the School of Law or MACJ program may apply for admission to the joint degree program during the fall term of their first year at Seattle University.
3. Candidates for the joint JD/MACJ program must satisfy all of the requirements for the MACJ degree and for the JD degree. This includes either a comprehensive exam or a Master's Thesis for the MACJ.
4. During the first two semesters in law school, joint degree students may not take courses in the Criminal Justice Department.
5. Joint degree students who begin in the law school and who have completed their first year may take one course each semester in the law school so long as they are not taking more than 3 courses each quarter in their first year of the MACJ program.
6. The JD Degree for joint MACJ/JD students requires 90 semester credits, consisting of at least 78 semester credits earned in the law school and up to 12 semester credit equivalents (18 quarter credits) earned in the MACJ program. Of the 18 crossover quarter credits accepted, 9 credits will be from the list of approved elective courses and 9 credits will be from the list of approved foundation courses (including the Criminal Justice Capstone Seminar).
7. The MACJ degree for joint MACJ/JD students requires 55 quarter credits, consisting of 28 quarter credits of foundation courses, 18 quarter credits of concentration courses, and 9 quarter credits of elective courses. Up to 18 quarter credits (12 semester credits) may be earned in the School of Law to satisfy the concentration credits for the MACJ degree.

MACJ Courses Given Crossover Credit for JD Degree²

Foundation Courses:

CRJS 5010 Criminal Justice Theory (3)

¹ One quarter credit is the equivalent of .67 semester credits. So, for example, a 3 quarter credit crossover MACJ course could be used to satisfy 2 semester credits for the J.D. degree.

² All credits shown in this section are quarter credits.

CRJS 5020 Advanced Criminological Theory (3)
CRJS 5030 Law & Social Control (3)
CRJS 5040 Organizational Theory and Analysis in Criminal Justice (3)
CRJS 5050 Criminal Justice Ethics and Decision Making (3)
CRJS 5060 Advanced Research Methods in Criminology and Criminal Justice (3)
CRJS 5070 Statistical Analysis (3)
CRJS 5080 Statistics Lab (1)
CRJS 5100 Theory and Research in Policing, Courts, Corrections (3)
CRJS 5130 Critical Criminology (3)
CRJS 5900 Criminal Justice Capstone Seminar (3)

Elective Courses:

CRJS 5110 Criminal Justice Legislation and Policy (3)
CRJS 5120 Qualitative Research Methods in Criminology and Criminal Justice (3)
CRJS 5130 Critical Criminology (3)
CRJS 5140 Investigative Criminology and Offender Profiling (3)
CRJS 5150 Typologies of Crime and Criminal Behavior (3)
CRJS 5160 Theories and Techniques of Crime Scene Investigation (3)
CRJS 5170 Crime Analysis (3)
CRJS 5180 Contemporary Issues in Victimology (3)
CRJS 5190 Violence and Victimization (3)
CRJS 5200 Restorative/Community Justice (3)

Law School Courses Given Crossover Credit for MACJ Degree³

ADVC 300 Comprehensive Pretrial Advocacy (4)
ADVC 305 Comprehensive Trial Advocacy (4)
ADVC 310 Youth Advocacy Clinic/Law Practice Clinic (6)
ADVC 325 Forensics (3)
ADMN 300 Administrative Law (3)
ALDR 300 Dispute Resolution (3)
CIVL 305 Federal Courts (3)
CNLW 315 Washington State Constitutional Law Seminar (3)
CNLW 410 Constitutional Law of Terrorism (2)
CNLW 415 United States Supreme Court Practice Seminar (3)
CRIM 300 Criminal Procedure Adjudicative (3)
CRIM 305 Criminal Procedure Investigative (3)
CRIM 315 Federal Criminal Law (3)
CRIM 320 Post-Conviction Relief (3)
CRIM 325 Computer Crime and Privacy (3)
CRIM 340 Pretrial Criminal Advocacy (3)
CRIM 350 Sentencing/Plea Bargaining (3)
CRIM 360 Capital Punishment Seminar (3)
CRIM 380 International Criminal Law (3)

³ All credits shown in this section are semester credits.

CRIM 460 Capital Appeals Clinic (2)
ENVL 395 Environmental Enforcement (3)
EVID 301 Evidence Lab (1)
FAML 305 Child, Family, and State (3)
FAML 330 Domestic Violence (2)
GOVT 315 Legislative Seminar (3)
HLTH 400 Medical Fraud (3)
IMMG 300 Immigration Law (3)
IMMG 400 Immigration Law Clinic (3)
INTL 305 International Law of Human Rights (3)
INTL 402 International Human Rights Clinic (4)
JURS 320 Gender and Justice Seminar (3)
JURS 340 Law and Sexuality (3)
JURS 360 Race and the Law (2-3)
JURS 362 Law and the Holocaust Seminar (2)
MENT 300 Law, Policy, and Mental Health (3)

Adding the Certificate in Crime Analysis to your Program of Study

The Criminal Justice department offers a 25-credit hour post-baccalaureate Certificate in Crime Analysis. Crime analysts perform detailed statistical analyses of crime data, prepare periodic reports on criminal activity and trends, identify emerging crime patterns, and communicate findings to a variety of internal and external audiences. Crime analysts must be skilled in manipulating data and creating relational databases that can accommodate a wide variety of data formats and sources. For greater detail on this program, see the program website: <https://www.seattleu.edu/artsci/criminal-graduate/crime-analysis-certificate-program-cacp/>.

MACJ students may add the certificate in crime analysis to their program of study. MACJ students are allowed to double-count 10 credits of their MACJ coursework toward the certificate program requirements. The minimum necessary credits to earn both the MACJ and the certificate in crime analysis is equal to: 55 MACJ credits + 25 Certificate credits – 10 double-counted credits = 70 credits total. The 10 credits that will be double-counted toward the MACJ and the certificate are:

CRJS 5020 Advanced Criminological Theory (3)
CRJS 5060 Advanced Research Methods in Criminology and Criminal Justice (3)
CRJS 5070 Statistical Analysis (3)
CRJS 5080 Statistics Lab (1)

For MACJ students who have selected the Investigative Criminology track, an additional modification is required because CRJS 5170 - Crime Analysis is required for both the Investigative Criminology specialization and the certificate. Students in the MACJ Investigative Criminology specialization must, in consultation with the Graduate Director, select an alternative course to substitute for the CRJS 5170 certificate requirement.

8) MACJ COURSE DESCRIPTIONS

CRJS 5010 Criminal Justice Theory (3 Credits)

Critical analysis and comprehensive overview of historical and contemporary practices, procedures, and problems in the processing of offenders through the juvenile, police, courts, and corrections agencies of the criminal justice system. Emphasis on the examination of interrelationships between the agencies. Special attention is focused on current and important issues in the various criminal justice agencies, research conducted in criminal justice, and the impact of policy on the criminal justice system.

CRJS 5020 Advanced Criminological Theory (3 Credits)

Examination of classic and contemporary theoretical explanations of crime from multiple criminological perspectives including classical, biological, psychological, and sociological theories. Analysis of crime patterns and crime correlates and substantive focus on the application of such theories to criminal justice agencies, community, and society.

CRJS 5030 Law and Social Control (3 Credits)

Study of theory and research on the nature of law and legal institutions. Investigation into the functions and effects of informal and formal social control mechanisms, the use of law to impact social change, the relation of law to ameliorate social conflict, and an empirical investigation into the effectiveness of law.

CRJS 5040 Organizational Theory and Analysis in Criminal Justice (3 Credits)

Application of organizational theory to micro and macro level interactions and structures in the criminal justice system. Focus on classical, neo and post-classical models of organization and how they impact the creation or subversion of roles, norms, procedures, and goals in police, courts, and corrections. Examination of the interaction of public and private institutional cultures on resource allocation. Social psychological analysis of workplace power differentials and institutional/ actor goal and procedure conflict and deviance.

CRJS 5050 Criminal Justice Ethics and Decision Making (3 Credits)

Exploration of ethical dilemmas faced by professionals in law enforcement, courts, and corrections. Examination of discretionary power in criminal justice agencies and different stages of the criminal justice process. Seminar discussion of/reflection on decision making and ethical scenarios in criminal justice contexts.

CRJS 5060 Advanced Research Methods in Criminology and Criminal Justice (3 Credits)

Current methods and techniques for conducting research in criminal justice including research design, sampling, survey research, field research, and program evaluation. Students will design and execute their own research projects on a topic of current need of exploration in the criminal justice field, analyze findings, and summarize their research project in a formal written paper.

CRJS 5070 Statistical Analysis (3 Credits)

Objective of course is for students to develop statistical reasoning skills and to choose appropriate quantitative techniques for analyzing research questions in criminal justice. Topics include the examination of the basic concepts and measures in statistical analysis, probability theory, statistical inference, and bivariate and multivariate analyses, correlational relationships, t-tests, ANOVA, and regression.

CRJS 5080 Statistics Lab (1 Credit)

Objective of course is for students to learn the techniques of performing quantitative analyses with SPSS and then apply these quantitative techniques to interpret current criminal justice research.

CRJS 5100 Theory and Research in Policing, Courts, Corrections (3 Credits)

Review and seminar discussion of key research findings in policing, courts, and corrections. Students will be required to focus on/complete a project in a specific area in criminal justice.

CRJS 5110 Criminal Justice Legislation and Policy (3 Credits)

Examination of the institutional and societal influences on how policies are identified, prioritized and created; how and why policies become codified. Focus on the effect research has on policy creation and/or policy amendment. Special attention to/critical analysis of the impact of particular policies on the criminal justice system such as three strikes laws, amber alerts, mandatory domestic violence prosecution, felony voting legislation, minimum sentencing guidelines, sexually violent predator laws, determinate sentencing, etc.

CRJS 5120 Qualitative Research Methods in Criminology and Criminal Justice (3 Credits)

Logic and techniques of qualitative research design, methods, and techniques including content analysis, focus groups, case studies, interviewing, field work observation, participant observation, and ethnography in deviance, criminology, and criminal justice. Focus on ethical considerations, access challenges, data collection design and analysis, visual documentation and application of qualitative database technology.

CRJS 5130 Critical Criminology (3 Credits)

Examination of postmodern alternative theoretical frameworks and methodologies that deconstruct scientific thinking, language, and theoretical perspectives that have perpetuated oppression and have shaped construction of crime and power relations of justice and injustice. Focus on Marxist, feminist, radical, and cultural perspectives that critically challenge traditional theories and perspectives on crime and justice with attention to the ways in which the politics of meaning around race, class, gender, age, sexual identity, and marginalized groups make their way into definitions of crime and the administration of justice.

CRJS 5140 Investigative Criminology and Offender Profiling (3 Credits)

This course explores the use of profiles in criminological theory and criminal justice practice with focus on profiling violent crimes. Examination of the differences between the types of crimes and criminals, what criminal profiling is, who does it, and how is it done. It will expose profiling as a science, profession, art, or media myth, consider the ethical issues of profiles when they are used in police investigations and the prediction of dangerousness. The course is intended to provide students with a general understanding of the theory and purpose of criminal profiling and focused review of the scholarly literature on profiling. The course is not intended to teach students how to become “profilers,” but as an introduction to the theory and practice of profiling, the scientific literature on criminal profiling, and to engage students in critical discussion of the use of profiles in the criminal justice system.

CRJS 5150 Typologies of Crime and Criminal Behavior (3 Credits)

Examination of research on criminal behavior and crime types. Seminar discussion of the ways in which theories of criminal behavior and typology research has been applied in the criminal justice system in criminal investigation, adjudication process, correctional management and treatment, victim services, public safety, risk assessment, and prediction of dangerousness.

