COLLEGE OF ARTS AND SCIENCES

David V. Powers, PhD, Dean

Degrees Offered

Executive Master of Nonprofit Leadership (MNPL)
Master of Arts in Criminal Justice (MACJ)*
Master of Arts in Organization Systems Renewal (MAOSR)
Master of Arts in Psychology (MAP)
Master of Fine Arts in Arts Leadership (MFAL)
Master of Public Administration (MPA)*
Master in Sport Administration and Leadership (MSAL)*

*Joint Programs in above degrees with Juris Doctor from School of Law.

Certificate Offered

Certificate in Crime Analysis

Objectives

The graduate programs in the College of Arts and Sciences support Seattle University's mission to educate the whole person for a life of leadership and service. Central to that mission, and guided by its Jesuit heritage, the graduate programs emphasize ethical reflection as essential for the complete professional life in addition to such skills as critical thinking and effective communication. To achieve these goals and to create a community of learners, classes are kept small and active learning is practiced. The availability of faculty and students to each other is a hallmark of Seattle University's educational mission.

The Center for Nonprofit and Social Enterprise Management

Michael Bisesi, EdD, Director
Kasa Tupua Pierson, MA, MPA, Coordinator

Degree Offered

Executive Master of Nonprofit Leadership (MNPL)

The Center for Nonprofit and Social Enterprise Management leads and coordinates the university's educational, research and outreach services to the nonprofit sector and to businesses engaged in civic partnerships with their communities. Activities include the Service in Action Seminar series and annual noncredit workshops designed to improve the leadership skills of nonprofit staff and boards.

Executive Master of Nonprofit Leadership

This executive graduate degree program was developed specifically for those who lead, or aspire to lead nonprofit organizations. As an executive degree, the program offers opportunities to network with

and learn from experienced peers while also working with a distinguished mix of instructors drawn from Seattle University faculty, practitioners and training professionals.

Effective nonprofit executives must have the leadership skills that inspire others to voluntary action while also possessing the management abilities expected in government and business. The program has a unique curriculum designed to teach the core competencies expected of the best nonprofit executives. While courses will teach the latest management and leadership theory, content will emphasize practical application. Course work is intended to build on the base of experience that students will bring with them to the classroom.

All courses are scheduled in the evenings or on Saturdays, with the exception of a full-time intensive course period each August and September during summer intersession. This full-time course meets on a number of weekdays and Saturdays within a four-week span. Students are provided with all class schedules as far in advance each quarter as possible to facilitate planning.

Program participants have the opportunity to meet with a wide variety of the region's nonprofit and grantmaking leaders. Personal mentoring is also provided by a diverse visiting committee. A unique interactive website encourages peer mentoring and exchange of best practices between program participants, graduates, visiting committee members, and faculty. Graduates have access to job placement services and are invited to continue their association with the program through an alumni organization.

Candidates for Admission

The MNPL program is oriented toward working professionals who currently are nonprofit executives or who expect to be in such positions in the near future. Students will be selected from:

- Those already employed in nonprofit and philanthropic organizations who have at least two years management experience
- Those with comparable experience in business, government and the professions who wish to prepare for a career shift to the nonprofit sector
- Individuals with eight years of experience in leadership positions on nonprofit boards who now desire employment as a nonprofit executive
- Professionals offering services to the nonprofit sector

Admission Requirements

- Completed Application for Graduate Admission and a nonrefundable $55 application fee (waived for Seattle University alumni)
- Evidence of a four-year equivalent bachelor's degree from a regionally accredited institution
- Minimum grade point average of 3.00 (GPA) calculated from official transcripts of all post-secondary educational institutions attended in last 90 quarter/60 semester credits of the bachelor's degree, including any transfer credit earned during this time, and any post-baccalaureate course work. In special cases, those with a GPA less than a 3.00 will be admitted on a probationary basis. Applicants earning a bachelor's degree from a non-graded institution must submit official GRE scores in lieu of GPA.
- Recommendation from applicant's employer using the MNPL employer recommendation form for graduate study
- Current résumé reflecting at least two years management experience in a nonprofit organization or comparable work or five years of volunteer leadership experience
- List of five recommenders with name, title, mailing address, phone number, and e-mail address who can comment on your professional abilities and potential for leadership in a nonprofit organization

- Two-page statement describing career objectives and discussing how participation in the program will help achieve this goal
- If English is not the applicant's native language, official English proficiency scores meeting the university's entrance requirements must be submitted. See policy 2008-01 in Admissions Policies for details.

Program Candidates

- A class of 25 to 30 students is admitted each year and this cohort proceeds through the program together in order to provide more opportunities to learn from each other.
- Each admitted student will be asked to gather from an employer an assessment of the student's core competencies and leadership qualities. This profile will be used as a guide during the program and at graduation will be coupled with a plan for future professional development.

Degree Requirements: Executive Master of Nonprofit Leadership

The MNPL program requires 45 quarter credits taught through 13 courses offered over 16 months. Electives and/or transferred credits may be substituted if approved by the department. The final required course allows each student to pursue in-depth research on a subject of personal interest.

Program Schedule

Yr	Summer	Intersession	Fall	Winter	Spring
1		NPLR 515	NPLR 535	NPLR 537	NPLR 536
		NPLR 525	NPLR 544	NPLR 538	NPLR 540
2	NPLR 542	NPLR 539	NPLR 541		
	NPLR 543			NPLR 590	

Required NPLR Courses

NPLR 515	**Introduction to the Nonprofit Sector**	**3**
NPLR 525	**Leadership and Interpersonal Behavior for Nonprofit Executives**	**6**
NPLR 535	**Planning**	**3**
NPLR 536	**Management Analysis and Control**	**3**
NPLR 537	**Boards and Volunteers**	**3**
NPLR 538	**Leading Staff**	**3**
NPLR 539	**Service Quality Leadership**	**3**
NPLR 540	**Program Evaluation**	**3**
NPLR 541	**Public Policy, Advocacy and Collaboration**	**3**
NPLR 542	**Strategic Marketing for Nonprofit Organizations**	**3**
NPLR 543	**Resource Development for Nonprofit Organizations**	**6**
NPLR 544	**Persuasive Communication for Nonprofit Executives**	**3**
NPLR 590	**Summary Project**	**3**

Minimum credits required for degree 45

Nonprofit Leadership Courses

NPLR 515 Introduction to the Nonprofit Sector 3
The role of nonprofit organizations, their history, traditions, values, ethics, legal, tax, and economic basis and emerging issues facing the sector. Required.

NPLR 525 Leadership and Interpersonal Behavior for Nonprofit Executives 6
Theoretical and applied knowledge about concepts of leadership, leadership styles and situations, communication skills, techniques of inspiration, motivation, conflict resolution, negotiating and building consensus, coping with change, and fostering innovation. This class meets in the first August intercession and includes a number of weekdays of full time study. Required.

NPLR 535 Planning 3
Understanding the function of strategic, long range and tactical planning, developing the framework and tools to design a variety of planning models, motivating and managing stakeholder involvement with different planning initiatives, integrating learning organization and systems principles, creating vision, mission, values, strategic thinking. Required.

NPLR 536 Management Analysis and Control 3
Planning, reporting and controlling of fiscal resources and overall management control systems, budgeting, terminology and principles of financial accounting and program evaluation, analysis of financial statements, responsibility and program structure, internal controls and audit responsibility, managerial financial controls and pricing. Required.

NPLR 537 Boards and Volunteers 3
Organizing and leading volunteers to provide governance and other assistance, board and staff relations, systems and tactics of volunteer motivation, recruitment, development, utilization and retention, strategies and best practices for creating an effective, diverse and committed organizational leadership team. Required.

NPLR 538 Leading Staff 3
Best practices for implementing the management competencies needed to lead staff, political realities of staff operations, fostering creativity, coaching for excellence, achieving diversity, nonprofit aspects of personnel recruitment, administration, retention and evaluation policies and procedures, laws and regulations. Required.

NPLR 539 Service Quality Leadership 3
The role of the executive director in creating a customer/stakeholder-driven organization through the seven levels of work, service quality definitions, quality management concepts, continuous process improvement thinking and tolls, the system of creative work, planning and measuring success with the quality scorecard. Required.

NPLR 540 Program Evaluation 3
Program evaluation as a management practice that relates to strategic planning, program development and improvement, resource allocation, and marketing. Application of outcome-based evaluation and results-based accountability frameworks. Required.

NPLR 541 Public Policy, Advocacy and Collaboration 3
Understanding how nonprofit organizations can work productively with governments and businesses to develop and maintain sound public policies that serve the interests of the organization and their customers, framing public problems and developing policy proposals, building effective partnerships, constituencies and advocacy campaigns, and complying with lobbying regulations. Required.

NPLR 542 Strategic Marketing for Nonprofit Organizations 3
Marketing an organization's image, mission and services, developing and implementing a public relations strategy, working with the media, and tying these functions to the ability of the organization to attract financial support. Required.

NPLR 543 Resource Development for Nonprofit Organizations 6
Specific skills, knowledge and understanding required of executives to lead and manage the resource development and fundraising functions, integrating fundraising and stewardship throughout the organization, organizational readiness measures, materials and tools of resource development, best practices for involving volunteers, boards and staff in researching and soliciting contributions, methodologies for creating and using an effective, diversified and comprehensive resource development plan. Required.

NPLR 544 Persuasive Communication for Nonprofit Executives..... 3
Principles and practices of speaking effectively to persuade an audience, methods of assessing audience communication preferences, preparing for formal and informal speaking opportunities expected of nonprofit executives including radio and television presentations, assessing your communication strengths and opportunities for improvement. This class will emphasize practice and feedback. Required.

NPLR 555 Strategic Planning for Public and Nonprofit Organizations 3
Understanding the function of strategic, long range and tactical planning, developing the framework and tools to design a variety of planning models, motivating and managing stakeholder involvement with different planning initiatives, integrating learning organization and systems principles, creating vision mission, values, strategic thinking. Open to students not in the MNPL cohort. Cross-listed with PUBM 567 and NPLR 455.

NPLR 556 Finance for the Non-Financial Manager and Nonprofit Organizations 3
This course is focused on a pragmatic application of accounting, economics, and social psychology within an organizational setting. Students gain empowerment by obtaining the specific skills and the context for nonprofit managers to develop financial literacy and basic competency. At the completion of the course, students should be able to formulate relevant management control and financial questions for organizations and then implement strategies to obtain appropriate outcomes and answers. Cross-listed with NPLR 456.

NPLR 590 Summary Project..... 3
Independent research analyzing and proposing resolution to a significant nonprofit leadership issue or management problem that synthesizes, through application, a wide variety of the leadership management skills and knowledge taught throughout the program. The course requires completion of a physical product and an oral presentation. Required. Graded CR/F.

NPLR 591-593 Special Topics..... 1 to 3

NPLR 596 Independent Study ..... 1 to 6

Center for the Study of Sport and Exercise

Dan Tripps, PhD, Program Director
Galen Trail, PhD, Program Coordinator

Degree Offered

Master in Sport Administration and Leadership (MSAL)

Master in Sport Administration and Leadership

Using faculty in various schools within the university and numerous local sport industry professionals as adjunct instructors, Seattle University offers a master in sport administration and leadership (MSAL). This graduate degree prepares students for positions in the sports industry through a collaborative and nurturing learning environment suited for analyzing and resolving challenges in the business and culture of sport.

Sport administration is concerned with the successful leadership and management of numerous sport organizations. Graduates with such a degree will find a myriad of entry-level positions in sales (tickets, suites, ads, sponsorship), communications, business and event operations, finance and accounting, public and community relations, promotions and marketing, and media relations (television, radio, print, web). These positions serve as the first step in a career that can lead to jobs as directors, vice presidents, general managers, and even presidents and CEOs. While the field of sport administration is evolving rapidly and opportunistically, it is accompanied by a high degree of competitiveness for available positions.