CRJS 5160 Theories and Techniques of Crime Scene Investigation (3 Credits)

Study, process, and theory of investigation and crime scene processing. Focus on (1) investigation: the rhetoric and reality, (2) the methodologies for analysis of case files and investigative follow-up activities, (3) methods of developing leads from physical and circumstantial evidence, (4) the processes used in interviewing witnesses and suspects, and (5) differences in specialty investigations, and (6) assessment of the application of crime scene processing techniques and the theoretical constructs of critical thinking of inductive (analysis) and deductive (synthesis) reasoning necessary to develop and understand those actions taken by the offender at the scene of a crime.

CRJS 5170 Crime Analysis (3 Credits)

Introduction and overview of methods, models, approaches, and practices used in gathering data about crime and criminal behavior and examination of application of criminological theory to applied crime analysis. Focus on analysis of criminal incidents, identification of patterns, trends, and problems using evidence and data sets necessary to determine the nature of offense behavior, modus operandi and signature, victim-offender interactions, offending patterns, offense escalation, case linkage, and identification of characteristics of offense incidents for the purpose of aiding and informing decision making and strategies in law enforcement and criminal justice.

CRJS 5180 Contemporary Issues in Victimology (3 Credits)

Victimology involves the scientific study of physical, emotional, and financial harm people suffer because of criminal activities and the role of the victim in the criminal justice system. This course examines research in victimology with attention to the impact of crime on victims, measuring crime through victimization, the social and psychological harm resulting from different types of crime, the victim-offender relationship, gender issues in understanding victimization and offender-victim dynamics, victim rights movement, public perception of victims and social reaction to victimization, the role of the victim in the criminal justice process, and crime prevention and personal safety.

CRJS 5190 Violence and Victimization (3 Credits)

Examination of theories and research on aggression, violence, and victimization with attention to the gender correlates and dynamics of violence and victimization. Seminar discussion of the ways in which conceptions of masculinity and femininity are imbedded in notions of violence and victimization and how gender constructs, law, language, policy, practice shape the nature of violence and victimization and its criminal justice response.

CRJS 5200 Restorative/Community Justice (3 Credits)

Review of theory and research in restorative and community justice. Focus on restorative justice initiatives that provide an alternative framework for dealing with crime in which victim needs are central, offenders are held accountable, and the government is a secondary player in the process of restoring victims, offenders, and communities to a state of wholeness. Discussion of the impact of restorative justice initiatives in the criminal justice system in the United States and around the world.

CRJS 5220 Issues in Contemporary Law Enforcement (3 Credits)

Seminar on current issues in contemporary law enforcement. Topics addressed in the course include: The politics of law enforcement, police brutality, the impact of administrative interventions on police discretion, and police strategies such as problem-oriented policing, “hot spot” patrols, paramilitary units, and the criminal investigative process. *This is a combined undergraduate/graduate course. Graduate students are required to complete additional graduate-level requirements and may only take two undergraduate courses (6 credits).*

CRJS 5230 Punishment and Social Control (3 Credits)

Exploration of the major social theories of punishment, historical and contemporary penological practices, and the death penalty and the modern execution process. Focus on society's justification for punishment as a response to crime and the function and meaning of punishment in modern society. *This is a combined undergraduate/graduate course. Graduate students are required to complete additional graduate-level requirements and may only take two undergraduate courses (6 credits).*

CRJS 5240 Crime Mapping (3 Credits)

Students will learn foundational skills in spatial analysis and crime mapping. Introduction to the use of Geographic Information Systems (GIS) to map and analyze crime patterns. In addition to practical work with GIS the course will address underlying spatial theories of crime as well as available data sources for exploring relationships such as Census data and other sources of socioeconomic and criminal justice related data.

CRJS 5250 Data and Intelligence Analysis in Criminal Justice (3 Credits)

Students will be provided with a practical introduction to intelligence analysis as it relates to criminal justice. Topics include the history and functions of intelligence in law enforcement, the primary methods of intelligence gathering, analysis, and dissemination, and common law enforcement databases. Students will learn about the application of criminal intelligence methods to current problems faced by Federal, State, and Local law enforcement agencies.

CRJS 5260 Terrorism and Homeland Security (3 Credits)

An examination of the complex concepts and issues associated with global terrorism, U.S. homeland security, and the role of law enforcement; the events leading up to the terror attacks on September 11, 2001, and those events before and after that date leading to the developing concepts and principals commonly associated with homeland security. Topics include the historical overview of U.S. and international terrorism, international and domestic terrorism issues, a framework of how the U.S. government has chosen to deal with homeland security and terrorism, the nature of executive legal decision-making regarding homeland security issues, legal considerations, natural disasters and homeland security, and the costs of securing America. *Jointly offered as an undergraduate/graduate course. Maximum of 6 credits/two undergraduate-graduate courses permitted to fulfill MACJ elective requirements.*

CRJS 5500 The Psychopath (3 Credits)

Study of psychopathy and its relevance to crime, violence, and the criminal justice system. Exploration of the origin and dynamics of psychopathy with focus on forensic assessment, prediction of dangerousness, and how scientific and popular conceptions of psychopathy shape criminal justice policy and practice. *Jointly offered as an undergraduate/graduate course. Maximum of 6 credits/two undergraduate-graduate courses permitted to fulfill MACJ elective requirements.*

CRJS 5510 Trafficking (3 Credits)

Provides an overview of human and nonhuman trafficking with a specific focus on international and domestic trafficking. Through readings, class discussion, and other multimedia presentations this course will critically examine the following topics: definitions and statistics regarding the size and scope of the global sex and human trafficking trade, the role of organized crime and the pimp-prostitute-john system of sex trafficking; the scope, size and examples of nonhuman trafficking, the role of the Internet and cryptocurrency on trafficking of humans and nonhumans, current intervention and prevention efforts; current trends in research, policies, and lawmaking; and survivors' experiences. *Jointly offered as an undergraduate/graduate course. Maximum of 6 credits/two undergraduate-graduate courses permitted to fulfill MACJ elective requirements.*

CRJS 5530 U.S. Marshals Service Practicum (1 Credit)

This course is facilitated by the U.S. Marshals Service and provides students with an inside look at the roles and responsibilities of U.S. Marshals special agents and the range of units within the agency. The course meets on two Fridays (all day).

CRJS 5540 DEA Practicum (1 Credit)

This course is facilitated by the Drug Enforcement Agency and provides students with an inside look at the roles and responsibilities of DEA special agents and the range of units within the agency. The course meets on two Fridays (all day).

CRJS 5550 ATF Practicum (1 Credit)

This course is facilitated by the Bureau of Alcohol, Tobacco, Firearms, & Explosives and provides students with an inside look at the roles and responsibilities of ATF special agents and the range of units within the agency. The course meets on two Fridays (all day).

CRJS 5560 Forensics Practicum (1 Credit)

This course exposes students to the interaction between the attorney and the expert witness. This is a practicum opportunity associated with the SU Law school Forensics course. Students work with/assist 3rd year law students enrolled in the SU Law school Forensics course to prepare, research, interview, depose, and engage in cross and direct examination of expert witnesses in civil and criminal cases.

CRJS 5570 Trial Skills Practicum (1 Credit)

This course engages students in a mock trial.

This is a practicum opportunity associated with the SU Law Clinic. Students work with law students and faculty to prepare, play a role, and present in a mock trial.

CRJS 5580 FBI Practicum (1 Credit)

This course is facilitated by the Federal Bureau of Investigation and provides students with an inside look at the roles and responsibilities of FBI special agents and the range of units within the agency. The course meets on two Fridays (all day).

CRJS 5600 Forensic Anthropology (3 Credits)

Overview of skeletal biology and its application to medico-legal death investigation. Study of the human skeleton including the individual bones, the major anatomical landmarks, and the range of human variation. Focus on the human skeleton in a medico-legal context including locating covert burials, processing outdoor scenes, determination of biological profile, trauma analysis, cause and manner of death, postmortem interval and methods of positive identification. The course is not designed to make students forensic anthropologists but rather to impart an overall understanding of the discipline and an appreciation for its contributions to forensic science. *Jointly offered as an undergraduate/graduate course. Maximum of 6 credits/two undergraduate-graduate courses permitted to fulfill MACJ elective requirements.*

CRJS 5650 Crime Scene and Medicolegal Death Investigation (3 Credits)

In-depth look into crime scene and medicolegal death investigation. The manners, mechanisms, causes of death, and post-mortem changes, and wound interpretation are explored. The students will learn how to apply postmortem conditions to criminal investigations to confirm or refute evidence of wrongful deaths. The course will emphasize crime scene search, recognition of physical evidence, techniques and methods for collection, preservation and transmission for laboratory analysis of evidence, and the courtroom presentation of investigators actions at the crime scene. A component of this course will involve development of/participation in a mock crime scene investigation. *Jointly offered as an undergraduate/graduate course. Maximum of 6 credits/two undergraduate-graduate courses permitted to fulfill MACJ elective requirements.*

CRJS 5700 Restorative Justice: Behind Bars (3 Credits)

The criminal justice system operates on a traditionally adversarial model that pits people who have committed crimes against people who have not (otherwise known as “law abiding citizens”). When a person commits a crime, the standard societal response involves arrest, prosecution, conviction, sentencing, followed by probation, jail, or prison, and (if in prison, usually) eventual release. This process is formal, adversarial, and rarely involves an opportunity for offenders, victims, and citizens who have a direct stake in a specific offense to collectively identify and address harms, needs, and obligations to make things right (or better) in some meaningful way in the aftermath of crime. An alternative way of responding to crime – restorative justice, has gained a great deal of attention in recent years. Restorative justice principles and practices coexist within the adversarial system. Restorative Justice is an alternative way of thinking about and doing justice with ancient roots in indigenous populations around the world. This course examines restorative justice in a prison setting from an encounter framework engaging students who are prisoners and students who are not in reading, discussion, and dialogue about restorative justice. The course format is based on a restorative justice practice called “encounter” which creates a safe space for offenders, victims, and citizens to talk about how crime has affected their lives and what they need to repair the harm resulting from crime in concrete ways that “restore justice.” Students will be exposed to the academic literature on restorative justice within the framework of the encounter context. Students will be expected to discuss their own personal experiences with crime, to learn about historical and global practices, and to reflect, write, and discuss restorative ways of responding to crime, and to identify concrete ways to put this approach into action.

CRJS 5810 Murder, Movies and Copycat Crime (3 credits)

Examination of the relationship between crime, criminal justice, and popular culture with attention to the criminogenic and cathartic effects of film and media depictions of violent crime, specifically murder. Focus on the dynamics of moral panics and copycat crime, the reflexive relationship between media and crime, and the individual-social-cultural effects of violent images and artifacts. *Jointly offered as an undergraduate/graduate course. Maximum of 6 credits/two undergraduate-graduate courses permitted to fulfill MACJ elective requirements.*

CRJS 5900 Criminal Justice Capstone Seminar (3 Credits)

Seminar discussion of program course content areas including major research findings and classic readings in criminal justice. Opportunity for discussion, analysis, and reflection, and synthesis of program content areas and key readings in criminal justice required for the comprehensive examination. For those students preparing for a thesis, this course will put all the foundation course material into perspective and assist students in narrowing down a topic choice and provide them with the necessary structure to begin writing a thesis. The course will serve the needs of those students preparing for a comprehensive exam and students who are planning to write a thesis.

CRJS 5910-5930 Special Topics Seminar (1-3 Credits)

Courses will be offered covering a range of special topics addressing specific issues or research in the criminal justice.