The Seattle University MSAL program familiarizes students with all aspects of the field and prepares students to be sport industry leaders in the following categories:

Professional sports (league offices, player union offices, team offices); Olympic sports (national governing bodies); Intercollegiate sports (NCAA, university athletic departments); Interscholastic sports (state associations, high schools); Youth sports (civic and private agencies); Sport support services (sponsorship, merchandising, representation); Sport venues (facility management, event management); Sport media services (broadcasting, film, halls of fame, and museums).

Admission Criteria

The MSAL program reviews applications for every quarter of enrollment. Admission to the MSAL program is competitive and the file review is holistic. Applicants' academic history, graduate exam performance, motivation, aptitude for graduate education, personal goals, and professional experiences will be considered.

To be considered, applicants must submit the following for review:

- Completed Application for Graduate Admission and a non-refundable $55 application fee (waived for Seattle University alumni)
- Official transcripts reflecting a four-year equivalent bachelor's degree from a regionally accredited institution
- Minimum grade point average of 3.00 GPA calculated from official transcripts of all post-secondary educational institutions attended in the last 90 quarter/60 semester credits of the bachelor's degree, including any transfer credits earned during this time and any post-baccalaureate course work. Applicants with less than a 3.00 GPA must submit official entrance exam test scores, such as GRE or MAT, for further consideration.

- Three letters of recommendation from individuals who have evaluated applicant's academic work or supervised practical experience and are able to assess potential for graduate study. Please limit to one character reference.
- A 400-word essay describing career goals and how the MSAL program (specifically classes and mission) will help the applicant achieve personal goals.
- Professional résumé
- If English is not applicant's native language, official English proficiency scores meeting the university's entrance requirements must be submitted. See policy 2008-01 in Admissions Policies for details.
- Selected candidates will be scheduled for an interview.

Degree Requirements: Master in Sport Administration and Leadership

The MSAL curriculum will consist of 3-credit courses divided into the key areas of the domain—exploring sport as a discipline (history, sociology); fostering administrative skills (legal, finance, marketing, media, operations, personnel, consumers, and constituencies); nurturing leadership qualities (behaving ethically, and motivating self and staff). Students will take 12 courses (36 credits) over a 2-year period offered as 2 fall courses, 2 winter courses, 1 spring course, and 1 summer course. Students will take a 6-credit internship at their discretion. A total of 3 credits of capstone are required, registration in capstone is required during the final quarter of the program. With permission, students may substitute up to 9 credits of regularly required courses with transfer courses or courses from other SU graduate programs when it is determined that the substitute course work would be more relevant to the student's professional objectives. The pedagogy for the 45-credit degree will be learner-centered, with an emphasis on collaborative learning in small groups.

Sport Foundation: 6 credits

SADL 501	**History and Contemporary Issues of Sport**	**3**
SADL 502	**Social-cultural Basis for Sport**	**3**

Sport Administration: 24 credits

SADL 504	**Legal Issues in Sport**	**3**
SADL 505	**Administrative Control of Sport Organizations**	**3**
SADL 506	**Strategic Marketing for Sport Organizations**	**3**
SADL 507	**Media and Sport Information**	**3**
SADL 508	**Sport Operations and Event Management**	**3**
SADL 510	**Leading Sport Staff**	**3**
SADL 513	**Building Sport Constituencies**	**3**
SADL 514	**Sport Consumer Behavior**	**3**

Sport Leadership: 6 credits

SADL 511	**Sport Philosophy and Ethics**	**3**
SADL 512	**Psychology of Leadership and Achievement**	**3**

Capstone Integrative Experience: 9 credits

SADL 590	**Project and Colloquium**	**3**
SADL 595	**Internship**	**6**

Minimum credits required for the degree 45

Sport Administration and Leadership Courses

SADL 501 History and Contemporary Issues of Sport 3
Explores the history of sport in America, showing that sport constituted an integral component of the lives of past Americans. Additionally, it addresses how the people of the past thought about sport and engaged in sport before the age of television and big-time professional and college athletics. The historical development of sport in American society from the seventeenth century to the twentieth century conveys how sport both shaped and reflected American history and provides perspective on responding to the current issues sport leaders face in a modern sport world.

SADL 502 Social-cultural Basis for Sport 3
Provides a thematic analysis to the social-cultural study of sport. Using techniques drawn from sociology and anthropology, the course examines the interrelationships between sport and other institutions formed by and for human activity. In particular, the course presents information regarding the interaction of sport and with family, religion, race, gender, economics, and politics as well as its interaction with art, literature, theater, film, music and other elements of contemporary American culture.

SADL 504 Legal Issues in Sport 3
Covers various amateur sports law issues, focusing on regulation of interscholastic, intercollegiate, and Olympic sports. Topics covered include constitutional law, tort law, contract law, Title IX gender discrimination, federal disability discrimination laws, the legal characterization of college athletes, regulatory authority of the National Collegiate Athletic Association, antitrust law, resolution of disputes affecting Olympic sports, trademark and unfair competition law, and regulation of private sports associations. Addresses various legal issues affecting professional sports, including antitrust, labor, contracts, regulation of private associations, player representation, intellectual property and sports broadcasting issues.

SADL 505 Administrative Control of Sport Organizations 3
Covers basic theory of administrative control of sport organizations. Included are forms of ownership, taxation, financial analysis, feasibility studies, and economic impact studies. Emphasis is placed on: financial analysis, capital structuring, capital budgeting, short and long-term financing including sales, licensing, corporate participation, grant and proposal writing, asset and debt financing.

SADL 506 Strategic Marketing for Sport Organizations 3
Presents strategic marketing concepts with applications to sport organizations, both amateur and professional. Topics include promotions and public relations, sport consumer behavior, strategic market planning, marketing information management, marketing communications, sponsorships, media management, public relations, promotions, print and electronic advertising.

SADL 507 Media and Sport Information 3
Presents the role of print media (newspapers and magazines), electronic (radio, network television and cable television) and new media (Internet and related digital and interactive technologies) in escalating the interest, coverage, and importance of big-time college and professional sport. Illuminates the roles of media planners, producers, sports information directors, sports journalists, and specialized media-related companies dedicated to marketing, producing and disseminating commercialized sport.

SADL 508 Sport Operations and Event Management 3
Provides an overview to managing sport programs and events. Topics in general operations include identifying characteristics of an effective organization, designing practical management strategies, formulating effective communication processes, and supervising personnel. Topics in event management include establishing logistical plans, site or equipment layouts, schedules and time lines, electronic communications and information systems, procedures for hospitality, housing, registration, transportation and financial disbursement, traffic flow and parking, first aid, disaster and emergency response, spectator locations, restroom and waste facilities, and liaison with reporting and broadcast media, governing bodies, vendors, concessions, planning committees, and volunteers.

SADL 510 Leading Sport Staff..... 3
Covers the key elements for developing a dynamic organizational culture: recruiting, evaluating and selecting, orienting, and training sport personnel. Topics include writing job descriptions, conducting performance evaluations, interpersonal communications, managing change, maintaining positive morale, managing difficult employees, developing a system of rewards, managing stress, creating diversity, and collaborative/participative management style.

SADL 511 Sport Philosophy and Ethics 3
Enables a philosophical discussion about the nature of sport and related concepts in order to clarify its values and practices. Topics include defining play, games, sports, excellence, fair play and sportsmanship. The course also examines deontological, utilitarian, and ethical decision-making and how they affect the perception and conduct of athletes, coaches, and fans. It considers the importance of sport administrators who posses a personal philosophy which includes moral imperatives for fair play; humane treatment of others; and prudent utilization of personal and corporate resources.

SADL 512 Psychology of Leadership and Achievement 3
The course begins by presenting information regarding the recognition, development, and use of the essential attributes of personal achievement including commitment, focus, drive, balance, confidence, courage, risk-taking, and trust. The course then presents the basic concepts of socialization, visionary thinking, and moral decision-making required for leading an organization and the roles of motivation, group dynamics, team building, interpersonal communication and perception, power, and creativity required by participants to form the reciprocal relationship between leaders and those they lead. The course also addresses the notions of greatness and peak performance through discussion of both historical and contemporary models of extraordinary leadership.

SALD 513 Building Sport Constituencies 3
Sport administration involves a delicate balance of understanding and managing a variety of constituents with conflicting priorities. Without a clear process for working with these constituents and the personal skills to manage the process, sport administrators are confronted with increased levels of political risk. This course will identify and describe the various constituencies; define, discuss, and develop a clear understanding of the necessary personal skills for engaging them; and help you create a process to maximize your ability to build the consensus required to support getting things done in the complicated and pressure-filled environment of sport.

SADL 514 Sport Consumer Behavior 3
Presents students with comprehensive coverage of sport spectator consumer behavior with an emphasis on understanding the value of knowledge about the sport consumer and marketing implications. Topics include fan socialization, market segmentation, culture and sub-culture markets, personal values and goals, motivation, personality, decision making, constraints, market demand, confirmation/disconfirmation of expectancies, BIRGing and CORFing, and loyalty.

SADL 590 Project and Colloquium ..... 1 to 3

Enables the design and/or implementation of an original product, curriculum, system or other unique addition to the professional world. Project proposals include a clear statement of outcome and benefits, defined procedures, timetable and assessment procedures. The course serves as a culminating activity via a manuscript and oral presentation to invited faculty, students and practitioners. Research and preparation for the manuscript and oral presentation are monitored by faculty advisors. Prerequisite: Completed at least 30 credits.

SADL 591-593 Special Topics..... 1 to 3

SADL 595 Internship..... 1 to 6

Allows for a leadership opportunity through assigned work experience. Assignments are arranged with local, national or international organizations and include all field specializations. Position descriptions are based on the needs of the cooperating organization. Work hours, calendar, remuneration and related benefits are negotiated. A supervisor/mentor serves as the author of specific assignments and participates in a final evaluation supported by journal and portfolio.

SADL 596 Independent Study ..... 1 to 6

Institute of Public Service

Russell M. Lidman, PhD, Program Director
Kasa Tupua Pierson, MA, MPA, Coordinator

Degree Offered

Master of Public Administration (MPA)

Mission of the Institute of Public Service

Seattle University's Institute of Public Service educates working professionals for positions of responsibility and leadership in public service. The MPA program, consistent with the mission of Seattle University, "is dedicated to empowering leaders for a just and humane world."

Students and graduates are expected to meet high standards of professionalism, trust, and stewardship. The Institute's academic program is responsive to the evolving character of public service and to the changing problems our public leaders confront. The Seattle University MPA offers students:

- A state-of-the-art curriculum emphasizing active learning
- A blend of management studies and public-policy analysis
- Emphasis in nonprofit management and government administration
- Small classes, offered evenings and Saturdays
- An MPA degree in two or three years while enrolled part-time
- The choice of fall, winter, spring, or summer admission
- Mentorship, internship, and independent study options

Bachelor of Public Affairs/Master of Public Administration: A Five-Year Program

A Seattle University BPA student may apply for a program that culminates in the Master of Public Administration (MPA) degree. The graduate degree can be completed in four quarters. For joint degree students only there is a reduced, 36-credit requirement for the MPA. This program is also open to junior-year transfer students from other universities and from the community colleges. See program director for details.

Master of Public Administration

The MPA degree is designed for the in-service student who holds or seeks a managerial or professional position in a public or nonprofit organization. Typically, students are in their late-20s to mid-30s, with considerable professional experience and are employed full-time in a career position in the government, nonprofit, or private sectors. Students bring a wealth of professional and life experiences to the classroom, providing real world learning opportunities for other students.