CRJS 5950 Internship (1-3 Credits)

Field experience in a criminal justice agency. Students are required to complete 50 hours per credit which may include training. Internships must be approved by the agency supervisor and Internship Director. Requirements include 50 hours per credit, reflection log, agency and student self-evaluation, and synthesis paper. CR/F grading mandatory.

CRJS 5960 Independent Study (1-3 Credits)

Directed reading or student-directed project involving some aspect of research, theory, or practice in criminal justice. Students interested in completing an independent study project must submit written proposal to the supervising faculty member. Independent study projects are approved by Department Chair on a case by case basis.

CRJS 5970 Teaching Assistantship (1-3 Credits)

Students may be considered for a teaching assistantship that involves assisting a faculty member with a specific course. To be considered for a teaching assistantship, the student must have completed the course at an exceptional level. The teaching assistantship, depending on the course, includes assistance with grading, one-one work with students, facilitating seminar discussions, and other course-related tasks. CR/F grading mandatory.

CRJS 5980 Research Assistantship (1-3 Credits)

Students may be considered for a research assistantship that involves working with faculty on a research project and/or conducting research in the community. To be considered for a research assistantship, the student must have completed CRJS 506-507-508. The research assistance may involve one or more research-related tasks including literature review, data collection, data entry, data analysis, report-writing, and presentation of findings at professional conferences. The research assistantship may be linked to the thesis option if the student is involved in extensive faculty-related research that requires preliminary work prior to/or beyond the thesis project. CR/F grading mandatory.

CRJS 5990 Thesis (1-3 Credits)

Students may register for the thesis after completing core MACJ courses. Students wishing to pursue this option must obtain approval from the Department chair by submitting a thesis proposal and identifying a thesis chair and committee. The thesis committee must include at least two criminal justice faculty members and one external member with expertise in an area relevant to the thesis topic. The proposal must include: (1) Importance of research to the field of criminal justice, (2) Literature Review, (3) Method. The thesis will involve conducting original research and/or theoretical analysis of a criminal justice issue that makes a unique contribution to the criminal justice literature. Students may register for 1-3 credits per quarter and must complete a total of 3 thesis credits (with 3 thesis credits as the max).

9) INTERNSHIPS

MACJ students may obtain 1-3 credits for work completed as part of an approved internship. Students must work 50 hours per credit, complete a reflection log, agency and student self-evaluation, and synthesis paper (nature and length determined in consultation with Internship Director). Opportunities for internships and volunteer experience at the undergraduate and graduate levels include: Washington State Department of Corrections, King County Department of Adult and Juvenile Detention, Family & Friends of Violent Crime Victims, Municipal Court of Seattle, Northwest High Intensity Drug Trafficking Area, Seattle Police Department, King County Sheriff, King County Medical Examiner's Office, Washington State Patrol, King County Prosecutor's Office, The Defenders Association, U.S. Investigations, U.S. Postal Inspection, and Federal Agencies including ATF, DEA, FBI, INS, NCIS, Secret Service, U.S. Marshals, U.S. Probation, and the Federal Bureau of Prisons. Students may also seek internship positions on their own and obtain approval through the Internship Director (*See Department website for internship opportunities and internship forms*).

10) TEACHING AND RESEARCH ASSISTANTSHIPS

Students may work as a Teaching Assistant (TA) or Research Assistant (RA) for CJ Faculty for academic credit (maximum 3 credits each). Both positions offer students an excellent opportunity to acquire proficiencies in pedagogical and research skills. For those students who are considering entering into academic positions or doctoral programs upon graduation, working as a TA or RA is great work experience. TAs assist the graduate faculty member in teaching responsibilities for undergraduate criminal justice courses. Typical responsibilities of TAs include: acquiring recent research for the course, assistance in grading, classroom support, and perhaps the opportunity to make a mini-presentation in the course. RAs assist in the research of the graduate faculty member. Typical responsibilities of RAs include: conducting literature searches, acquiring research articles, and assistance in data collection and analysis. Students who would like to work as a TA or RA must first contact the CJ faculty member that they are interested in working with to determine the work requirements and the needs of the faculty member. Once an agreement has been reached between the student and faculty member, the student will need to see the department chair for final approval.

11) ATTENDING PROFESSIONAL CONFERENCES

Students should make every effort to attend professional conferences for the purposes of learning, networking, and even presenting their own research. National research conferences that attract both faculty and practitioners include the *Academy of Criminal Justice Sciences*, the *American Society of Criminology*, the *American Academy of Forensic Sciences*, the *Society for the Scientific Study of Psychopathy, Law & Society*, the *American Psychology-Law Society*, the *American Association for Correctional and Forensic Psychology*, the *Society for Police and Criminal Psychology*, and other professional organizations. Students are also encouraged to attend smaller regional conferences such as the *Western Society of Criminology* and the *Western and Pacific Association of Criminal Justice Educators*. Attending conferences is a great educational opportunity as students will be able to interact with faculty in the field and keep abreast of current research in criminal justice. Students are also encouraged to present their research. For those students pursuing a thesis, it is *strongly recommended* that you present an aspect of your research from your thesis at a national conference. In addition, students planning to pursue a doctoral program upon graduation are also strongly encouraged to attend and present research at a national conference. **DO NOT** submit an abstract if you do not plan on attending the conference. Not showing up for your presentation panel or cancelling at the last moment, is considered unprofessional in the field.

12) EXPECTATIONS OF STUDENT CONDUCT

Upon entering the MACJ program, it is expected that students will conduct themselves in a professional manner both in and outside of the classroom.

1) Classroom:

- Students are expected to work hard, read assigned material, and actively participate in class discussions.
- Attendance in class for the full class time and for all class sessions is expected. Absences from class should be minimal. If you miss class sessions, the professor reserves the right to drop you from the course.
- While it is okay and sometimes a necessary part of the learning process to disagree with the professor and/or another student, verbal or physical attacks will not be tolerated and are grounds for removal from not only the course but the MACJ program.
- Professional in communication with faculty, staff, and community partners.

2) Cheating:

- Academic dishonesty (e.g., working on individual assignments with others, cheating on an exam) and plagiarism (i.e., turning in another's writing as your own, failing to cite sources in your writing) is unacceptable and unethical. Students found to be engaging in academic dishonesty will be removed from the MACJ program.

3) Outside the classroom:

- When students are off-campus, they are still representing the university and criminal justice department. Thus, students are expected to be professional when in the community whether or not they are working with a criminal justice agency in a university capacity.
- Students should make every effort to attend CJ Department colloquiums.
- Be respectful of opinions, both of students or faculty and staff, on CJ sponsored social media platforms. Failure to do so will result in comments removed and possible removal of member from one or all social media platforms.

13) ACADEMIC PERFORMANCE

Students are required to earn a C grade or better in their courses. If a student earns a grade of C- or lower, the student is required per SU policy to repeat that course. Additionally, students are required to maintain a cumulative G.P.A. of 3.0 or higher in the MACJ program in order to graduate. Students who earn less than a 3.0 cumulative G.P.A. in any given quarter will be placed on Academic Probation from the Dean's office in the College of Arts and Sciences. After being placed on academic probation, students who fail to raise their G.P.A will be dismissed from the MACJ program per SU policy.

14) ENROLLMENT STATUS

In order to maintain your active status as a MACJ student, you need to be aware of the policy on enrollment status for graduate students at Seattle University. If you are not enrolled in any courses over four consecutive quarters, you will be dropped from the MACJ program. When this occurs, you would be required to reapply to the MACJ program with all new application materials. In addition, you lose access to your SU e-mail account, SU on-line, and library privileges. To avoid this, be sure that by the mid-point of the third consecutive quarter of non-enrollment, you register for at least one credit for the next quarter of classes. Be sure to note this policy whether you are studying for the comp exam or writing the thesis.

15) UNIVERSITY RESOURCES

<u>Resource</u>	<u>Location</u>	<u>Web Address</u>	<u>Phone</u>
Bookstore	823 12th Avenue	www.seattleu.edu/campus-store/	296-5820
Career Engagement	Pigott Pavilion, #110	www.seattleu.edu/careerservices/	296-6080
Center for Community Engagement	SINE, 140	www.seattleu.edu/csce/	296-2569
Counseling & Psychological Services	Pigott Pavilion, #120	www.seattleu.edu/caps/	296-6090
Disability Services	Loyola 100	https://www.seattleu.edu/disability-services/	296-6000
Financial Aid	Vi Hilbert Hall	www.seattleu.edu/sfs	296-2000
Institutional Review Board	ADMN 201	www.seattleu.edu/irb/	296-6161
Learning Assistance Programs	Library, 2 nd Floor	www.seattleu.edu/learning-assistance/	296-5740
Lemieux Library& McGoldrick Learning Commons	901 12 th Ave.	www.seattleu.edu/library/	296-6230
Law Library	Sullivan Hall, 2nd Floor	www.law.seattleu.edu	398-4220
Public Safety & Transportation	1313 Columbia Bldg., 002	www.seattleu.edu/safety	296-5990
Registrar	Vi Hilbert Hall, 2 nd floor	www.seattleu.edu/registrar	296-2000
Office of Diversity & Inclusion	ADMN 110	www.seattleu.edu/diversity/	296-6263
International Student Center	PAVL 110	www.seattleu.edu/isc/	296-6260
MOSAIC Center	PAVL 180	www.seattleu.edu/oma/	296-6070

16) CRIMINAL JUSTICE DEPARTMENT FACULTY & STAFF

The Criminal Justice Department faculty consists of seven full-time faculty members who have terminal degrees (Ph.D.) in the field of Criminal Justice/Criminology, SU faculty in departments other than criminal justice, and adjunct faculty members who have graduate degrees in criminal justice, law or related disciplines and/or are professionals in the criminal justice field.

Full-Time Faculty

Collins, Peter, Ph.D.

Professor

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Peter A. Collins is a Professor in the Criminal Justice Department at Seattle University. He earned his Ph.D. in criminal justice from Washington State University in 2011 with a focus on corrections, cost-benefit and evaluation research, and criminal justice organizations. His research interests include issues surrounding jury demographics, the death penalty, the intersection of criminal law and criminal justice policy, public policy analysis, and criminology within the context of popular culture. His work has been published in: *Criminology*, *Criminal Justice*, *Law & Society*, *The Journal of Criminal Justice*, *The Journal of Offender Rehabilitation*, *Criminal Justice Studies*, *The International Journal of Offender Therapy and Comparative Criminology*, *Western Criminology Review*, *Police Quarterly*, *The Prison Journal*, *Criminal Justice Policy Review*, *The Journal of Crime and Justice*, *The Seattle Journal for Social Justice*, Routledge Press, Carolina Academic Press, LFB Scholarly Publishing, Oxford University Press, and Cognella Academic Publishing, among many other outlets. His current research focus remains on the intersection on public policy and the law, with particular emphasis on jury selection.

Gialopsos, Brooke, Ph.D.