The MPA courses blend theory and practice, providing students with the analytic capacity and the understanding of organizations and policy that are essential to effective public management. Students in the MPA program learn about the political, legal, and economic environments of public sector and nonprofit administration. Students explore the differences between profit-seeking and public-serving missions, and the central importance of ethical and moral expectations for those serving the public. Core courses teach analytical and interpersonal skills and perspectives required to manage and lead public sector organizations. Topics include organizational behavior and theories for management, public sector finance, research techniques, policy making and policy analysis, the legal environment, and public sector ethics. The two

specializations in Government and Nonprofits offer topics such as the legal environment, advanced policy analysis, and information management. The diverse offering of elective courses allows students to pursue other areas of interest, and includes emphasis in nonprofit leadership or local government administration.

The faculty members have extensive public sector and nonprofit experience, a complement to their academic qualifications. They maintain regular contact with the practice of public administration through research, consulting, professional associations, and community service projects. The program has an outstanding adjunct faculty of public service professionals.

The curriculum and the other aspects of the program meet the standards established by the National Association of Schools of Public Affairs and Administration (NASPAA) and reflect both the mission of Seattle University and the program's experience in offering the MPA degree for three decades. Seattle University's MPA program received the honor of being accredited by NASPAA in 2004 without conditions until 2011, the first MPA program in Washington state to receive this distinction.

Students can complete the program entirely on weeknights, Saturdays, or a combination of the two. Students may enter during any academic quarter, including summer. A full complement of courses is offered each quarter. MPA students may register for up to nine credits per term without permission of the director. Although the University's limitation of 10 transfer credits will apply to most students, those who transfer from another university's MPA program may be allowed as many as 18 quarter credits in transfer.

A variety of student services are offered to MPA students to assist them in their academic and career progress, including job placement services, internships, individual career counseling, Job Club, alumni events and networking, community leadership mentor program, peer-to-peer mentor program, and MPA Student Association activities. The MPA program also participates in the Pi Alpha Alpha honor society, the national honor society for the fields of public affairs and administration. Qualified students are invited to join Pi Alpha Alpha once per year.

Admission Requirements

While applications are accepted all four quarters, admission is competitive. Applicants are evaluated on their individual merits rather than on a comparative basis. Applicants are required to submit the following documents for consideration:

- Completed application for graduate admission and non-refundable $55 application fee (waived for Seattle University alumni)
- Evidence of a four-year equivalent bachelor's degree from a regionally accredited institution.
- Minimum grade point average of 3.00 as calculated from official transcripts of all post-secondary educational institutions attended in the last 90 quarter/60 semester credits of the bachelor's degree, including any transfer credits earned during this time, and any post-baccalaureate course work.
- Current résumé reflecting at least one year of continuous full-time work experience
- Two completed Seattle University MPA recommendation forms: at least one should be from current or former supervisors who can speak to qualifications
- Two-page maximum letter of intent summarizing interest in the MPA program, commitment to public service, and discussing ways in which the MPA will assist in reaching career and educational goals
- If English is not applicant's native language, official English proficiency scores meeting the university's entrance requirements must be submitted. See policy 2008-01 in Admissions Policies for details.

Degree Requirements: Master of Public Administration

The MPA requires the completion of 54 credits. The degree includes 11 required three-credit classes: 8 courses in the core, and 3 courses in a student selected specialization—Government or Nonprofit. The remaining 21 credits are electives designed to enrich understanding of particular aspects of public service, and may include graduate courses taken in other departments or other colleges of this university. Electives deal with such topics as the nonprofit sector, legislative process, local government, mediation and negotiation, labor law, social justice, oral communication, and program evaluation.

I. Core Requirements

24 credits, including:

PUBM 501 **Foundations of Public Administration** 3
PUBM 511 **Understanding Organizations** 3
PUBM 512 **Policy Formation and Implementation** 3
PUBM 521 **Management and Human Relations Skills** 3
PUBM 530 **Management Analysis and Control** 3
PUBM 540 **Policy and Program Research** 3
PUBM 570 **Economic Analysis** 3
PUBM 590 **Prospectives in Public Service** 3

II. Specialization (choose one) 9

Choose one of the following specialization areas:

Government Specialization

PUBM 541 **Policy Analysis**
PUBM 572 **Administrative Law**
PUBM 584 **Information Management for Government**

Nonprofit Specialization

PUBM 561 **Information Management for Nonprofit**
PUBM 582 **Nonprofit Law**
PUBM 588 **Nonprofit Governance**

III. Program Electives

Choose electives from the following: 21

PUBM 522 **Human Resources Management**
PUBM 531 **Public Budgeting**
PUBM 550 **Contracting and Procurement**
PUBM 562 **Oral Communication for Administrators**
PUBM 563 **Communication and Advocacy**
PUBM 564 **Building Effective Teams**
PUBM 565 **Computer Skills for Public Administration**
PUBM 566 **Beyond Grantwriting: Partnering with Institutional Funders**
PUBM 567 **Strategic Planning for Public and Nonprofit Organizations**
PUBM 568 **Social Marketing**
PUBM 569 **Community and Economic Development**
PUBM 571 **Government Finance**
PUBM 573 **Administration of Justice**
PUBM 574 **Social Justice and Social Policy**
PUBM 575 **Introduction to City Management**

PUBM 576 **Digital Government**
PUBM 577 **Comparative Public Administration**
PUBM 578 **Creating and Sustaining the Livable City**
PUBM 579 **Comparative Social Policy**
PUBM 580 **Legislative Policy Making**
PUBM 581 **Labor Law and Collective Bargaining**
PUBM 583 **Mediation and Negotiation Skills**
PUBM 585 **Leadership, Learning, and Change Management**
PUBM 586 **Fundamentals of the Nonprofit Sector**
PUBM 587 **Nonprofit Resource Development**
PUBM 589 **Policy Reform**
PUBM 591 **Special Topics (1 to 3)**
PUBM 592 **Special Topics (1 to 3)**
PUBM 593 **Special Topics (1 to 3)**
PUBM 595 **Internship (CR/F) (1 to 6)**
PUBM 596 **Independent Study (CR/F) (1 to 6)**
Other Graduate Program Courses (see advisor)

Minimum credits required for the degree 54

Public Administration Courses

PUBM 501 **Foundations of Public Administration 3**
Provides an overview of the practice of public administration, including key current and future issues, basic concepts, and intellectual history. Addresses a variety of topics such as the changing scope and role of governments in American society, cross-national comparisons of political cultures, leadership, roles of administrators in government, administrative responsiveness and accountability, and ethical analysis. Students should take this course during their first two quarters. Required.

PUBM 511 **Understanding Organizations 3**
Reviews classical and emerging perspectives from organizational theory; focuses on improving student's effectiveness in public and nonprofit organizations. Develops capacities to understand and address issues concerning organizational values, assumptions about human nature, and organizational structure, culture, politics, psychology, and learning. Required.

PUBM 512 **Policy Formation and Implementation 3**
Analyzes processes by which various issues become public policies and public programs. Addresses the interplay of executive, legislative and judicial branches and the various other stakeholders in the processes of policy formation and implementation. Special consideration is paid to the impact and influence of public bureaucracies, values, and ethics. This course examines why policy may have been formulated or not on selected issues and considers barriers to the effective implementation of policy. Required.

PUBM 521 **Management and Human Relations Skills 3**
Study and practice of management/human relations skills for successful leadership in public and nonprofit organizations. Topics include self-awareness, team-building, stress management, communications, empowerment, power and influence, and conflict management. Emphasis on experiential learning. Required.

PUBM 522 Human Resource Management 3
Analyzes effective human resource management in public and nonprofit organizations. Addresses topics of human resource planning, equal employment opportunity laws and programs, recruitment, selection, and compensation of personnel, performance appraisal, organizational development initiatives such as TQM and re-engineering, and selected contemporary topics. Elective.

PUBM 530 Management Analysis and Control 3
Examines primary concepts and purposes of management control in public and nonprofit organizations; defines terminology and addresses principles of financial accounting. Concepts include responsibility and program structure, audit responsibility, analysis of financial statements, cost accounting, and pricing. Emphasis is upon student analysis of management systems within contemporary organizations. Required. Cross-listed with NPLR 556.

PUBM 531 Public Budgeting 3
Discusses the role, types, and uses of budgeting in public and nonprofit organizations. Specific topics include capital budgeting, the link between planning and budgeting, and performance budgeting. Learn key technical and political issues involved in budgeting. Course employs case studies and simulation. Elective.

PUBM 540 Policy and Program Research 3
This course provides an overview of the research methodologies used for public decision-making. Concepts include specification of questions to guide inquiry, basis for causal inference, acquisition of quantitative data, reliability and validity issues, descriptive statistics, and the logic of statistics. Provides students with an opportunity to build skills in designing, conducting, and analyzing research. Required.

PUBM 541 Policy Analysis 3
This course addresses the systematic analysis of policies that are under consideration or, after having been implemented, are under review. Emphasizes logical and prescriptive techniques for analyzing public policies and making decisions regarding policy change. Among the approaches and issues considered in this course are modeling, decision making under risk and uncertainty, and risk preference. Emphasis is on conceptualization, interpretation, and analysis of selected policies. Required for Government specialization. Prerequisite: PUBM 540.

PUBM 550 Contracting and Procurement 3
This course explores the operational practices and methods of effective service contracting and procurement by governments and nonprofits. Emphasizes the importance of ethics and transparency in public contracting, procurement and partnerships. The course considers management of performance risk, integrates contracting and procurement with other administrative systems, and reviews performance measurement techniques. Recommended prerequisites: PUBM 531, 572. Elective.

PUBM 561 Information Management for Nonprofits 3
This course is an introduction to the effective use of information and communications technology (ICT) in public and nonprofit organizations. The course consists of a seminar and lab. The seminar explores the vision, history, politics, and policy relating to ICT change as well as the implications of managing it in complex environments. The lab will focus on mastery of the common ICT applications used by administrators and collaborative techniques in making effective use of them in a network environment. Required for Nonprofit specialization.

PUBM 562 Oral Communication for Administrators 3
This course addresses oral communications within the context of the contemporary organization. Discusses theories of techniques, but emphasizes performance and analysis of public speaking. Assignments are differentiated according to the needs and professional applications of individual students. Elective.

PUBM 563 Communication and Advocacy 3
This course highlights the advocacy and motivational facets of leadership. It focuses on what leaders—change-agent leaders and effective team leaders—do to make their ideas and agencies "come alive" for their stakeholders, employees, regulators, donors and communities. Whether the communication context is one-to-one or one-to-many, face-to-face or media filtered, advocacy involves phases of discovery, preparation, strategic design and dialogue. Through case studies, role-playing simulations, lecture and class discussion, participants will experience intensive work and analysis in the dynamic process of communication and advocacy. Elective.

PUBM 564 Building Effective Teams 3
Focuses on how teams are used in both public and nonprofit organizations. Students explore the critical steps and roles that team members and leaders take to achieve excellence in team performance. Issues such as roles and responsibilities of team members and team leaders are addressed, in addition to determining team strengths and weaknesses, building hands-on skills in completing a team-selected case analysis and presentation, and creating and maintaining the conditions that promote team effectiveness. Elective.

PUBM 565 Computer Skills for Public Administration 3
Hands-on computer applications training. This course includes tips and tricks for working more quickly and efficiently, as well as strategies and techniques that work in all Office applications. Class sessions involve working with Word for annual reports, grant proposals and other long documents, Excel for budgets and forecasting as well as for statistical tracking and policy analysis. PowerPoint designing and delivering professional presentations. The final project will display an understanding of the skills gained in all software applications covered during the course. Elective.

PUBM 566 Beyond Grantmaking: Partnering with Institutional Funders 3
Provides students with a framework of the grantwriting process. Topics include an overview of the nonprofit and philanthropic sector; learning about the grantmaker's perspective; corporate giving; foundations; and proactive partnering and ethics. Elective.

PUBM 567 Strategic Planning for Public and Nonprofit Organizations 3
This course uses theory and practical applications of planning to understand the reasons for planning and the basic elements involved in creating a plan. The leadership and management skills needed for effective facilitation of a planning process are explored. Course topics include strategic business and social enterprise planning by combining lecture discussions, in-class exercises, readings, participatory class assignments, and guest presentations. Elective. Cross-listed with NPLR 455 and NPLR 555.

PUBM 568 Social Marketing 3
Social Marketing offers a revolutionary approach to solving a range of social problems in the areas of health, safety, environmental protection and community involvement. Students will be exposed to the application of traditional marketing principles and techniques to the challenges and rewards of influencing positive public behavior. Students will learn to identify research applications in order to develop, implement and evaluate a social marketing campaign. Elective.

PUBM 569 Community and Economic Development 3
Students will read and discuss a common core of books and articles on community and economic development topics, including material on typical economic development practices, tools of community development, and revitalizing distressed areas. In addition to the reading and discussions, students will have an opportunity to apply these perspectives through group projects focused on several significant issues in the Seattle area. This course has a service-learning aspect, since projects are being developed with local public and nonprofit organizations. Elective.

PUBM 570 Economic Analysis 3
Provides students with fundamental economic content and knowledge to understand issues of public policy and management. Focus on concepts of cost, market dynamics, inflation, demand elasticity, welfare, employment theory, and stabilization policy. Required.

PUBM 571 Government Finance 3
Analyzes the revenues, expenditures and debt of federal, state and local governments. Uses economic theories and models to understand the role of the public sector as means of social reform, economic efficiency, and distributional equity. Elective.

PUBM 572 Administrative Law 3
Exposes students to the background and applications of the legal system's central components: regulatory process; rule making; investigation; and adjudication. Utilizes Constitutional framework for statutory analysis, legal research, and liability of governmental units and officials. Assists the administrator in recognizing the legal parameters of decision-making. Required for Government specialization.

PUBM 573 Administration of Justice 3
The local government's justice system is very costly, consuming nearly three-fourths of county government resources and as much as half of city resources. The course provides students with the background to appreciate theoretical perspectives on justice. It also considers the empirical research describing the impacts and cost-effectiveness of competing models of policing and corrections. This course equips the public manager to critically examine the justice system's approaches and resource requests. Elective.

PUBM 574 Social Justice and Social Policy 3
This course examines issues of distributive justice in the United States and compares liberal and conservative perspectives. Justice is considered in relation to policy and social topics including income distribution, globalization, taxation, regulation of business, racial discrimination, poverty, education, and campaign finance. Elective.

PUBM 575 Introduction to City Management 3
The course is designed for the student currently employed in or considering employment in a local unit of government. This course covers foundational topics, including the political and legal foundations of local government in the state, incorporation, annexation, disincorporation, alternative city organizational structures, municipal revenues, municipal service responsibility, navigating the legal ins & outs, regionalism and labor relations. Leaders from local government are often scheduled as visiting speakers. Elective.

PUBM 576 Digital Government 3
Analyzes the impact and implications of digital government or e-government through the lenses of social justice and human development. Surveys the evolution and development of digital information technology considering security and privacy issues, civil liberties, and the international, cultural, and economic digital divide. Elective.

PUBM 577 Comparative Public Administration 3
The outcomes and the processes of our own public agenda become clearer when one considers another country's very different public agenda. This course is a study abroad program that focuses on the host country's nonprofit and public organizations and the issues they face. Through site visits, attention is directed to issues such as economic development, metropolitan development, management of historical sites and social services. In small teams, students examine the economic base of a community and the public services available in those communities. For a richer comparative experience, participants stay with families. Also, there is a three-hour daily language instruction to enable students to more fully participate in the dialogue. Elective.

PUBM 578 Creating and Sustaining the Livable City 3
This course is aimed particularly at those who work or might be contemplating work in local government. Working within an urban planning framework, this course focuses on observing, interpreting, and managing urban environments. Tools such as planning and zoning will be put into the context of their impact on the quality of life and the level of economic activity. There will be an emphasis on the application of qualitative research to better understand the evolution and design of ordinary cityscapes. Elective.

PUBM 579 Comparative Social Policy 3
The course considers different ways of organizing the state's response to social problems. The Scandinavian Social Democratic model is compared with the liberal American model. The course examines the reasons that some states become welfare states and others evidence much less interest in developing public solutions to problems in social welfare. The course further considers how the welfare model may be affected by the European Union and the future of this model over the long term. Elective.

PUBM 580 Legislative Policy Making 3
Considers the play of forces that shape state policy-making within the various branches of government with specific attention to "legislative policy-making." Using current and recent campaigns for public offices and initiatives, the course examines the confluence of cultural and political issues raised and likely to shape future policy-making. Through texts, readings, and guest speakers, the course utilizes seminar discussions to critically examine state policy-making. Major focus is on an individual research paper on a current policy issue. Elective.

PUBM 581 Labor Law and Collective Bargaining 3
Examines the legal foundations, and organizational and behavioral relationships in the field of labor law and collective bargaining. Explores the history, legislation, and court intervention in labor relations. Students will engage in research and undertake other practical applications of the course concepts. Elective.

PUBM 582 Nonprofit Law 3
Exposes students to the legal structures within which nonprofit organizations function and are regulated. Students will learn about management responsibilities of national regulatory bodies; the legal rights and obligations of directors, trustees, and other members of nonprofit organizations; and the legal and tax implications related to activities of tax-exempt nonprofit organizations. Required for Nonprofit specialization.

PUBM 583 Mediation and Negotiation Skills 3
Discusses conflict resolution and the principles, methods, and dynamics of negotiation and mediation processes. Students develop awareness and personal skills to become more effective in negotiating and resolving conflicts, especially in public service work environments. A large portion of class time is devoted to experiential learning situations including bargaining and mediation simulations. Elective.

PUBM 584 Information Management for Government 3
This course is an introduction to the effective use of information and communications technology (ICT) in public and nonprofit organizations. The course consists of a seminar and lab. The seminar explores the vision, history, politics, and policy relating to ICT change as well as the implications of managing it in complex environments. The lab will focus on mastery of the common ICT applications used by administrators and collaborative techniques in making effective use of them in a network environment. Required for Government specialization.

PUBM 585 Leadership, Learning, and Change Management 3
The practice of leadership, learning, and change management in relation to self, others, teams, and organizations. A conceptual and experiential exploration of contemporary theories of leadership, personal and organizational learning, and the related dynamics of personal and organizational change. Emphasis on application to public and nonprofit organizations. Elective.

PUBM 586 Fundamentals of the Nonprofit Sector 3
The roles played by various types of nonprofit organizations in American communities, and the traditions, laws, regulations, and customs which influence their operations. Considers the public policy environment that influences the character and operation of nonprofits, as well as the roles of nonprofits in influencing public policy. Elective.

PUBM 587 Nonprofit Resource Development 3
Explores the principles of philanthropy and fundraising as applicable to private nonprofit and governmental agencies. The key role of resource development in effective nonprofits is emphasized. Through lectures, discussion groups, guest speakers and panels, in-class exercises, and class projects, students practice resource development skills. Elective.

PUBM 588 Nonprofit Governance 3
The course covers the new governance environment in which boards and volunteers operate, including what boards and volunteers do and how they do it in changing times. The "what" refers to the formal roles and responsibilities of boards and volunteers as opposed to the responsibilities of management and staff. The "how" refers to the structures and formal procedures as well as the non-formal approach boards and volunteers carry out their roles. Required for Nonprofit specialization.

PUBM 589 Policy Reform 3
Students create reform proposals based on data collection, ethical reasoning, and field interviews with public officials, policy advocates and affected populations. Focus on the intersection of diverse policy issues and the implications for public revenue. Requires advanced skills in writing and public speaking. Elective.

PUBM 590 Prospectives in the Public Service 3
Capstone course integrates knowledge and skills from required course work in the analysis of a policy or management problem. Students work individually or in pairs in identifying a problem, researching its background, formulating and analyzing alternative solutions, and recommending a course of action. To be taken during the last or next-to-last quarter of study. Required capstone course. Prerequisite: PUBM 541.

PUBM 591-593 Special Topics ..... 1 to 3

PUBM 594 Integrative Seminar 3

PUBM 595 Internship (CR/F) ..... 1 to 6

PUBM 596 Independent Study (CR/F) ..... 1 to 6

PUBM 597 Directed Reading (CR/F) ..... 1 to 6

PUBM 598 Directed Research ..... 1 to 6

Criminal Justice Department

Jacqueline B. Helfgott, PhD, Chair

Degree/Specializations Offered

Master of Arts in Criminal Justice (MACJ)
Master of Arts in Criminal Justice (MACJ) with specialization in:
Criminal Justice Research and Evaluation
Investigative Criminology
Victimology

Certificate Offered

Crime Analysis

Master of Arts in Criminal Justice

Criminal Justice is an interdisciplinary social science involving the study of crime and societal responses to it. The MACJ program emphasizes the application of theory and research to criminal justice policy and practice. We hope to instill in students a responsibility to integrate and evaluate conceptual and empirical contributions to the field of criminal justice. 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. 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. 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.

Admission Requirements

Degree-seeking applicants will be accepted into the program fall quarter only. Applicants for other quarters will be considered on a case by case basis or as non-matriculating students. Admission to the MACJ program is competitive and the file review is holistic. Applicants' academic history, graduate exam

performance, motivation, aptitude for graduate education, personal goals, and professional experiences will be considered.

Applicants are required to send the following documents for consideration:

- Completed Application for Graduate Admission and a non-refundable $55 application fee (waived for Seattle University alumni)
- Evidence of a four-year equivalent baccalaureate degree in criminal justice or related social, behavioral, or physical science from a regionally accredited academic institution. Applicants with an undergraduate degree in a field outside of these disciplines may be considered with 45 quarter (30 semester) credits of related course work or significant supervised work/volunteer experience as outlined on the MACJ Supplemental form.
- Minimum GPA of 3.00 as calculated from official transcripts of all post-secondary institutions attended in the last 90 quarter/60 semester credits of the bachelor's degree, including any transfer credits earned during this time, and any post-baccalaureate course work. In special cases, those with less than a 3.00 GPA may be admitted with a probationary status based upon other criteria.
- Undergraduate introductory statistics course with a grade of C or above. Applicants who do not meet this criterion may be considered on a case by case basis for provisional admission.
- Statement of purpose (maximum 3 pages) discussing background, interests, and reasons for wanting to pursue a master's degree in criminal justice
- If the GPA for the applicant's last 90 credits/60 semester credits is below 3.00, submit official scores for the Graduate Record Examination (G.R.E.). Only scores from the past five years will be accepted. No application for admission will be considered prior to receipt of official scores from Educational Testing Services.
- Three letters of recommendation from academic and/or professional references who have evaluated academic work/supervised their practical experience and are able to assess potential as a graduate student. Letters must be forwarded to graduate admissions in a sealed envelope with the recommender's signature across the flap.
- Writing sample (for example, an undergraduate paper)
- Professional résumé or curriculum vita. Special consideration will be given to applicants with prior work, internship, or volunteer experience in the criminal justice system.
- If English is not the applicant's native language, official English proficiency scores meeting the university's entrance requirements must be submitted. See policy 2008-01 in Admissions Policies for details.
- Select candidates will be scheduled for an interview.