Associate Professor

Office: Casey 330-14

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Dr. Brooke Gialopsos earned her Ph.D. in Criminal Justice from the University of Cincinnati, with focuses in crime prevention and criminological theory. She also has a M.S. in Criminal Justice from Texas State University and a B.A. in Political Science from Texas A&M University. Her primary research interests involve school shooting prevention, active assailant protocols, fear of crime and risk perceptions, sexual victimization, and repeat victimization. She is currently working on research that explores disparities within jury summons responses and jury pools, barriers to jury service, as well as the safety and victimization in the U.S. national park system. She is also interested in environmental criminology, situational crime prevention, green criminology, and capital punishment. Her works have appeared in *Victims & Offenders*, *Crime and Delinquency*, *Journal of Criminal Justice*, *Journal of School Violence*, *Journal of Contemporary Criminal Justice*, *Criminal Justice Review*, *Criminology*, *Criminal Justice*, *Law & Society*, *Teaching of Psychology*, and the *Encyclopedia of*

Criminological Theory. She also co-authored a chapter in *The Oxford Handbook of Criminological Theory*. In addition, Dr. Brooke is a certified ALICE (Alert, Lockdown, Inform, Counter, Evacuate) instructor, trained in Run, Hide, Fight, and a certified trainer for CRASE (Civilian Response to Active Shooter Events) for Avoid, Deny, Defend. She uses these trainings and certifications to educate members of the community on how to survive active shooter situations, in general, and school shootings, in particular. She is also an LGBTQ+ Ally and a Safe Zone educator.

Gunnison, Elaine, Ph.D.

Professor/Graduate Director

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Dr. Gunnison received her Ph.D. in Criminal Justice from the University of Cincinnati in 2001 with a specialization in life course criminology, female offending, and corrections. Her research interests include understanding female offending patterns such as desistance and persistence, the applicability of criminological theory to females, understanding community corrections officers, and ex-offender reentry. She has also recently been examining criminal justice researchers' experiences with IRBs. Her research has been published in *Crime and Delinquency*, *Criminal Justice Studies: A Critical Journal of Crime, Law, and Society*, *Dignity: A Journal of Analysis of Exploitation and Violence*, *Federal Probation*, *The Journal of Criminal Justice*, *The Journal of Community Corrections*, *The Journal of International and Comparative Criminal Justice*, *The Journal of Crime and Justice*, *Women and Criminal Justice*, *Corrections: Policy, Practice, and Research*, *The Journal of Qualitative Criminal Justice & Criminology*, *The Journal of Prison Education and Reentry*, *The Journal of Police and Criminal Psychology*, *The Journal of Interpersonal Violence*, *The Western Criminology Review*, *Criminology*, *Criminal Justice, Law & Society*, *The Journal of Empirical Research on Human Research Ethics*, *Academic Exchange Quarterly*, *the Qualitative Report*, *the Encyclopedia of Community Corrections*, *the Encyclopedia of Gender and Society*, *the Encyclopedia of Criminological Theory*, *the Encyclopedia of Street Crime*, *Multimedia Encyclopedia of Women in Today's World*, *the Encyclopedia of Crimes of the Century*, and *the Encyclopedia of Juvenile Delinquency*. She has conducted primary research in a variety of corrections' spaces (e.g., prisons, day reporting centers) and secondary research examining life course criminology and in corrections on the topic of work release centers. She has published several books including "Offender Reentry: Beyond Crime and Punishment" (2013, with Jacqueline B. Helfgott) for [Lynne Rienner Publishers](#); "Women and Crime: Balancing the Scales" (2016, with Fran Bernat and Lynne Goodstein) for [Wiley-Blackwell Publishers](#); "Community Corrections" (2017) for [Carolina Academic Press](#); and "Women Leading Justice: Experiences and Insights" (2019 with Jacqueline B. Helfgott) for [Routledge](#). She has served as co-principal investigator on several collaborative academic-practitioner research initiatives including an evaluation of *the Seattle Women's IF Reentry Project* and *the South King County Pretrial Assessment and Linkage Services (PALS) Program*. She also has served on the Seattle Work Release Advisory Board. She served as Co-Editor (with Jacqueline B. Helfgott) of [Criminology, Criminal Justice, Law & Society](#) for six years. She is a member of the *Academy of Criminal Justice Sciences*, the *American Society of Criminology*, and the *Western Society of Criminology*. Currently, she is the

Vice-President for the [Western Society of Criminology](#). She has served as graduate director of the MACJ program since 2008 (with the exception of 2010-2011, 2017-2018).

Helfgott, Jacqueline B., Ph.D.

Professor/Director - Crime and Justice Research Center

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Jacqueline Helfgott is a Professor and Director of the Crime & Justice Research Center in the Department of Criminal Justice, Criminology & Forensics at Seattle University. She holds a PhD and MA in Administration of Justice from the Pennsylvania State University and a BA in Psychology and Society & Justice from the University of Washington. Her research specializations include criminal behavior, psychopathy, copycat crime, corrections/reentry, public safety, police-community engagement, crisis intervention in law enforcement, and community/restorative justice. She has served as principal investigator on applied criminal justice research in policing, courts, corrections, and victim services. She is author of [Copycat Crime: How Media, Technology, and Digital Culture Inspire Criminal Behavior and Violence](#) (Praeger/ABC-CLIO, 2023), [No Remorse: Psychopathy and Criminal Justice](#) (Praeger/ABC-CLIO, 2019), [Criminal Behavior: Theories, Typologies, and Criminal Justice](#) (Sage, 2008), Editor of [Criminal Psychology, Volumes 1-4](#) (Praeger/ABC-CLIO, 2013), coauthor of [Offender Reentry: Beyond Crime and Punishment](#) (Lynne Rienner Publishers, 2013) and [Women Leading Justice: Experiences and Insights](#) (Routledge, 2019). Her work has been published in peer-reviewed journals including the *Journal of Criminal Justice*, *Journal of Police and Criminal Psychology*, *Aggression and Violent Behavior*, *Criminal Justice & Behavior*, *International Journal of Offender Therapy and Comparative Criminology*, *Journal of Criminal Justice and Popular Culture*, *International Journal of Law and Psychiatry*, *Journal of Forensic Psychology Research and Practice*, *Federal Probation*, *International Review of Victimology*, *Journal of Community Corrections*, *Corrections: Policy and Practice*, *Criminology*, *Criminal Justice, Law & Society*, *Criminal Justice Policy Review*, the *Journal of Qualitative Criminology*, and the *Journal of Empirical Research on Human Research Ethics*. She has served as principal investigator on research funded by the Bureau of Justice Assistance, the Arnold Foundation, Community Oriented Police Services (COPS), and the Open Society Institute including the *Seattle Women's Reentry Evaluation*, the *Research Network on Misdemeanor Justice*, *Longitudinal Evaluation of the Washington State Criminal Justice Training Commission's Guardian Law Enforcement Training*, the *Seattle Police Department's Officer/Mental Health Practitioner Partnership Pilot Program*, and development, implementation, and evaluation of "Citizens, Victims, and Offenders Restoring Justice" (CVORJ) a prison-based encounter program at the Washington State Reformatory. She teaches graduate and undergraduate courses at Seattle University including *The Psychopath*, *Criminal Justice Theory*, *Typologies of Crime & Criminal Behavior*, *Criminology*, *Trafficking*, and *Murder, Movies & Copycat Crime*. She is principal investigator on the [Seattle Police Department's Micro-Community Policing Plans](#), the ["Before the Badge" Community-Police Dialogues](#), and the [Longitudinal Evaluation of the Seattle Police "Before the Badge" Training Program](#). She serves on the *Seattle Mayor's Advisory Panel on Sexual Assault and System Reform*, the *Seattle Police Department's Crisis Intervention Committee*, and contributes to public discourse on crime and justice through op-eds and media

interviews and. She is a member of the *American Society of Criminology*, the *Western Society of Criminology*, the *Society for the Scientific Study of Psychopathy*, and the *Association for Threat Assessment Professionals*.

Hickman, Matthew J., Ph.D.

Professor/Chair

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Matt Hickman is a Professor in the Department of Criminal Justice at Seattle University, and he currently serves as Department Chair. In addition to conducting research in the general areas of police behavior and quantitative methods, he teaches a variety of both undergraduate- and graduate-level courses including statistics, research methods, and crime mapping. Prior to joining the faculty at Seattle University in 2007, he was employed as a statistician at the Bureau of Justice Statistics (BJS), the statistical research arm of the U.S. Department of Justice, for seven years. There, he specialized in the development and analysis of national data collections relating to law enforcement operations as well as forensic crime laboratories and medicolegal death investigation systems in the United States. Hickman's research has been published in numerous peer-reviewed journals. Books include an introductory policing textbook, *Policing for the 21st Century: Realizing the Vision of Police in a Free Society* ([Kendall/Hunt, 2016](#)), and edited volumes *Forensic Science and the Administration of Justice* ([Sage, 2014](#)) and *Police Integrity and Ethics* ([Wadsworth/Thomson, 2004](#)). Hickman is a past President of the Western Society of Criminology, and he has also served as an Executive Counselor for the American Society of Criminology's Division of Policing. He is a member of the American Society of Criminology, the Western Society of Criminology, and the International Association of Crime Analysts.

Joyner-Carpanini, Bridget, Ph.D.

Assistant Professor

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Dr. Bridget Joyner-Carpanini is an Assistant Professor in the Department of Criminal Justice, Criminology, & Forensics at Seattle University. She holds a Ph.D., M.S., and B.S. in Criminology & Criminal Justice from Florida State University. Her primary research interests include propensity-based theories of crime and victimization, intergenerational risk of psychopathology, life-course and developmental criminology, and evolutionary criminology. Her works have appeared in the *Journal of Developmental and Life-Course Criminology*, *Crime & Delinquency*, *Criminal Justice and Behavior*, *Child Abuse & Neglect*, *Psychiatric Quarterly*, *American Journal of Criminal Justice*, and *Evolutionary Behavioral Sciences*. She also co-authored a chapter in *Revitalizing Victimization Theory: Revisions, Applications, and New Directions – Advances in Criminological Theory*. She is a member of the American Society of Criminology, Biosocial Criminology Association, and Human Behavior & Evolution Society. Dr. Joyner-Carpanini's current research focus includes examining the causes and consequences of callous-unemotional traits and developing novel quantitative genetic methods to studying the etiology of complex and rare traits.

O'Brien, Allister H, M.A.

Teaching Professor

Office: Casey 320

E-Mail: obrienal@seattleu.edu

Al O'Brien grew up in Seattle. He enlisted in the Marine Core right out of high school and fought in the first two major land-battles of the Vietnam War – in August and September of 1965. Al joined the Seattle Police Department where he served for twenty-nine (29) years. He received an M.A. in Public Administration from Seattle University in 1976 and was immediately assigned to the Chief's office where he wrote public policy related to the police. In the early 1980s, Al worked with the King County Medical Examiner to write policy that limited the use of the choke hold by Seattle police officers. Al worked on the streets of the city for twenty-one (21) years as an officer and supervisor. In 1984, he arrested a man who had just shot and killed a police officer at a location just north of the Seattle University campus. Al began teaching in 1986 at City University of Seattle where he taught all the Public Administration courses (e. g. Introduction to Public Administration, Public Policy Writing, Public Budgeting and Finance, and Intergovernmental Relations). In addition, Al taught courses in Organizational Management, Introduction to Economics, and the Humanities or the Western World while at City University. In 1991, Al was elected to the Mountlake Terrace City Council where he served for five (5) years. He was elected to the Washington State House of Representatives in 1996. He served for fourteen (14) years in the House and chaired the Criminal Justice and Corrections Committee in that body for ten (10) years. While in office, Al was a member of the Arc of Snohomish County working on issues related to Persons with Developmental Disabilities, and the Council on Aging working on senior citizen care and food programs. Al was a volunteer and staff member for twenty (20) years with the American Legion Boy's State program where he taught high school seniors about state and local government. He began teaching at Seattle University in 2006, teaching a single course entitled 'Criminal Justice Legislation & Policy.' His classes now include Forensic Science; Restorative Justice; Law, Society and Justice; Police and Society; and Criminal Investigation. Al is a registered lobbyist. He has lobbied the state legislature regarding Human Trafficking and police pension issues.