Degree Requirements: Master of Arts in Criminal Justice

The MACJ curriculum consists of 55 Credits: Eighteen 3-credit courses and one 1-credit course. Students will take ten foundation courses (28 credits) and nine elective courses (27 credits):

I. Foundation Courses:

28 credits, including:

CRJS 501 **Criminal Justice Theory** **3**
CRJS 502 **Advanced Criminological Theory** **3**
CRJS 503 **Law and Social Control** **3**
CRJS 504 **Organizational Theory and Analysis in Criminal Justice** **3**
CRJS 505 **Criminal Justice Ethics and Decision Making** **3**

CRJS 506	**Statistical Analysis**	**3**
CRJS 507	**Statistics Lab**	**1**
CRJS 508	**Advanced Research Methods in Criminology and Criminal Justice**	**3**
CRJS 510	**Theory and Research in Policing, Courts, Corrections**	**3**
CRJS 590	**Criminal Justice Capstone Seminar**	**3**

II. Elective Courses

Choose 27 credits from the following: 27

CRJS 511	**Criminal Justice Legislation and Policy**
CRJS 512	**Qualitative Research Methods in Criminology and Criminal Justice**
CRJS 513	**Race, Ethnicity and Justice**
CRJS 514	**Investigative Criminology and Offender Profiling**
CRJS 515	**Typologies of Crime and Criminal Behavior**
CRJS 516	**Theories and Techniques of Crime Scene Investigation**
CRJS 517	**Advanced Crime Assessment**
CRJS 518	**Contemporary Issues in Victimology**
CRJS 519	**Violence and Victimization**
CRJS 520	**Restorative/Community Justice**
CRJS 521	**Feminist Criminology**
CRJS 555	**ATF Practicum (1)**
CRJS 556	**Forensics Practicum (1)**
CRJS 557	**Trial Skills Practicum (1)**
CRJS 591-593	**Special Topics Seminar**
CRJS 595	**Internship**
CRJS 596	**Independent Study**
CRJS 597	**Teaching Assistantship (1 to 3)**
CRJS 598	**Research Assistantship (1 to 3)**
CRJS 599	**Thesis (1 to 3)**
COUN 510	**Fundamental Counseling Skills**
COUN 511	**Counseling Theories (4)**
COUN 513	**Counseling Diverse Populations**
PUBM 531	**Public Budgeting**
PUBM 572	**Administrative Law**

With no more than two courses from the following:

The courses below are joint undergraduate/graduate courses. Students may take up to two (6 credits) to fulfill MACJ elective course requirements.

CRJS 522	**Issues in Contemporary Law Enforcement**
CRJS 523	**Punishment and Social Theory**
CRJS 526	**Terrorism and Homeland Security**
CRJS 550	**The Psychopath**
CRJS 560	**Forensic Anthropology**
CRJS 565	**Crime Scene and Medicolegal Death Investigation**

NOTE: Students who have previously taken CRJS 522, 523, 526, 550, 560, or 565 at the undergraduate level as CRJS 422, 423, 426, 450, 460, or 465 may choose to apply the course(s) as MACJ electives (6 credits maximum–3 credits per course) but may not take additional joint courses OR may choose not to apply the course(s) and instead take up to 6 credits joint undergraduate/graduate courses not previously completed at the undergraduate level.

III. Comprehensive Examination

Students have the option of taking the comprehensive exam OR completing a Master's Thesis. The comprehensive examination may be taken as soon as the foundation courses and comprehensive exam readings are completed. The exam must be completed prior to the last quarter of the program. The exam includes questions based on the MACJ foundation curriculum and comprehensive examination reading list. A student may retake the comprehensive exam once. Students planning to take the comprehensive examination must make an appointment to do so with the criminal justice department chair. The comprehensive exam will be offered fall and spring quarters. Students retaking the examination will be required to answer questions only in areas not passed in the first exam.

IV. Thesis Option

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 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:

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

Students completing the thesis must enroll in CRJS 599 (1-3 credits per quarter). Students may first register for thesis credit after completing the MACJ foundation courses and receiving departmental approval. A copy of the completed version of the thesis should be given to all members of the thesis committee. The thesis requires a formal defense which involves oral examination/response to questions by the thesis committee.

Minimum credits required for the 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: Eighteen 3-credit courses and one 1-credit course. Students will take ten foundation courses (28 credits), four specialization area courses (12 credits) and five elective courses (15 credits):

I. Foundation Courses

28 credits, including:

CRJS 501	**Criminal Justice Theory**	**3**
CRJS 502	**Advanced Criminological Theory**	**3**
CRJS 503	**Law and Social Control**	**3**
CRJS 504	**Organizational Theory and Analysis in Criminal Justice**	**3**
CRJS 505	**Criminal Justice Ethics and Decision Making**	**3**
CRJS 506	**Statistical Analysis**	**3**
CRJS 507	**Statistics Lab**	**1**
CRJS 508	**Advanced Research Methods in Criminology and Criminal Justice**	**3**

CRJS 510 **Theory and Research in Policing, Courts, Corrections** **3**
CRJS 590 **Criminal Justice Capstone Seminar**..... **3**

II. Specialization Area Courses

12 credits, including:

CRJS 511 **Criminal Justice Legislation and Policy**..... **3**
CRJS 512 **Qualitative Research Methods in Criminology and Criminal Justice**..... **3**
CRJS 515 **Typologies of Crime and Criminal Behavior** **3**
CRJS 519 **Violence and Victimization** **3**

III. Elective Courses

Choose 15 credits from the following: 15

CRJS 513 **Race, Ethnicity and Justice**..... **3**
CRJS 514 **Investigative Criminology and Offender Profiling**..... **3**
CRJS 516 **Theories and Techniques of Crime Scene Investigation**
CRJS 517 **Advanced Crime Assessment**
CRJS 518 **Contemporary Issues in Victimology**
CRJS 520 **Restorative/Community Justice**
CRJS 521 **Feminist Criminology**
CRJS 555 **ATF Practicum (1)**
CRJS 556 **Forensics Practicum (1)**
CRJS 557 **Trial Skills Practicum (1)**
CRJS 591-593 **Special Topics Seminar**
CRJS 595 **Internship**
CRJS 596 **Independent Study**
CRJS 597 **Teaching Assistantship (1 to 3)**
CRJS 598 **Research Assistantship (1 to 3)**
CRJS 599 **Thesis (1 to 3)**
COUN 510 **Fundamental Counseling Skills**
COUN 511 **Counseling Theories (4)**
COUN 513 **Counseling Diverse Populations**
PUBM 531 **Public Budgeting**
PUBM 572 **Administrative Law**

With no more than two courses from the following:

The courses below are joint undergraduate/graduate courses. Students may take up to two (6 credits) to fulfill MACJ elective course requirements.

CRJS 522 **Issues in Contemporary Law Enforcement**
CRJS 523 **Punishment and Social Theory**
CRJS 526 **Terrorism and Homeland Security**
CRJS 550 **The Psychopath**
CRJS 560 **Forensic Anthropology**
CRJS 565 **Crime Scene and Medicolegal Death Investigation**

NOTE: Students who have previously taken CRJS 522, 523, 526, 550, 560, or 565 at the undergraduate level as CRJS 422, 423, 426, 450, 460, or 465 may choose to apply the course(s) as MACJ electives (6 credits maximum–3 credits per course) but may not take additional joint courses OR may choose not to apply the course(s) and instead take up to 6 credits joint undergraduate/graduate courses not previously completed at the undergraduate level.

IV. Comprehensive Examination

Students have the option of taking the comprehensive exam OR completing a master's thesis. The comprehensive examination may be taken as soon as the foundation courses and comprehensive exam readings are completed. The exam must be completed prior to the last quarter of the program. The exam includes questions based on the MACJ foundation curriculum and comprehensive examination reading list. A student may retake the comprehensive exam once. Students planning to take the comprehensive examination must make an appointment to do so with the criminal justice department chair. The comprehensive exam will be offered fall and spring quarters. Students retaking the examination will be required to answer questions only in areas not passed in the first exam.

V. Thesis Option

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 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:

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

Students completing the thesis must enroll in CRJS 599 (1-3 credits per quarter). Students may first register for thesis credit after completing the MACJ foundation courses and receiving departmental approval. A copy of the completed version of the thesis should be given to all members of the thesis committee. The thesis requires a formal defense which involves oral examination/response to questions by the thesis committee.

Minimum credits required for the degree 55

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

The MACJ with Specialization in Investigative Criminology curriculum consists of 55 Credits: Eighteen 3-credit courses and one 1-credit course. Students will take ten foundation courses (28 credits), four specialization area courses (12 credits) and five elective courses (15 credits):

I. Foundation Courses

28 credits, including:

CRJS 501	**Criminal Justice Theory**	**3**
CRJS 502	**Advanced Criminological Theory**	**3**
CRJS 503	**Law and Social Control**	**3**
CRJS 504	**Organizational Theory and Analysis in Criminal Justice**	**3**
CRJS 505	**Criminal Justice Ethics and Decision Making**	**3**
CRJS 506	**Statistical Analysis**	**3**
CRJS 507	**Statistics Lab**	**1**
CRJS 508	**Advanced Research Methods in Criminology and Criminal Justice**	**3**
CRJS 510	**Theory and Research in Policing, Courts, Corrections**	**3**
CRJS 590	**Criminal Justice Capstone Seminar**	**3**

II. Specialization Area Courses

12 credits, including:

CRJS 514 **Investigative Criminology and Offender Profiling** **3**
CRJS 515 **Typologies of Crime and Criminal Behavior** **3**
CRJS 516 **Theories and Techniques of Crime Scene Investigation** **3**
CRJS 517 **Advanced Crime Assessment** **3**

III. Elective Courses

Choose 15 credits from the following: 15

CRJS 511 **Criminal Justice Legislation and Policy**
CRJS 512 **Qualitative Research Methods in Criminology and Criminal Justice**
CRJS 513 **Race, Ethnicity and Justice**
CRJS 518 **Contemporary Issues in Victimology**
CRJS 519 **Violence and Victimization**
CRJS 520 **Restorative/Community Justice**
CRJS 521 **Feminist Criminology**
CRJS 555 **ATF Practicum (1)**
CRJS 556 **Forensics Practicum (1)**
CRJS 557 **Trial Skills Practicum (1)**
CRJS 591-593 **Special Topics Seminar**
CRJS 595 **Internship**
CRJS 596 **Independent Study**
CRJS 597 **Teaching Assistantship (1 to 3)**
CRJS 598 **Research Assistantship (1 to 3)**
CRJS 599 **Thesis (1 to 3)**
COUN 510 **Fundamental Counseling Skills**
COUN 511 **Counseling Theories (4)**
COUN 513 **Counseling Diverse Populations**
PUBM 531 **Public Budgeting**
PUBM 572 **Administrative Law**

With no more than two courses from the following:

The courses below are joint undergraduate/graduate courses. Students may take up to two (6 credits) to fulfill MACJ elective course requirements.

CRJS 522 **Issues in Contemporary Law Enforcement**
CRJS 523 **Punishment and Social Theory**
CRJS 526 **Terrorism and Homeland Security**
CRJS 550 **The Psychopath**
CRJS 560 **Forensic Anthropology**
CRJS 565 **Crime Scene and Medicolegal Death Investigation**

NOTE: Students who have previously taken CRJS 522, 523, 526, 550, 560, or 565 at the undergraduate level as CRJS 422, 423, 426, 450, 460, or 465 may choose to apply the course(s) as MACJ electives (6 credits maximum–3 credits per course) but may not take additional joint courses OR may choose not to apply the course(s) and instead take up to 6 credits joint undergraduate/graduate courses not previously completed at the undergraduate level.

IV. Comprehensive Examination

Students have the option of taking the comprehensive exam OR completing a master's thesis. The comprehensive examination may be taken as soon as the foundation courses and comprehensive exam readings are completed. The exam must be completed prior to the last quarter of the program. The exam includes questions based on the MACJ foundation curriculum and comprehensive examination reading list. A student may retake the comprehensive exam once. Students planning to take the comprehensive examination must make an appointment to do so with the criminal justice department chair. The comprehensive exam will be offered fall and spring quarters. Students retaking the examination will be required to answer questions only in areas not passed in the first exam.

V. Thesis Option

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 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:

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

Students completing the thesis must enroll in CRJS 599 (1-3 credits per quarter). Students may first register for thesis credit after completing the MACJ foundation courses and receiving departmental approval. A copy of the completed version of the thesis should be given to all members of the thesis committee. The thesis requires a formal defense which involves oral examination/response to questions by the thesis committee.

Minimum credits required for the 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: Eighteen 3-credit courses and one 1-credit course. Students will take ten foundation courses (28 credits), four specialization area courses (12 credits) and five elective courses (15 credits):

I. Foundation Courses

28 credits, including:

CRJS 501	**Criminal Justice Theory**	**3**
CRJS 502	**Advanced Criminological Theory**	**3**
CRJS 503	**Law and Social Control**	**3**
CRJS 504	**Organizational Theory and Analysis in Criminal Justice**	**3**
CRJS 505	**Criminal Justice Ethics and Decision Making**	**3**
CRJS 506	**Statistical Analysis**	**3**
CRJS 507	**Statistics Lab**	**1**
CRJS 508	**Advanced Research Methods in Criminology and Criminal Justice**	**3**
CRJS 510	**Theory and Research in Policing, Courts, Corrections**	**3**
CRJS 590	**Criminal Justice Capstone Seminar**	**3**

II. Specialization Area Courses

12 credits, including:

CRJS 518	**Contemporary Issues in Victimology**	**3**
CRJS 519	**Violence and Victimization**	**3**
CRJS 520	**Restorative/Community Justice**	**3**
CRJS 521	**Feminist Criminology**	**3**

III. Elective Courses

Choose 15 credits from the following: 15

CRJS 511	**Criminal Justice Legislation and Policy**
CRJS 512	**Qualitative Research Methods in Criminology and Criminal Justice**
CRJS 513	**Race, Ethnicity and Justice**
CRJS 514	**Investigative Criminology and Offender Profiling**
CRJS 515	**Typologies of Crime and Criminal Behavior**
CRJS 516	**Theories and Techniques of Crime Scene Investigation**
CRJS 517	**Advanced Crime Assessment**
CRJS 555	**ATF Practicum (1)**
CRJS 556	**Forensics Practicum (1)**
CRJS 557	**Trial Skills Practicum (1)**
CRJS 591-593	**Special Topics Seminar**
CRJS 595	**Internship**
CRJS 596	**Independent Study**
CRJS 597	**Teaching Assistantship (1 to 3)**
CRJS 598	**Research Assistantship (1 to 3)**
CRJS 599	**Thesis (1 to 3)**
COUN 510	**Fundamental Counseling Skills**
COUN 511	**Counseling Theories (4)**
COUN 513	**Counseling Diverse Populations**
PUBM 531	**Public Budgeting**
PUBM 572	**Administrative Law**

With no more than two courses from the following:

The courses below are joint undergraduate/graduate courses. Students may take up to two (6 credits) to fulfill MACJ elective course requirements.

CRJS 522	**Issues in Contemporary Law Enforcement**
CRJS 523	**Punishment and Social Theory**
CRJS 526	**Terrorism and Homeland Security**
CRJS 550	**The Psychopath**
CRJS 560	**Forensic Anthropology**
CRJS 565	**Crime Scene and Medicolegal Death Investigation**

NOTE: Students who have previously taken CRJS 522, 523, 526, 550, 560, or 565 at the undergraduate level as CRJS 422, 423, 426, 450, 460, or 465 may choose to apply the course(s) as MACJ electives (6 credits maximum–3 credits per course) but may not take additional joint courses OR may choose not to apply the course(s) and instead take up to 6 credits joint undergraduate/graduate courses not previously completed at the undergraduate level.

IV. Comprehensive Examination

Students have the option of taking the comprehensive exam or completing a master's thesis. The comprehensive examination may be taken as soon as the foundation courses and comprehensive exam readings are completed. The exam must be completed prior to the last quarter of the program. The exam includes questions based on the MACJ foundation curriculum and comprehensive examination reading list. A student may retake the comprehensive exam once. Students planning to take the comprehensive examination must make an appointment to do so with the criminal justice department chair. The comprehensive exam will be offered fall and spring quarters. Students retaking the examination will be required to answer questions only in areas not passed in the first exam.

V. Thesis Option

Students planning to go on to a doctorate 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 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:

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

Students completing the thesis must enroll in CRJS 599 (1-3 credits per quarter). Students may first register for thesis credit after completing the MACJ foundation courses and receiving departmental approval. A copy of the completed version of the thesis should be given to all members of the thesis committee. The thesis requires a formal defense which involves oral examination/response to questions by the thesis committee.

Minimum credits required for the degree 55

Certificate in Crime Analysis

The Certificate in Crime Analysis is designed to meet the growing demand for criminal justice professionals with applied quantitative and analytic skills. The curriculum provides the knowledge, skills, and abilities necessary to perform as entry-level crime analysts in Federal, State, and local criminal justice agencies. The certificate also prepares students for a broader role as intelligence analysts.

Crime analysts typically perform detailed statistical analyses of crime data, prepare periodic reports on criminal activity and trends, identify emerging crime patterns, and communicate their findings to a variety of internal and external audiences. They may analyze a wide variety of data including arrests, convictions, known criminal associates, and other criminal intelligence data, in order to explore relationships and identify patterns and correlations in support of investigative efforts. These data come from diverse sources, including existing agency databases, financial and telecommunications records, and the Internet. Crime analysts must be skilled in manipulating data and creating relational databases that can accommodate a wide variety of data formats and sources.

Crime analysts may also be called upon to design and execute managerial and administrative studies forecasting personnel, budgeting, and other resource needs. They may also conduct citizen surveys of crime victimization, satisfaction with police services, and perceptions of departmental performance. They need to have broad knowledge in law enforcement operations, criminological theory, statistics, research methods, and relevant computer technology. They need good critical thinking skills, logic and reasoning ability. Finally, effective writing and presentation skills are essential for crime analysts.

Admission Requirements

Applicants will be accepted into the program Fall quarter. Exception to the Fall quarter admissions policy will be made on a case by case basis. Applicants' academic history, motivation, aptitude for post-baccalaureate education, personal goals, and professional experiences will be considered. The specific admission requirements are identical to those for the MACJ program.

Certificate Requirements

The Certificate in Crime Analysis is a one-year program consisting of 25 credit hours. The program can be completed on a full- or part-time basis, with part-time students completing in two years. All students enrolled in the certificate program take a series of required foundation courses (19 credits), and elective courses (6 credits) on data management and analysis, terrorism, and intelligence analysis.

I. Foundation Courses: 19 Credits

CRJS 502	**Advanced Criminological Theory**	**3**
CRJS 506	**Statistical Analysis**	**3**
CRJS 507	**Statistics Lab**	**1**
CRJS 508	**Advanced Research Methods in Criminology and Criminal Justice**	**3**
CRJS 517	**Advanced Crime Assessment**	**3**
CRJS 524	**Crime Mapping**	**3**
CRJS 525	**Data and Intelligence Analysis in Criminal Justice**	**3**

II. Elective Courses: 6 credits

CRJS 512	**Qualitative Research Methods in Criminology and Criminal Justice**	**3**
CRJS 515	**Typologies of Crime and Criminal Behavior**	**3**
CRJS 522	**Issues in Contemporary Law Enforcement**	**3**
CRJS 526	**Terrorism and Homeland Security**	**3**
ECIS 566	**Data Management in Business**	**3**
ECIS 567	**Data Mining for Business Intelligence**	**3**
ECON 566	**Economics and Business Forecasting**	**3**

NOTE: Up to 10 (of the 25) Certificate in Crime Analysis credits (with the CRJS prefix only/excluding ECIS 566, ECIS 567, ECON 566) will apply to the MACJ degree if a student completing the certificate program is admitted to the MACJ degree program upon completion of the certificate program. MACJ graduates and MACJ current students who wish to complete the Certificate in Crime Analysis in addition to the MACJ degree may count up to 10 credits of CRJS courses included in the MACJ degree program toward the Certificate in Crime Analysis.

Criminal Justice Courses

CRJS 501 Criminal Justice Theory 3
Critical analysis and comprehensive overview of 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 502 Advanced Criminological Theory 3
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 503 Law and Social Control 3
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 504 Organizational Theory and Analysis in Criminal Justice 3
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 505 Criminal Justice Ethics and Decision Making..... 3
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 506 Statistical Analysis 3
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 507 Statistics Lab 1
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 508 Advanced Research Methods in Criminology and Criminal Justice 3
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 510 Theory and Research in Policing, Courts, Corrections 3
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 511 Criminal Justice Legislation and Policy 3
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 512 Qualitative Research Methods in Criminology and Criminal Justice 3
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 513 Race, Ethnicity and Justice 3
Examination of roles of race and ethnicity in crime and justice. Focus on the differing experiences of racial/ethnic groups as they come into contact with the various agencies of the criminal justice system, racial disparity and discrimination in the criminal justice system, and the impact of criminal justice policy and practice on racial/ethnic minorities. Discussion of contemporary issues in race, ethnicity, and justice such as racial profiling, the impact of felony voting laws on racial minorities, and the ways in which cultural stereotypes about race/ethnicity shape policies and practices at the different stages of the criminal justice process (police, courts, corrections). Students will critically evaluate crime policy to identify meaningful solutions to increase social justice.

CRJS 514 Investigative Criminology and Offender Profiling 3
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 515 Typologies of Crime and Criminal Behavior 3
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 516 Theories and Techniques of Crime Scene Investigation 3
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 517 Advanced Crime Assessment 3
Overview of the history, theory, and practice of crime assessment and crime analysis. Examination of the systematic analysis of theories and data pertaining to criminal behavior, law enforcement, corrections, and criminal justice services including the identification of crime trends, patterns, statistical profiling and linkage analysis, intelligence operations, problem solving and intervention planning. Focus on the application of criminological and criminal justice theory, research, and data to crime assessment and criminal justice.

CRJS 518 Contemporary Issues in Victimology 3
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 519 Violence and Victimization 3
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 520 Restorative/Community Justice 3
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 521 Feminist Criminology 3
Examination of feminist theories and research in feminism and criminology. Historical and contemporary overview of the study of gender, victimology, and criminological theory, gender issues in criminal justice, and the application of feminist theory to the study of crime and the criminal justice system. Students will critically evaluate the role of gender in victimology and criminology, the value and effectiveness of conventional policies within the criminal justice system in the context of gender disparity, misogyny, and women's oppression.

CRJS 522 Issues in Contemporary Law Enforcement 3
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. Jointly offered as an undergraduate/graduate course. Maximum of 6 credits/two undergraduate-graduate courses permitted to fulfill MACJ elective requirements.

CRJS 523 Punishment and Social Theory 3
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. Jointly offered as an undergraduate/graduate course. Maximum of 6 credits/two undergraduate-graduate courses permitted to fulfill MACJ elective requirements.

CRJS 524 Crime Mapping 3
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 525 Data and Intelligence Analysis in Criminal Justice 3
Students will be provided with a practical introduction to intelligence analysis as it relates to criminal justice. Topics covered include the history and function 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 526 Terrorism and Homeland Security..... 3
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 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 historical overviews 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 level decision-making regarding homeland security issues, legal considerations, natural disasters and homeland security, and the costs of securing America.

CRJS 550 The Psychopath 3
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 555 ATF Practicum 1
This is a practicum opportunity facilitated by the Bureau of Alcohol, Tobacco, Firearms, and Explosives. Students are provided with an inside look at the roles and responsibilities of ATF special agents and the range of units within the agency. CR/F grading mandatory.