Rivera, Carmen, MSc.

Teaching Professor

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E-Mail: riverac@seattleu.edu

Carmen Rivera was born and raised on the colonized Coast Salish, Duwamish, and Muckleshoot land also known as Renton, WA. She earned her Master's in the Psychology of Investigation from the University of Liverpool in England where she wrote her thesis on police officers' decision making during critical incidents and what it means to do the 'right' thing. Carmen began her career with Washington State's Department of Children, Youth, and Families at Echo Glen Children's Center where she work with incarcerated youths, organized the first LGBTQIA+ youth group, and lead the transition/reentry programming. She was a social services professional for King County's Youthsources, working with youth who had dropped out of high school and placing them in local internships through the Workforce Innovation & Opportunity Act (WIOA).

Carmen was an Equity, Diversity, and Inclusion training instructor for both State and County employees. She's published Op-Eds critiquing [Washington State's underfunded institutional education budget](#) and sat on panels discussing what it *really* means to reallocate funds from policing agencies. Carmen aims to teach through a historically accurate lens, addressing the systemic racism rooted in the criminal injustice system. In 2021, she was elected to the Renton City Council. Carmen is currently working on research analyzing various Washington counties and cities police budgets and crime rates over a 30 years period.

Thomas, Chynah

Undergraduate Program Coordinator

Office: Casey Third Floor - East

Phone (206) 296-6339

E-Mail: cthomas3@seattleu.edu

Chynah Thomas is originally from Southern California and graduated in 2020 from the University of California, Irvine with a B.A. in Psychology. Upon graduation, Chynah completed a service year with AmeriCorps as a middle school tutor for Great Oaks Legacy Charter School in Newark, NJ. After completing her year of service, Chynah moved to Seattle for a change of pace. In March of 2022, she began working at Seattle University, and has since moved from a temp role to a permanent position with the university. She is excited and grateful to expand her professional experience here in her role as Program Coordinator. In her free time, Chynah enjoys watching good TV, traveling, long walks, reading and music, and seeking new, unique experiences.

Bechtol, Jonathan

Graduate Program Coordinator

Office: Casey Third Floor – East

Phone: (206) 296-2139

Email: bechtolj@seattleu.edu

Jonathan grew up in the Seattle area. He worked at Seattle University as the Sr. Administrative Assistant for the Criminal Justice, Criminology & Forensics Department from 2017 to 2022, mostly supporting the undergraduate program. Jonathan then worked for a construction general contractor in Downtown Seattle, doing administrative work for a high-rise building construction project. He returned to the Criminal Justice, Criminology & Forensics Department and Seattle University as the Graduate Program Coordinator. Jonathan has studied web development at Seattle University and enjoys learning bits and pieces from various disciplines. He enjoys kayaking and running around Lake Union.

Part-Time Adjunct Faculty and SU Faculty in other Departments

Note: The list of faculty members below includes CJ Dept part-time faculty members who teach in the undergraduate program, graduate program, or both. Most of the CJ Department adjunct faculty teach in the undergraduate program, but some teach graduate foundation courses, regularly offered joint grad/undergrad elective courses, or graduate special topics courses. If you see an adjunct faculty member on the list from whom you have not had the opportunity to take a course, but would like to meet to discuss a thesis, undergraduate teaching assistantship, or research project, contact the Graduate Director or email faculty member directly. All adjunct

faculty member email addresses are available on the department website:
<https://www.seattleu.edu/arts/criminal-graduate/directory/>

Albright, Jennifer, Ph.D.

Project / Program Manager IV, King County Department of Adult & Juvenile Detention

Dorfsman, Debi, Ph.D.

Supervisory Intelligence Analyst, F.B.I.

Hassen, Jabril, M.A.

Fisher, Chris, Ph.D.

Gleason, Tag, J.D., M.A.

Captain, Seattle Police Department

Gleason, Virginia, J.D.

Director of Investigations, Public Safety Investigations

Glenn, Bonnie, J.D.

Administrative Law Judge, Washington State Office of Administrative Hearings

McIngalls, Colleen, M.A.

Director of Victim Services, King County Prosecuting Attorney's Office

Ostrander, Thomas MSc

Anthropologist

Perkins, Gráinne, Ph.D.

Assistant Director, Office of Police Accountability, Seattle Police Department

Pevey, Mac, M.A.

Washington State Department of Corrections Field Administrator, Community Corrections Division

Richards, Henry, Ph.D.

Forensic Psychologist

Vinson, John, Ph.D.

President, International Association of Campus Law Enforcement Administrators (IACLEA)

17) CRIMINAL JUSTICE DEPARTMENT ADVISORY COMMITTEE

Our department is fortunate to have a large advisory committee consisting of key professionals from local, state, and federal criminal justice agencies (*See Appendix C*). Advisory committee members serve the department by providing ideas for curricular and program development, assisting in developing internship and practicum opportunities, coordinating tours of local criminal justice agencies and facilities, serving as guest speakers in classes and/or as instructors for elective and specialization course offerings. In some cases, advisory committee members

may be willing to serve as external members on thesis committees and/or in other capacity to assist MACJ students. If you are interested in connecting with an advisory committee member, contact the Graduate Director.

APPENDIX A: Two-Year Course Schedule for 2023-2025

APPENDIX B: MACJ Comprehensive Exam Reading List & Rubric

APPENDIX C: Seattle University Criminal Justice Department Advisory Committee

APPENDIX A: Two-Year Course Schedule for 2023-2025

2023-2024 GRADUATE PROGRAM - CRIMINAL JUSTICE, CRIMINOLOGY & FORENSICS

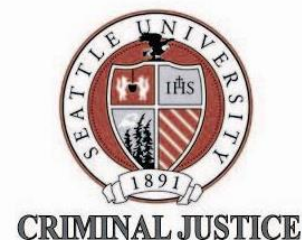
SUMMER QUARTER 2023	FALL QUARTER 2023	WINTER QUARTER 2024	SPRING QUARTER 2024
<p>CRJS 5050-01 CJ Ethics & Decisionmaking <i>(Gialopsos)</i> T 6:00-9:30 PM 1st 4 Weeks HYBRID</p> <p>CRJS 5050-02 CJ Ethics & Decisionmaking <i>(Gialopsos)</i> ASYNC 1st 4 Weeks</p> <p>CRJS 5070 Statistical Analysis <i>(Collins)</i> ASYNC 2nd 4 Weeks</p> <p>CRJS 5080 Statistics Lab <i>(Collins)</i> ASYNC 2nd 4 Weeks</p> <p>CRJS 5150 Typologies Crime & Crim Behavior <i>(Helfgott)</i> ASYNC Intersession</p> <p>CRJS 5500 The Psychopath <i>(Helfgott)</i> ASYNC Intersession</p> <p>CRJS 5530 US Marshals Service Practicum F 9:00-5:00PM (2 sessions only – August TBD)</p> <p>CRJS 5900-01 CJ Capstone Seminar <i>(Gunnison)</i> M 6:00-9:30 PM 1st 4 Weeks HYBRID</p> <p>CRJS 5900-02 CJ Capstone Seminar <i>(Gunnison)</i> ASYNC 1st 4 Weeks</p>	<p>CRJS 5010-01 Criminal Justice Theory <i>(Helfgott)</i> T 6:00-9:00 PM HYBRID</p> <p>CRJS 5010-02 Criminal Justice Theory <i>(Helfgott)</i> ASYNC</p> <p>CRJS 5020-01 Advanced Criminological Theory <i>(Gunnison)</i> M 6:00-9:00 PM</p> <p>CRJS 5020-02 Advanced Criminological Theory <i>(Gunnison)</i> ASYNC</p> <p>CRJS 5140 Investigative Crim & Offender Profiling <i>(Rivera)</i> TH 6:00-9:00 PM</p> <p>CRJS 5180 Contemporary Issues in Victimology <i>(Gialopsos)</i> ASYNC</p> <p>CRJS 5230 Punishment & Social Theory <i>(Hassen)</i> MW 3:40-5:45 PM HYBRID</p> <p>CRJS 5240 Crime Mapping <i>(Hickman)</i> ASYNC</p> <p>CRJS 5260 Terrorism, Extremist Violence & Hate Crime <i>(Vinson)</i> ASYNC</p> <p>CRJS 5810 Murder, Movies & Copycat Crime <i>(Helfgott)</i> ASYNC</p> <p>CRJS 5960 Internship (Available All Quarters)</p> <p>CRJS 5970 Teaching Assistantship (Available All Quarters)</p> <p>CRJS 5980 Research Assistantship (Available All Quarters)</p> <p>CRJS 5990 Thesis (Upon Approval) (Available All Quarters)</p>	<p>CRJS 5030-01 Law & Social Control <i>(Gialopsos)</i> T 6:00-9:00 PM</p> <p>CRJS 5030-02 Law & Social Control <i>(Gialopsos)</i> ASYNC</p> <p>CRJS 5040-01 Organizational Theory & Analysis in CJ <i>(Collins)</i> ASYNC</p> <p>CRJS 5040-02 Organizational Theory & Analysis in CJ <i>(Collins)</i> W 6:00-9:00 PM</p> <p>CRJS 5060-01 Advanced Research Methods <i>(Gunnison)</i> ASYNC</p> <p>CRJS 5160 Theories & Techniques of Criminal Investigation <i>(O'Brien)</i> TH 6:00-9:00 PM</p> <p>CRJS 5220 Issues in Contemporary Law Enforcement <i>(Vinson)</i> ASYNC</p> <p>CRJS 550001 The Psychopath <i>(Helfgott)</i> TTH 3:45-5:50 PM HYBRID</p> <p>CRJS 550002 The Psychopath <i>(Helfgott)</i> ASYNC</p> <p>CRJS 5510 Trafficking <i>(Gunnison)</i> TH 6:00-9:00 PM</p> <p>CRJS 5580 FBI Practicum (FBI) F 9:00-5:00 PM (2 sessions only- TBD)</p> <p>CRJS 5600 Forensic Anthropology <i>(Ostrander)</i> MW 3:40-5:45</p>	<p>CRJS 5070/5080-01 Statistical Analysis/Lab <i>(Hickman)</i> TH 6:00-9:00 PM/Lab ASYNC</p> <p>CRJS 5100-01 Theories & Research in Policing, Courts, Corr. <i>(Collins)</i> ASYNC</p> <p>CRJS 5100-02 Theories & Research in Policing, Courts, Corr. <i>(Collins)</i> W 6:00-9:00 PM</p> <p>CRJS 5120 Qualitative Research Methods in Criminology & CJ <i>(Hassen)</i> ASYNC</p> <p>CRJS 5130 Critical Criminology <i>(Hassen)</i> ASYNC</p> <p>CRJS 5170 Crime Analysis <i>(Vinson)</i> ASYNC</p> <p>CRJS 5200 Restorative/Community Justice <i>(O'Brien)</i> T 6:00-9:00 PM</p> <p>CRJS 5540 DEA Practicum <i>(DEA)</i> F 9:00-5:00 PM (2 sessions only – TBD)</p> <p>CRJS 5620 US Intelligence Community <i>(Dorfsman)</i> T 6:00-9:00 PM</p> <p>CRJS 5650 Medico-Legal Death Investigation <i>(Gallar)</i> M 6:00-9:00 PM</p>

2024-2025 GRADUATE PROGRAM - CRIMINAL JUSTICE, CRIMINOLOGY & FORENSICS

SUMMER QUARTER 2024	FALL QUARTER 2024	WINTER QUARTER 2025	SPRING QUARTER 2025
<p>CRJS 5050-01 CJ Ethics & Decisionmaking <i>(Gialopsos)</i> T 6:00-9:30 PM 1st 4 Weeks HYBRID</p> <p>CRJS 5050-02 CJ Ethics & Decisionmaking <i>(Gialopsos)</i> ASYNC 1st 4 Weeks</p> <p>CRJS 5070 Statistical Analysis <i>(Collins)</i> ASYNC 2nd 4 Weeks</p> <p>CRJS 5080 Statistics Lab <i>(Collins)</i> ASYNC 2nd 4 Weeks</p> <p>CRJS 5150 Typologies Crime & Crim Behavior <i>(Helfgott)</i> ASYNC Intersession</p> <p>CRJS 5500 The Psychopath <i>(Helfgott)</i> ASYNC Intersession</p> <p>CRJS 5530 US Marshals Service Practicum F 9:00-5:00PM (2 sessions only – August TBD)</p> <p>CRJS 5900-01 CJ Capstone Seminar <i>(Gunnison)</i> M 6:00-9:30 PM 1st 4 Weeks HYBRID</p> <p>CRJS 5900-02 CJ Capstone Seminar <i>(Gunnison)</i> ASYNC 1st 4 Weeks</p>	<p>CRJS 5010-01 Criminal Justice Theory <i>(Helfgott)</i> T 6:00-9:00 PM HYBRID</p> <p>CRJS 5010-02 Criminal Justice Theory <i>(Helfgott)</i> ASYNC</p> <p>CRJS 5020-01 Advanced Criminological Theory <i>(Gunnison)</i> M 6:00-9:00 PM</p> <p>CRJS 5020-02 Advanced Criminological Theory <i>(Gunnison)</i> ASYNC</p> <p>CRJS 5110 CJ Legislation & Policy <i>(Staff)</i> TH 6:00-9:00 PM</p> <p>CRJS 5140 Investigative Crim & Offender Profiling <i>(Rivera)</i> TH 6:00-9:00 PM</p> <p>CRJS 5180 Contemporary Issues in Victimology <i>(McIngalls)</i> W 6:00-9:00 PM</p> <p>CRJS 5230 Punishment & Social Theory <i>(Hassen)</i> MW 3:40-5:45PM HYBRID</p> <p>CRJS 5240 Crime Mapping <i>(Hickman)</i> ASYNC</p> <p>CRJS 5260 Terrorism, Extremist Violence & Hate Crime <i>(Vinson)</i> ASYNC</p> <p>CRJS 5810 Murder Movies & Copycat Crime <i>(Helfgott)</i> ASYNC</p> <p>CRJS 5910 KCPAO Practicum <i>(KCPAO)</i> F 9-5 PM (2 sessions only—TBD)</p> <p>CRJS 5950 Internship <i>(Available All Quarters)</i></p> <p>CRJS 5970 Teaching Assistantship <i>(Available All Quarters)</i></p> <p>CRJS 5980 Research Assistantship <i>(Available All Quarters)</i></p> <p>CRJS 5990 Thesis (Upon Approval) <i>(Available All Quarters)</i></p>	<p>CRJS 5030-01 Law & Social Control <i>(Gialopsos)</i> T 6:00-9:00 PM</p> <p>CRJS 5030-02 Law & Social Control <i>(Gialopsos)</i> ASYNC</p> <p>CRJS 5040-01 Organizational Theory & Analysis in CJ <i>(Collins)</i> ASYNC</p> <p>CRJS 5040-02 Organizational Theory & Analysis in CJ <i>(Collins)</i> W 6:00-9:00 PM</p> <p>CRJS 5060-01 Advanced Research Methods <i>(Gunnison)</i> ASYNC</p> <p>CRJS 5160 Theories & Techniques of Criminal Investigation <i>(O'Brien)</i> TH 6:00-9:00 PM</p> <p>CRJS 5190 Violence & Victimization <i>(McIngalls)</i> W 6:00-9:00 PM</p> <p>CRJS 5220 Issues in Contemporary Law Enforcement <i>(Staff)</i> T 6:00-9:00PM</p> <p>CRJS 5500-01 The Psychopath <i>(Helfgott)</i> TTH 3:45-5:50PM HYBRID</p> <p>CRJS 5500-02 The Psychopath <i>(Helfgott)</i> ASYNC</p> <p>CRJS 5510 Trafficking <i>(Staff)</i> TH 6:00-9:00 PM</p> <p>CRJS 5580 FBI Practicum <i>(FBI)</i> F 9:00-5:00PM (2 sessions only-- TBD)</p> <p>CRJS 5600 Forensic Anthropology <i>(Ostrander)</i> MW 3:40-5:45</p>	<p>CRJS 5070/5080-01 Statistical Analysis/Lab <i>(Hickman)</i> TH 6:00-9:00 PM/Lab ASYNC</p> <p>CRJS 5100-01 Theories & Research in Policing, Courts, Corr. <i>(Collins)</i> ASYNC</p> <p>CRJS 5100-02 Theories & Research in Policing, Courts, Corr. <i>(Collins)</i> W 6:00-9:00 PM</p> <p>CRJS 5120 Qualitative Research Methods in Criminology & CJ <i>(Hassen)</i> ASYNC</p> <p>CRJS 5130 Critical Criminology <i>(Hassen)</i> ASYNC</p> <p>CRJS 5170 Crime Analysis <i>(Vinson)</i> ASYNC</p> <p>CRJS 5200 Restorative/Community Justice <i>(Staff)</i> T 6:00-9:00 PM</p> <p>CRJS 5540 DEA Practicum <i>(DEA)</i> F 9:00-5:00PM (2 sessions only – TBD)</p> <p>CRJS 5620 US Intelligence Community <i>(Dorfsman)</i> T 6:00-9:00PM</p> <p>CRJS 5650 Medico-Legal Death Investigation <i>(Gallar)</i> M 6:00-9:00PM</p>

APPENDIX B: MACJ Comprehensive Reading List

Seattle University Master of Arts in Criminal Justice **Comprehensive Reading List**



The comprehensive reading list is organized in sections corresponding to the Master of Criminal Justice foundation courses. The books, articles, research reports, and cases in each section include required texts for the MACJ foundation courses as well as additional classic and contemporary works, key cases, and critical research in criminal justice. The readings reflect key content areas in the field of criminal justice to provide a broad overview of the history, theory, and research in criminal justice. Many of the readings overlap course content areas but are listed under the section/course of primary relevance. This list is by no means exhaustive in terms of coverage of important works in the discipline of criminal justice and does not include readings assigned in the concentration and elective courses as well as many classic and contemporary works. Students are encouraged to read beyond the works listed and to become familiar with recent research in major academic journals in criminal justice such as *Justice Quarterly*, *Criminology*, *Law & Society*, *The International Journal of Offender Therapy and Comparative Criminology*, *Criminal Justice & Behavior*, and others. The comprehensive exam is offered during Fall and Spring quarters (see MACJ Program Handbook for more detail). Students are eligible to take the exam upon completion of the MACJ foundation courses and comprehensive readings. It is required that students take the Criminal Justice Capstone Course *prior* to taking the exam. Students intending to take the exam must complete the Comprehensive Exam Sign-Up Sheet and submit it to the Graduate Administrative Assistant *preferably* by last day of the quarter prior to the quarter the exam will be administered.

HISTORY, THEORY, AND CONTEMPORARY ISSUES IN CRIMINAL JUSTICE

Books:

- Alexander, M. (2012). *The new Jim Crow: Mass incarceration in the age of color blindness*. New York: The New Press.
- Cole, G.F. & Gertz, M.G. (2012). *The criminal justice system: Politics and policies, 10th Edition*. Wadsworth.
- Currie, E. (2013). *Crime and Punishment in America, Revised Edition*. Picador.
- Garland, D. (2010). *Peculiar Institution: America's Death Penalty in an Age of Abolition*. Cambridge, MA: Harvard University Press.
- Garland, D. (2002). *The culture of control: Crime and social order in contemporary society*. Chicago: University of Chicago Press.
- Garland, D. (1993). *Punishment and modern society*. Chicago: University of Chicago Press.

- Harcourt, B.E. (2011). *The illusion of free markets: Punishment and the myth of natural order*. Cambridge, MA: Harvard University Press.
- Harcourt, B. E. (2007) *Against prediction: Profiling, policing, and punishing in the actuarial age*. Chicago: Chicago University Press.
- Hopkins-Burke, R. (2011). *Criminal Justice Theory*. New York: Routledge.
- Jenkins, P. (1998). *Moral panic: Changing concepts of the child molester in modern America*. New Haven, CT: Yale University Press.
- Junkin, T. (2004). *Bloodsworth: The true story of the first death row inmate exonerated by DNA*. Chapel Hill, NC: Algonquin Books.
- Kraska, P.B. (2010). *Theorizing criminal justice*. Long Grove, IL: Waveland Press.
- Maguire, E.R. & Duffee, D.E. (2015). *Criminal justice theory*, 2nd Edition. New York: Routledge.
- Mauer, M. (2006). *Race to incarcerate*. New York: The New Press.
- Reiman, J. (2003) *The rich get richer and the poor get prison*. New York: Allyn & Bacon.
- Roth, M. P. (2005). *Crime and punishment: A history of the criminal justice system*. Belmont, CA: Wadsworth.
- Thistlewaite, A. B. & Woolridge, J.D. (2013). *Forty studies that changed criminal justice. Explorations into the history of criminal justice research*. New York: Pearson.
- Tonry, M. (2004). *Thinking about crime: Sense and sensibility in American penal culture*. Oxford: Oxford University Press.
- Walker, S. (1997). *Popular Justice: A history of American criminal justice*. Oxford: Oxford University Press.
- Walker, S., Spohn, C. & DeLone, M. (2011) *The Color of Justice, 5th Edition*. Belmont, CA: Wadsworth.
- Wilson, J. Q. (1985) *Thinking about crime*. New York: Vintage.
- Wilson, J.Q. & Petersilia, J. (2011). *Crime and public policy*. Oxford: Oxford University Press.
- Young, J. (2007). *The vertigo of late modernity*. Thousand Oaks, CA: Sage.
- Zimring, F. E., Hawkins, G., & Kamin, S. (2001). *Punishment and democracy: Three strikes and you're out in California*. Oxford: Oxford University Press.

Journal Articles and Reports:

CRIMINAL JUSTICE EDUCATION

- Adler, F. (1995). Who are we? *ACJS Today*, 14(1), 1-21.
- Carlan, P. E. (1999). Occupational outcomes of criminal justice graduates: Is the Master's degree a wise investment? *Journal of Criminal Justice Education*, 10(1), 40—53.
- Clear, C. (2001). Has academic criminal justice come of age? *Justice Quarterly*, 18(4), 709-726.

- Cullen, F. (1995). Fighting back: Criminal justice as an academic discipline. *ACJS Today* 13(4), 1-3.
- Geis, G. (1990). Crime and criminal justice: Where have we been, where are we going?" *Journal of Contemporary Criminal Justice*, 6(4),254-263.
- Finckenauer, J. O. (2005). The quest for quality in criminal justice education." *Justice Quarterly*, 22(4), 413-426.
- Hale, D. (1998). Criminal justice education: Traditions in transition. *Justice Quarterly*, 15(3), 385-394.
- Johnston, C. W., & Cheurprakobkit, S. (2002). Educating our police: Perceptions of police administrators regarding the utility of a college education, police academy training and preferences in courses for officers *International Journal of Police Science and Management*, 4(3), 182-197.
- Southerland, M. D. (2002). Criminal justice curricula in the United States: A decade of change. *Justice Quarterly*, 19(4), 589-601.
- Wellford, C. (2007). Crime, justice, and criminology education: The importance of disciplinary foundations. *Journal of Criminal Justice Education*, 18 (1), 2-6.
- Willis, J.J. (2012). Bridging the Normative Gap in Graduate Criminal Justice Curricula: Teaching Theories of Justice, *Journal of Criminal Justice Education*, 23(1), 81-102.