CRJS 556 Forensics Practicum 1
This is a practicum opportunity associated with the Seattle University Law School that exposes students to the interaction between the attorney and the expert witness. Students work with/assist third-year law students enrolled in the Seattle University Law School Forensics course to prepare, research, interview, depose, and engage in cross and direct examination of expert witnesses in civil and criminal cases. CR/F grading mandatory.

CRJS 557 Trial Skills Practicum..... 1
This is a practicum opportunity associated with the Seattle University Law Clinic. Students work with law students and faculty to prepare, play a role, and present in a mock trial. CR/F grading mandatory.

CRJS 560 Forensic Anthropology 3
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 565 Crime Scene and Medicolegal Death Investigation 3
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 590 Criminal Justice Capstone Seminar 3
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.

CRJS 591-593 Special Topics Seminar ..... 1 to 3
Courses will be offered covering a range of special topics addressing specific issues or research in the criminal justice.

CRJS 595 Internship ..... 1 to 3
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 department chair. Requirements include 50 hours per credit, reflection log, agency and student self evaluation, and synthesis paper. CR/F grading mandatory.

CRJS 596 Independent Study ..... 1 to 3
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 the department chair on a case by case basis.

CRJS 597 Teaching Assistantship ..... 1 to 3
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 598 Research Assistantship ..... 1 to 3

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 599 Thesis ..... 1 to 3

Students may register for the thesis after completing the MACJ foundation 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 may complete a total of 3 thesis credits.

Department of Fine Arts

Josef V. Venker, S.J., MFA, Chair
Kevin Maifeld, MFA, Director of Arts Leadership

Degree Offered

Master of Fine Arts in Arts Leadership (MFAL)

Master of Fine Arts in Arts Leadership

The Master of Fine Arts degree in Arts Leadership is a collaboration between the Department of Fine Arts and the Center for Nonprofit and Social Enterprise Management (Nonprofit Leadership). The program provides future arts leaders with an opportunity to merge the latest management practices of nonprofit organizations with the specific skills necessary to lead complex arts organizations.

MFA students work alongside arts management professionals in local performing and visual arts organizations; all MFAL students meet weekly to share and discuss their practicum experience. Course work includes strategic planning, marketing, fundraising, budgeting/finance, advocacy, program development and community relations. The blend of classroom instruction and hands-on practical experience prepares students for challenging arts leadership positions.

Classes will be taught by Fine Arts and Nonprofit Leadership faculty as well as professional guest faculty members from the leadership of Puget Sound arts organizations. Students will have the opportunity to participate in a series of scholarly and practical activities, which will result in a combination of knowledge and experience necessary to compete in today's job market.

Admission Requirements

Admission is competitive; the program is designed to accommodate fifteen new students each year. Applicants are required to submit the following documents for consideration:

- Completed Application for Graduate Admission and a non-refundable $55 application fee (waived for Seattle University alumni)
- Evidence of a four-year equivalent bachelor's degree from a regionally accredited institution
- Minimum grade point average of 3.00 (GPA) calculated from official transcripts of all post-secondary educational institutions attended in last 90 quarter/60 semester credits of the bachelor's degree, including any transfer credits earned during that time, and any post-baccalaureate course work. In special cases, those with a GPA less than a 3.00 will be admitted on a probationary basis. Applicants earning a bachelor's degree from a non-graded institution must submit official GRE scores in lieu of GPA.
- Current résumé reflecting at least two years management experience in a nonprofit organization or comparable work/volunteer experience
- List of five recommenders with name, title, mailing address, phone number, and e-mail address who can comment on your professional abilities and potential for leadership in a nonprofit organization
- Two-page statement describing career objectives and discussing how participation in the program will help achieve your goal
- If English is not applicant's native language, official English proficiency scores meeting the university's entrance requirements must be submitted. See policy 2008-01 in Admissions Policies for details.

Degree Requirements
Master of Fine Arts in Arts Leadership

The MFA in Arts Leadership requires 54 credits total. Students share many course requirements with students participating in two related graduate programs: Nonprofit Leadership and Public Administration. The Graduate Management Practicum experience continues each quarter allowing the student to apply their academic work in local arts organizations. This experience culminates in the Summary Project, synthesizing the work that each student has done in his/her focus area, visual or performing arts, with the work they have produced in their community practicum experiences.

I. Program Schedule:

Yr	Summer	Intersession	Fall	Winter	Spring
1		NPLR 525	PUBM 586 NPLR 544 ARTL 595 (1)	NPLR 537 PUBM 581 or ARTL 580 ARTL 595 (1)	NPLR 536 PUBM 521 or PUBM 522 ARTL 595 (1)
2	NPLR 543 ARTL 595 (1)	Elective (3)	NPLR 541 Elective (3) ARTL 595 (1)	ARTL 540 ARTL 595 (3) ARTL 595 (1)	ARTL 599

II. Required Courses:

48 credits, including:

PUBM 586 **Fundamentals of the Non-Profit Sector** **3**
NPLR 525 **Leadership and Interpersonal Behavior for Nonprofit Executives** **6**
NPLR 536 **Management Analysis and Control** **3**
NPLR 537 **Boards and Volunteers** **3**
NPLR 541 **Public Policy, Advocacy and Collaboration** **3**
NPLR 543 **Resource Development for Nonprofit Organizations** **6**
NPLR 544 **Persuasive Communication for Nonprofit Executives** **3**
ARTL 540 **Marketing the Arts** **3**
ARTL 595 **Graduate Management Practicum** **9**
ARTL 599 **Summary Project** **3**

Choose one of the following courses 3
PUBM 521 **Management and Human Relations**
PUBM 522 **Human Resource Management**

Choose one of the following courses: 3
PUBM 581 **Labor Law and Collective Bargaining**
ARTL 580 **Law and the Arts**

III. Program Electives:

6 credits, from the following: 6
ARTL 591-593 **Special Topics**
PUBM 583 **Mediation and Negotiation Skills**
PUBM 585 **Leadership, Learning and Change Management**

Minimum credits required for degree 54

Arts Leadership Courses

ARTL 540 Marketing the Arts..... 3

Students will develop specific skills of audience development to be applied in performing and visual arts organizations. This includes developing an organization's brand and image and translating it into media messages that accurately communicate the organization's mission. Topics include developing and implementing a public relations strategy, working with the media, developing print materials, and managing marketing budgets.

ARTL 580 Law and the Arts..... 3

Examines the legal foundations of artistic creation including copyright, freedom of expression, ownership of ideas, and public domain laws. Students will also learn about the fundamentals of contract negotiation and creation and develop an understanding of the collective bargaining process. Topics include conflict resolution and the principles, methods and dynamics of negotiation and mediation processes.

ARTL 591-593 Special Topics..... 3

ARTL 595 Graduate Management Practicum..... 1 to 3

Integrates and applies the arts management theories being learned in the course work with the realities of the workplace. Participants can select to work in one organization during the entire duration of the MFA program or they can elect to work in a variety of arts management areas in different organizations. This practicum provides students the opportunity to apply their knowledge in resource development, arts marketing, audience development and general management to actual positions within Puget Sound arts organizations. Weekly meeting required.

ARTL 596 Independent Study ..... 1 to 6

ARTL 599 Summary Project..... 3

Integrates the practicum and academic experiences of the program into one comprehensive project. This project recommends a solution or solutions to an existing problem in an arts organization. Students are expected to utilize current research and publications, advisors, academic resources, and their own experience to address the identified problem or challenge. This project is intended to integrate a wide variety of leadership management skills and the knowledge learned throughout the program. The course requires completion of a written report and an oral presentation.

Organization Systems Renewal (OSR)

Michael Bisesi, EdD, Program Director
Bill Koenig, MA, Program Administrator

Degree Offered

Master of Arts in Organization Systems Renewal (MAOSR)

This program is delivered as a cooperative partnership with the nonprofit Organization Systems Renewal Northwest (OSR), which has been engaged in educating leaders of organizational change in the Pacific Northwest since 1979. OSR offered this master's program for 20 years at another local university and joined Seattle University in 2005. This program brings expertise in the design and leadership of organizational and community change, using a systemic approach.

Master of Arts in Organization Systems Renewal

The Organization Systems Renewal (OSR) program provides the opportunity for students to achieve excellence as designers and leaders of systemic change within their organizations and communities. The curriculum integrates academic knowledge, consultative skill development, practical application, reflective practice, and adaptive leadership. The program design operates on multiple levels, paying equal attention to theory and application. When combined, the curriculum and the program design provide adult learners with opportunities to:

- Design processes and structures for leading and managing systemic change
- Develop holistic and sustainable perspectives about individuals, groups, organizations, and global communities
- Recognize the synergistic qualities and opportunities inherent in living systems
- Develop the heart (courage, love, compassion), skills and integrity to move theory to practical action
- Develop a congruence of personal development and professional practice to help others manage their own transformation and renewal

Core curriculum areas emphasized in the program include organizations, change, leadership, ethics, design, consultative skills, and intercultural perspectives. The curriculum is based on the work of classical and contemporary theorists and practitioners, including Malcolm Knowles, Kurt Lewin, Ron and Gordon Lippitt, Eva Schindler-Rainman, Marvin Weisbord, William Bridges, Chris Argyris, Mary Parker Follett, Donald Schön, Peter Senge, Margaret Wheatley, Fritjof Capra, Ralph Stacey, Jay Forrester, Donella Meadows, Edward Hall, Edgar Schein, Gareth Morgan, William Isaacs, David Orr, Russell Ackoff, Peter Block, Ron Heifetz, and David Cooperrider.

Core faculty (lecturers) support the day-to-day operation of the program and provide hands-on student support. The student core faculty ratio is approximately 10:1, allowing for individualized coaching and mentoring. The program is designed within a 21-month cycle, with students typically in session once a month for three to five days. Session days are scheduled to include weekends and there are two residential sessions during the cycle. In addition to the core faculty, OSR enjoys long-standing relationships with a host of distinguished visiting presenters who are leading thinkers and practitioners in their field. Consistent with adult learning theory, another portion of the OSR curriculum is designed and delivered by the students themselves. Core faculty members serve as mentors for these student-led Design Teams.

Candidates for Admission

The primary aim of the OSR program is to help students become competent and confident designers and leaders of systemic change, especially within organizations and communities. The program's structure supports study while working full time.

Admission Requirements

Applicants provide the following for consideration:

- Completed Application for Graduate Admission form and a non-refundable $55 application fee (waived for Seattle University alumni)
- Evidence of four-year U.S. equivalent bachelor's degree from a regionally accredited institution
- Minimum of 3.00 grade point average (GPA) calculated with course work from all post-secondary educational institutions attended in the last 90 quarter/60 semester credits of your bachelor's degree and any post-baccalaureate course work. In special cases, those with less than a 3.00 GPA may be admitted on a probationary status. Applicants with a non-graded bachelor's degree must submit official MAT or GRE scores.
- Two recommendations using the OSR forms provided from individuals who are able to assess your qualifications for this program
- OSR admission essay following the guidelines stated in the application packet
- Current résumé
- If English is not the applicant's native language, official English proficiency scores meeting the university's entrance requirements must be submitted. See policy 2008-01 in Admissions Policies for details. Admission through Culture and Language Bridge program is not an option.
- Screened candidates will be invited to interview accompanied by an on-site writing skills exercise

Degree Requirements

The OSR program requires a total of 68 credits taught through 29 courses over 21 months. All courses are required and must be take in sequence.