CRIMINAL JUSTICE THEORY

- Best, J. (1987). Rhetoric in Claims-Making: Constructing the Missing Children Problem. *Social Problems*, 34 (2), 101-121.
- Best, J. & Horiuchi, G.T. (1985) The razor blade in the apple: The social construction of urban legends. *Social Problems*, 32(5), 488-499.
- Bernard, T. & Engel, R. (2001). Conceptualizing criminal justice theory. *Justice Quarterly* 18(1), 1-30.
- Bornstein, A., Charles, S., Domingo, J., & Solis, C. (2012) Critical Race Theory Meets the NYPD: An Assessment of Anti-Racist Pedagogy for Police in New York City. *Journal of Criminal Justice Education*, 23(2), 174-204.
- Braithwaite, J. (1989). *Crime, shame, and reintegration*. Cambridge: Cambridge University Press.
- Capers, I.B. (2014). Critical race theory and criminal justice. *Ohio State Journal of Criminal Law*, 12(1).1-5.
- Castellano, T. C. & Gould, J.B. (2007). Foundations of criminal justice theory. In Duffee, D.E. & Maquire, E.R. (Eds.) *Criminal Justice Theory: Explaining the Nature and Behavior of Criminal Justice* (pp. 71-88). New York: Routledge.
- Cooper, J.A., & Worrall, J.L. (2012). Theorizing criminal justice evaluation and research. *Criminal Justice Review*, 37(3), 384-397.
- Crank, J.P., & Bowman, B.A. (2008). What is good criminal justice theory? *Journal of Criminal Justice*, 36,563-72.
- Daly, K., & Chesney-Lind, M. (1988). Feminism and Criminology. *Justice Quarterly*, 5(4), 497-538.
- Delisi, M., Hochstetler, A., Higgins, G.E., Beaver, K.M., & Graeve, C.M. (2008). Toward a general theory of criminal justice. *Criminal Justice Review*, 33, 141-158.
- Ferrell, J., Hayward, K., & Young, J. (2008). *Cultural criminology*. Thousand Oaks, CA: Sage.

- Frauley, J. (2005). Representing theory and theorizing in criminal justice studies: Practising theory considered. *Critical Criminology*, 13, 245-265
- Garland, D. (2008). On the concept of moral panic. *Crime, Media, and Culture*, 4(1), 9-30.
- Hagan, (1989). Why is there so little criminal justice theory? *Journal of Research in Crime and Delinquency*, 26, 116-135.
- Hopkins, C.Q. & Koss, M.P. (2005). Incorporating feminist theory and insights into a restorative justice response to sex offenses. *Violence against Women*, 11(5), 693-723.
- Kraska, P. B. (2004). Theorizing criminal justice phenomena: A call for developing infrastructure. *ACJS Today*, 29(2), 6-8.
- Marchetti, E. (2008). Intersectional race and gender analyses: Why legal processes just don't get it. *Social and Legal Studies*, 17(2), 155-174.
- Naffine, N. (1996). *Feminism and Criminology*. Stafford, BC: Polity Press.
- Ostertag, S.F. & Armaline, W.T. (2011). Image isn't everything: Contemporary systematic racism and antiracism in the age of Obama. *Humanity & Society*, 35, 261-289
- Snipes, J.B. & Maquire, E.R. (2007). Foundations of criminal justice theory. In Duffee, D.E. & Maquire, E.R. (Eds.) *Criminal Justice Theory: Explaining the Nature and Behavior of Criminal Justice* (pp. 27-49). New York: Routledge.
- Tomaszewski, E.A. (1997). 'AlterNative' Approaches to Criminal Justice: John Braithwaite's Theory of Reintegrative Shaming Revisited. *Critical Criminology*, 8(2), 105-118.
- Zalman, M. (2007). The search for criminal justice theory: Reflections on Kraska's Theorizing Criminal Justice. *Journal of Criminal Justice Education*, 18(1), 163-181.

CONTEMPORARY ISSUES

- Beck, J.A. (2011). Victims' Rights and Public Safety? Unmasking Racial Politics in Crime Discourses Surrounding Parole Revocation for "Lifers" in California. *Western Criminology Review* 11(1), 20-36
- Clark, J., Austin, J., & Henry, A. (1997). *"Three strikes and you're out": A review of state legislation*. Washington, D.C.: U.S. Department of Justice, National Institute of Justice.
- Hare, R. (1999). *Without conscience: The disturbing world of psychopaths among us*. New York: Pocket Books.
- Hare, R.D. (1996). Psychopathy: A clinical construct whose time has come. *Criminal Justice and Behavior*, 23 (1), 25-54.
- Huff, R. C. (2002). Wrongful conviction and public policy: The American Society of Criminology 2001 Presidential Address. *Criminology: An Interdisciplinary Journal*, 40(1), 1-18.
- Kovandzic, T. V., Sloan, J. J., & Vieraitis, L. M. (2004). Striking out as crime reduction policy: The impact of 'three strikes' laws on crime rates in U.S. cities. *Justice Quarterly*, 21(2), 207-239.
- Lawrence, P. (2012). History, criminology, and the 'use' of the past. *Theoretical Criminology*, 13, 313-328.
- Lieb, R. (2000). Social policy and sexual offenders: Contrasting United States' and European policies. *European Journal on Criminal Policy and Research*, 8, 423-440.

- Milloy, C. (2003). Six year follow-up of released sex offenders recommended for commitment under Washington's Sexually Violent Predator Law, where no Petition was filed. Olympia, WA: Washington State Institute for Public Policy.
- Presser, L. & Gunnison, E. (1999). Strange bedfellows: is sex offender notification a form of community justice? *Crime & Delinquency*, 45(3), 299-315.
- Schram, D. D. & Milloy, C. D. (1995). *Community notification: A study of offender characteristics and recidivism*. Research Report. Olympia, Washington: Washington State Institute for Public Policy [Available: <http://www.wa.gov/wsipp/crime/pdf/chrec.pdf>].
- Sherman, L. W., Gottfredson, D., Mackenzie, D., Eck, J., Reuter, P., & Bushway, S. (1997). *Preventing crime: What works, what doesn't, what's promising*. Report to the U.S. Congress. WA D.C.: U.S. National Institute of Justice - Office of Justice Programs. [Available: <http://cjscentral.com/sherman/sherman.htm>].
- Stolzenberg, L. & D'Alessio, S. J. (1997). Three strikes and you're out: the impact of California's new mandatory sentencing law on serious crime rates. *Crime & Delinquency*, 43(4), 457-469.
- Sutherland, E. (1950). The sexual psychopath laws. *Journal of Criminal Law and Criminology*, 40.
- Van Voorhis, P., Cullen, F.T., & Applegate, B. (1995). Evaluating interventions with violent offenders: A guide for practitioners and policymakers. *Federal Probation*, 59, 17-27.
- Vollum, S., Longmire, D. R., & Biffington-Vollum, J. 2004. Confidence in the death penalty and support for its use: exploring the value-expressive dimension of death penalty attitudes. *Justice Quarterly*, 21(3), 521-546.
- Washington State Institute for Public Policy (December, 2003). Washington's Offender accountability Act: An analysis of the Department of Corrections' risk assessment. Olympia, WA: Washington State Institute for Public Policy.
- Washington State Institute for Public Policy (January, 2006). Evidence-based adult correctional programs: What works and what does not. Olympia, WA: Washington State Institute for Public Policy.
- Washington State Institute for Public Policy (February, 2006). Sex offender sentencing in Washington State: Predicting recidivism based on the LSI-R. Olympia, WA: Washington State Institute for Public Policy.
- Zgoba, K. M. (2004). Spin doctors and moral crusaders: The moral panic behind child safety legislation. *Criminal Justice Studies*, 17(4), 385-404.

ADVANCED CRIMINOLOGICAL THEORY

Books:

- Akers, R. L. & Sellers, C. S. (2012). *Criminological theories: Introduction, evaluation, and application, 6th edition*. Oxford University Press.
- Andrews, D. A. & Bonta, J. (2010). *The psychology of criminal conduct (5th ed)*. Routledge.
- Cleckley H. (1976). *The mask of sanity*. Saint Louis, MO: Mosby.
- Eysenck, H. J. (1977). *Crime and personality*. London: Paladin.
- Fishbein, D. (2001). *Biobehavioral perspectives in criminology*. Belmont, CA: Wadsworth.
- Felson, M. & M.A. Eckert. (2015). *Crime and Everyday Life (5th ed.)*. Sage Publications

- Goffman, E. (1963, 1986, reissue). *Stigma: Notes on the management of spoiled identity*. Touchstone Press.
- Hare, R. D. (1993). *Without conscience: The disturbing world of psychopaths among us*. New York: Pocket Books.
- Kubrin, C., T. Stucky, & Krohn, M. (2008). *Researching theories of crime and deviance*. New York: Oxford University Press.
- Naffine, N. (1996). *Feminism and criminology*. Philadelphia: Temple University Press.
- Raine, A. (2014). *The Anatomy of Violence: The Biological Roots of Crime*. Vintage.
- Samenow, S. E. (1984). *Inside the criminal mind*. New York: Times Books.
- Wilson, J. Q., & Herrnstein, R. J. (1998). *Crime and human nature*. Free Press.
- Wolfgang, M. E., & Ferracuti, F. (1982). *The subculture of violence: Toward an integrated theory in criminology*. Beverly Hills, CA: Sage.

Journal Articles and Reports:

SOCIAL DISORGANIZATION THEORY

- Bursik, R. J. (1988). Social disorganization theories of crime and delinquency. *Criminology*, 26, 519-551.
- Sampson, R. J., & Groves, W. B. (1989). Community structure and crime: Testing social-disorganization theory. *American Journal of Sociology*, 94, 774-802.
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- Weisburd, D., Groff, E.R., & Yang, S.M. (2014). The importance of both opportunity and social disorganization theory in a future research agenda to advance criminological theory and crime prevention at places. *Journal of Research in Crime and Delinquency*. 0022427814530404.

DIFFERENTIAL ASSOCIATION/SOCIAL LEARNING THEORY

- Akers, R. L., Krohn, M. D., Lanza-Kaduce, L., & Radosevich, M. (1979). Social learning and deviant behavior: A specific test of a general theory. *American Sociological Review*, 44, 636-655.
- Alarid, L. F., Burton, V. S., & Cullen, F. T. (2000). Gender and crime among felony offenders: Assessing the generality of social control and differential association theories. *Journal of Research in Crime and Delinquency*, 37, 171-199.
- Cochran, J.K., Maskaly, J., Jones, S., & Sellers, C.S. (2015). Using structural equations to model Akers' social learning theory with data on intimate partner violence. *Crime and Delinquency*, 10.1177/0011128715597694.
- Matsueda, R. L. (1988). The current state of differential association theory. *Crime and Delinquency*, 34, 277-306.
- Pratt, T. C., Cullen, F. T., Sellers, C. S., Winfree, T. L., Madensen, T. D., Daigle, L. E., Fearn, N. E., & Gau, J. M. (2010). The empirical status of social learning theory: A meta-analysis. *Justice Quarterly*, 27(6), 765-802.
- Thomas, K. (2015). Delinquent peer influence on offending versatility: Can peers promote specialized delinquency? *Criminology*, 53(2), 280-308.
- Warr, M. (1993). Age, peers, and delinquency. *Criminology*, 31, 17-40

ANOMIE/INSTITUTIONAL ANOMIE THEORY

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CORRECTIONS

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Grading Rubric for Section 1: CRIMINAL JUSTICE

	Exceptional Pass	Pass	Marginal Pass	Fail
Foundational Knowledge of Criminal Justice	I. Student demonstrates a clear understanding of the criminal justice theory, the history of criminal justice as an academic discipline, the importance of application of criminal justice theory to understand criminal justice policy and practice. Student integrates work from key foundation courses in the MACJ program on the range of topics central to criminal justice including Criminal Justice Theory, Law and Social Control, Organizational Analysis in Criminal Justice, Criminal Justice Ethics, Theory and Research in Police, Courts, Corrections, and other courses in the curriculum. Submission shows an impressive level of depth in regard to the explanation and application of criminal justice theory and includes full description of criminal justice theory, criminal justice issues central to understanding criminal justice processes, and examples of theoretical concepts.	II. Student demonstrates a good grasp of criminal justice theory, the history of criminal justice as an academic discipline, the importance of application of criminal justice theory to understand criminal justice policy and practice. Student integrates work from key foundation courses in the MACJ program on the range of topics central to criminal justice including Criminal Justice Theory, Law and Social Control, Organizational Analysis in Criminal Justice, Criminal Justice Ethics, Theory and Research in Police, Courts, Corrections, and other courses in the curriculum. Submission shows an adequate level of depth in regard to criminal justice theory and includes full description of criminal justice theory, criminal justice issues central to understanding criminal justice processes, and examples of theoretical concepts.	III. Student exhibits a rudimentary understanding of criminal justice theory, the history of criminal justice as an academic discipline, the importance of application of criminal justice theory to understand criminal justice policy and practice. Student integrates some but insufficient work from key foundation courses in the MACJ program on the range of topics central to criminal justice including Criminal Justice Theory, Law and Social Control, Organizational Analysis in Criminal Justice, Criminal Justice Ethics, Theory and Research in Police, Courts, Corrections, and other courses in the curriculum. Submission contains a general explanation of criminal justice theory, criminal justice issues central to understanding criminal justice processes, and examples of theoretical concepts.	IV. Student exhibits a limited or incorrect understanding of criminal justice theory, the history of criminal justice as an academic discipline, the importance of application of criminal justice theory to understand criminal justice policy and practice. Student fails to integrate work from key foundation courses in the MACJ program on the range of topics central to criminal justice including Criminal Justice Theory, Law and Social Control, Organizational Analysis in Criminal Justice, Criminal Justice Ethics, Theory and Research in Police, Courts, Corrections, and other courses in the curriculum. Submission lacks many critical details and may be vague, incorrect, or incomplete.
Analysis of Criminal Justice	I. Student organizes and synthesizes empirical evidence to reveal insightful patterns, differences, or similarities applying criminal justice theory to criminal justice issues being examined. Cites are from both the core classes and comp reading list as well as new cites from leading journals.	II. Student organizes empirical evidence to reveal important patterns, differences, or similarities applying criminal justice theory to criminal justice issues being examined. Cites are perhaps from both the core classes and comp reading list as well as maybe a new cites from a leading journal.	III. Student organizes empirical evidence, but the organization is not effective in revealing important patterns, differences, or similarities applying criminal justice theory to criminal justice issues being examined.. Cites are only from the core classes and/or comp reading list.	IV. Student lists empirical evidence, but it is not organized, is unrelated, and/or does not sufficiently apply criminal justice theory to criminal justice issues being examined.. Too few citations or incorrect citations.
Control of Syntax and Mechanics	I. Student uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	II. Student uses straightforward language that generally conveys meaning to readers. The language has few errors.	III. Student uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	IV. Student uses language that sometimes impedes meaning because of usage errors.
Structure and Organization	I. Introduction contains a clear thesis and grabs the reader's attention. There is a logical and interesting flow. Conclusion reasonably follows from the	II. Introduction contains a clear thesis. There is a logical flow. Conclusion reasonably follows from the information presented	III. Introduction contains a fairly clear thesis. Flow could be improved in some sections. Conclusion is adequate and contains a policy implication but	IV. Thesis may be unclear. Flow hinders understanding of the message. Conclusion doesn't follow from the rest of the paper. Policy

information presented and includes a policy implication that is logical and supported with evidence.	and includes a policy implication.	it may be underdeveloped or incorrect.	implication may be missing or underdeveloped or incorrect.
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Grading Rubric for Section 2: CRIMINOLOGY

	Exceptional Pass	Pass	Marginal Pass	Fail
Foundational Knowledge of Criminological Theory	I. Student demonstrates a clear understanding of the criminological theory/theories being examined. Submission shows an impressive level of depth in regard to the explanation of the theory/theories and includes full description of theory and examples of theoretical concepts.	II. Student demonstrates a good grasp of the criminological theory/theories being examined. Submission shows an adequate level of depth in regard to the explanation of the theory/theories and includes a general description of theory and some examples of theoretical concepts.	III. Student exhibits a rudimentary understanding of the criminological theory/theories being examined. Submission contains a general explanation of the theory/theories but lacks depth in some area. Some aspects of discussion are incorrect.	IV. Student exhibits a limited or incorrect understanding of the criminological theory/theories being examined. Submission lacks many critical details and may be vague, incorrect, or incomplete.
Analysis of Criminological Theory	I. Student organizes and synthesizes empirical evidence to reveal insightful patterns, differences, or similarities related to the criminological theory being examined. Cites are from both the core classes and comp reading list as well as new cites from leading journals.	II. Student organizes empirical evidence to reveal important patterns, differences, or similarities related to the criminological theory being examined. Cites are perhaps from both the core classes and comp reading list as well as maybe a new cites from a leading journal.	III. Student organizes empirical evidence, but the organization is not effective in revealing important patterns, differences, or similarities related to the criminological theory being examined. Cites are only from the core classes and/or comp reading list.	IV. Student lists empirical evidence, but it is not organized and/or is unrelated to the criminological theory being examined. Too few citations or incorrect citations.
Control of Syntax and Mechanics	I. Student uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	II. Student uses straightforward language that generally conveys meaning to readers. The language has few errors.	III. Student uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	IV. Student uses language that sometimes impedes meaning because of usage errors.
Structure and Organization	I. Introduction contains a clear thesis and grabs the reader's attention. There is a logical and interesting flow. Conclusion reasonably follows from the information presented and includes a policy implication that is logical and supported with evidence.	II. Introduction contains a clear thesis. There is a logical flow. Conclusion reasonably follows from the information presented and includes a policy implication.	III. Introduction contains a fairly clear thesis. Flow could be improved in some sections. Conclusion is adequate and contains a policy implication but it may be underdeveloped or incorrect.	IV. Thesis may be unclear. Flow hinders understanding of the message. Conclusion doesn't follow from the rest of the paper. Policy implication may be missing or underdeveloped or incorrect.

Grading Rubric for Section 3: RESEARCH METHODS & STATISTICS

	Exceptional Pass	Pass	Marginal Pass	Fail
Statistics	<p>I. Student organizes and provides a: 1) an overview of the hypothetical research question – including some thoughts on the research question, the measures included in the model (operationalization), and any measures that should or should not be included in the model; 2) properly and completely define and interpret the core OLS output: the f-test, the constant, the t-tests for each coefficient, the unstandardized and standardized betas, and the R-square; 3) provide additional interpretations of OLS assumptions and related diagnostics (VIF/Tolerance), including why they are important. 4) student provides logical conclusions on the overall findings of the model – linked to the research question and also provides references/cites from readings/research.</p>	<p>II. Student organizes and provides a: 1) a restatement of the research question – including the measures included in the model (operationalization), and any measures that should or should not be included in the model; 2) properly define and interpret the core OLS output: the f-test, the constant, the t-tests for each coefficient, the unstandardized and standardized betas, and the R-square; 3) provide some additional interpretations of related diagnostics (VIF/Tolerance). 4) student provides logical conclusions on the overall findings of the model – linked to the research question and also provides references/cites from readings/research.</p>	<p>III. Student organizes and provides a: 1) a restatement of the research measures included in the model (some operationalization); 2) properly interpret the OLS output: the f-test, the constant, the t-tests for each coefficient, the unstandardized and standardized betas, and the R-square; 3) student provides logical conclusions on the overall findings of the model .</p>	<p>IV. Student exhibits a limited or incorrect understanding through their response and their interpretation of the model, and: 1) the measures included in the model; 2) the definition or interpretation of one or more of the core OLS output, including the f-test, the constant, the t-tests for each coefficient, the unstandardized and standardized betas, and the R-square; 3) no additional interpretations of related diagnostics (VIF/Tolerance). 4) student provides no logical conclusions on the overall findings of the model – linked to the research question and also provides references/cites from readings/research.</p>
Methods	<p>I. Student organizes and provides a: 1) critical review of each element of the overall research design, including: the formulation of research questions and hypotheses, key concepts, measurement, sampling and data collection procedures, and execution of the data collection. 2) an evaluation of the author's findings, logic, limitations, and validity of their conclusions. 3) student provides logical conclusions on the overall quality of the research – linked to sources and cites are from both the core classes and comp reading list as well as new cites from leading journals.</p>	<p>II. Student organizes and provides a: 1) critical review of most core elements of the overall research design, including: the formulation of research questions and hypotheses, key concepts, measurement, sampling and data collection procedures, and execution of the data collection. 2) an evaluation of the author's findings, logic, limitations, and validity of their conclusions. 3) student provides conclusions on the quality of the research –and cites relevant research.</p>	<p>III. Student provides a: 1) review of most core elements of the overall research design, including: the formulation of research questions and hypotheses, key concepts, measurement, sampling and data collection procedures, and execution of the data collection. But is not organized. 2) Does not provide an organized evaluation of the author's findings, logic, limitations, and validity of their conclusions. 3) student provides conclusions on the quality of the research –and only provides one or two cites.</p>	<p>IV. Student exhibits a limited or incorrect understanding through their response and their interpretation of the methods, including: 1) review of any core elements of the overall research design, including: the formulation of research questions and hypotheses, key concepts, measurement, sampling and data collection procedures, and execution of the data collection. 2) an evaluation of the author's findings, logic, limitations, and validity of their conclusions. 3) student's conclusion is missing or very unorganized and does not touch on the quality of the research – does not cite relevant research.</p>
Control of Syntax and Mechanics	<p>I. Student uses graceful language that skillfully communicates meaning to</p>	<p>II. Student uses straightforward language that generally conveys meaning to</p>	<p>III. Student uses language that generally conveys meaning to</p>	<p>IV. Student uses language that sometimes impedes</p>

	readers with clarity and fluency, and is virtually error-free.	readers. The language has few errors.	readers with clarity, although writing may include some errors.	meaning because of usage errors.
Structure and Organization	I. Introduction contains a clear thesis and grabs the reader's attention. There is a logical and interesting flow. Conclusion reasonably follows from the information presented and includes a policy implication that is logical and supported with evidence.	II. Introduction contains a clear thesis. There is a logical flow. Conclusion reasonably follows from the information presented and includes a policy implication.	III. Introduction contains a fairly clear thesis. Flow could be improved in some sections. Conclusion is adequate and contains a policy implication but it may be underdeveloped or incorrect.	IV. Thesis may be unclear. Flow hinders understanding of the message. Conclusion doesn't follow from the rest of the paper. Policy implication may be missing or underdeveloped or incorrect.



APPENDIX C: Advisory Committee

ADVISORY COMMITTEE 2023-24

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