Yr	Summer	Fall	Winter	Spring
1		OSR 501	OSR 507	OSR 509
		OSR 502	OSR 508	OSR 510
		OSR 505	OSR 524	OSR 511
		OSR 506	OSR 572	OSR 573
		OSR 571		
2	OSR 581	OSR 512	OSR 516	OSR 520
	OSR 596	OSR 515	OSR 519	OSR 521
		OSR 517	OSR 575	OSR 523
		OSR 574		OSR 576
				OSR 582
				OSR 595

Required OSR Courses

OSR 501	**Foundations of Organizational Systems, Design, and Renewal**	**4**
OSR 502	**Individual—Development of the Adult Learner**	**2**
OSR 505	**Individual—Research Literacy and Methods**	**1**
OSR 506	**Systems—An Overview of Theory and Perspectives**	**2**
OSR 507	**Skills—Designing and Leading Participative Meetings**	**3**
OSR 508	**Design—Principles and Practice**	**2**
OSR 509	**Organizations—Theory and Culture**	**1**
OSR 510	**Organizations—Intra and Inter Group Relations**	**2**
OSR 511	**Change—Theory and Ethical Interventions**	**2**
OSR 512	**Change—The Theory and Practice of Appreciative Inquiry**	**1**
OSR 515	**Skills—The Consultative Approach to Change**	**8**
OSR 516	**Leadership—Bringing Leadership to Organizational Change**	**2**
OSR 517	**Change—Participatory Methods for Designing the Future**	**2**
OSR 519	**Systems—Living Systems Theory**	**2**
OSR 520	**Organizations—At Work in the World**	**2**
OSR 521	**Systems—Dynamics of Social Systems**	**2**
OSR 523	**Change—Transition, Renewal, and Life-Long Learning**	**2**
OSR 524	**Leadership—Theory and Personal Mastery**	**2**
OSR 571-576	**Individual—Learning Reflection and Synthesis (6 courses at 2 credits each)**	**12**
OSR 581-582	**Experiential Design Teams (Design Team I & II; 2 courses at 3 credits each)**	**6**
OSR 595	**Skills—Organization Systems Renewal Project**	**4**
OSR 596	**Individual—Theory Paper**	**4**

Minimum credits required for degree 68

Organization Systems Renewal Courses

OSR 501 Foundations of Organizational Systems, Design, and Renewal 4

As the first course in an integrated seven-quarter program, this course introduces the program design and its core competency domains of theory, skill, and personal development. The concept of a learning community is introduced and the community is intentionally formed. Students will apply theory and specific skills through small group and individual work. This course is conducted off-site. Required.

OSR 502 Individual—Development of the Adult Learner 2

Students identify personal values and vocation/purpose and then integrate this aspirational foundation with their personal and professional goals. They learn strategies for applying theory to understanding the self as system and the self as learner. Students learn about themselves through the use of self-assessments by completing instruments relating to learning styles and strengths. Further, students are introduced to transformational learning and to a personal learning contract as a core design element for their personalization of the OSR program. This course is conducted off-site. Required.

OSR 505 Individual—Research Literacy and Methods 1
Students will develop an introductory understanding of qualitative and quantitative approaches to applied research. Students are introduced to the theory and practice of action research. This course also will develop foundational research literacy for students, emphasizing the knowledge necessary to locate, read, and assess knowledge claims in information resources such as academic journal articles and books. These introductory skills will enable students to understand what they read and how the theoretical claims of authors fit into the subjects they explore. Further, it will help them to begin conceptualizing how they might conduct research related to their Design Teams, Theory Paper, and OSR Project. Required.

OSR 506 Systems—An Overview of Theory and Perspectives 2
Students develop an overview of the development and principles of systems theory and systems thinking, understanding the shift from the mechanistic paradigm to one of holism and interrelatedness. Key principles such as context, boundaries, feedback, interdependence, complexity, emergence, and paradox are explored. Students learn how to see systems and collectively comprehend their interactions. Required.

OSR 507 Skills—Designing and Leading Participative Meetings 3
This hands-on application course develops the capacity to design and lead change actions through a participative process. From an application perspective, students will gain hands-on experience and real-time feedback in designing and leading a variety of participative meetings. Students will also learn the theory base and ethics upon which the participative meeting process rests. Course concepts are connected to professional applications. Required.

OSR 508 Design—Principles and Practice 2
Students explore and experience design and design thinking as an intentional co-creating process of being and acting in the world. The design approach invokes creative thinking and encourages innovative action. This is necessary for leading intentional change, where organizational shifts are in sync with the system's larger context. The course provides students the theoretical framework and practical skills essential for helping clients imagine, conceptualize, and implement their preferred future. Creative change is explored in conjunction with the notion of "serving others" in a manner that can facilitate personal and organizational change and renewal. Required.

OSR 509 Organizations—Theory and Culture 1
Students explore the classical theories of organizations as a way to understand the historical roots of contemporary organizational practices. They become familiar with seminal organizational theorists whose philosophies, values, and practice surface in issues such as change, effectiveness, and participation. Special emphasis is given to organizational culture as a key concept within organizational theory. Required.

OSR 510 Organizations—Intra and Inter Group Relations 2
This course lays a theoretical and practical foundation in group dynamics, teams, and collaboration. Students gain knowledge, awareness, and skills in working with task, relationship and process issues in groups. The exploration of group development models and intercultural communication theory helps to understand and inform work in small groups. Students also explore the structure and function of teams, including, defining characteristics, when and how to use teams, and characteristics of high performance teams. Successful teaming within or between groups requires an ability to go beyond mere coordination or cooperation to a level of collaboration. Students explore the qualities of this level of engagement and the conditions necessary to bring forth such a relationship. Required.

OSR 511 Change—Theory and Ethical Interventions 2
Students will explore contemporary organizational change models and theories to learn more about their strengths and limitations in creating real and sustainable change in organizations. Students will learn to distinguish between first and second order change and change that is planned and unplanned. Intervention is a "helping" process to intentionally "disturb" the system in order to improve the functioning and performance of the system. Ethical issues will be explored, particularly the importance of ascertaining and working at the appropriate depth of intervention. Required.

OSR 512 Change—The Theory and Practice of Appreciative Inquiry 1
Appreciative Inquiry is a participative and powerful method for creating change in social systems. Rooted in social constructionism and the power of image, it involves a systematic discovery and mobilizing of what gives a social system life in human, ecological, and economic terms. Students will learn the theory and practice of this approach as it represents a major shift in how organizational development practitioners work with organizations. Required.

OSR 515 Skills—The Consultative Approach to Change 8
Students participate in and deepen their knowledge of the full consultative process: entry, contracting, data collection/interpretation, feedback, recommendations, and implementation. Participating on teams, students work in a real consultative engagement with a client. Teams consult to issues and opportunities specific to the innovation, renewal, health, and wholeness of human systems. Additionally, students explore the role of the self as consultant/helper, learning how personal values, self-awareness, and ethical principles are essential to any consultative relationship. This course is the final in-depth and hands-on opportunity for students to practice their competency in designing and conducting organizational development interventions before they implement their OSR Project. Part of this course is conducted off-site. Required.

OSR 516 Leadership—Leadership of Systemic Organizational Change 2
This course focuses on the practice of adaptive leadership in complex adaptive systems as developed by Ron Heifetz and explores the qualities of leadership and followership needed for a systemic and holistic approach to designing and leading change. Skills focus on discernment of the adaptive challenge facing an organizational system as opposed to technical problems, advancing the purpose of the organization, orchestrating tension in service of systemic change, listening to and communicating the "song beneath the words," leveraging informal versus formal leadership, differentiating self from roles, being on the dance floor and in the balcony, thinking politically, and giving the work back to the group. Required.

OSR 517 Change—Participatory Methods for Designing the Future 2
Students develop an understanding of "futuring" and how it differs from conventional planning. Exploration of theory, models, and methods associated with futuring helps students understand how to apply this perspective at an organizational and individual level. Emphasis is placed on methods featuring a participatory and whole systems approach. Intercultural considerations are explored. Students will have an opportunity to experience aspects of futuring models and methods as a way to strengthen their application skills. Required.

OSR 519 Systems—Living Systems Theory 2
This session provides a deeper exploration of living systems theory, one of the main branches of systems theory emphasized in the OSR program. Concepts such as adaptive systems, self-organizing, emergence, complexity, autopoiesis, dissipative structures, and structural coupling are emphasized. Implications for viewing social systems as living systems are explored, particularly in terms of the design and leadership of change. Required.

OSR 520 Organizations—At Work in the World 2

After studying change at the individual, group, and organizational level, this course looks at change on the global level. Examples of global change can be found in business, the economy, technology, the environment, and social issues such as poverty, disease, and education. Students explore what it takes to be ethical designers of change in the face of such complex issues. In particular, students gain a working knowledge of the expansive territory of culture. Understanding, and designing for, intercultural differences is essential to the success of working on a global level. Required.

OSR 521 Systems—Dynamics of Social Systems..... 2

This course builds on applied systems thinking and explores complexity theory by offering multi-sensory opportunities to see, talk about and work with systems. Rather than viewing change as something that can be planned and controlled, complexity theory tells us that change is unpredictable and uncontrollable. A leader, change agent, or intervener must develop new skills to see how a complex system is trying to emerge into a new whole. Students explore how to design and create the conditions for a social system to self-organize to a new and higher level of functioning by "coming along side" the emerging system to midwife it into this higher state of complexity and functionality. Required.

OSR 523 Change—Transition, Renewal, and Life-long Learning..... 2

As the final course in an integrated seven-quarter program, focus is on group endings and managing transitions at the individual level. The learning is highly experiential and personal in that this course includes the adjournment of the learning community. Design considerations for group endings are examined. Students reflect on their OSR journey via their Exit Statement and development a continuance plan for life-long learning. Required.

OSR 524 Leadership - Theory and Personal Mastery..... 2

Leadership development is a core skill component and the instrument of systemic organizational change. Students are introduced to the evolution of leadership theory and styles, such as situational, shared, servant, steward, feminine and adaptive leadership through the lens of culture, gender, and systems. Leadership is distinguished from authority and recognized as an action that complements followership; both require courage - following the heart in the face of fear. Thus development of leadership and followership capability is rooted in personal learning, awareness, emotional intelligence, and mastery. Required.

OSR 571 Individual—Learning Reflection and Synthesis I..... 2

OSR 572 Individual—Learning Reflection and Synthesis II..... 2

OSR 573 Individual—Learning Reflection and Synthesis III..... 2

OSR 574 Individual—Learning Reflection and Synthesis IV 2

OSR 575 Individual—Learning Reflection and Synthesis V..... 2

OSR 576 Individual—Learning Reflection and Synthesis VI..... 2

Students practice academic and reflective writing as a means of developing professional competence and increasing self-awareness. Reflective inquiry and critical thinking are developed through dialogue methods and writing assignments. Students reflect on their courses, the dynamics of the learning community, progress on their Learning Contract, and their design and facilitation of Degree Committee meetings. Quarterly synthesis papers develop the ability to see themes from the quarter and integrate these themes with prior learning. Large and small group discussions develop dialogue skills. Students take these courses over six quarters building up their capacity for both reflective and critical thinking. Required. Graded CR/F.

OSR 581 Experiential Design Teams I 3

OSR 582 Experiential Design Teams II 3

Design teams present students with real-time learning in group dynamics and collaborative team processes. These team experiences give students an opportunity to develop their design and consultative skills. Students participate in a Design Team during each year of the program. Students receive faculty and student feedback about the effectiveness of overall design, content, and delivery, as well as their individual performance. It is a forum for deepening practice, leadership, and team membership skills, as well as providing an opportunity to experience the paradoxes of group life. Required.

OSR 591-593 Special Topics ..... 1 to 6

OSR 595 Skills—Organization Systems Renewal Project 4

The Organization Systems Renewal (OSR) Project provides consultative design and delivery practice in organizational change for a client outside the OSR system. The OSR Project is conducted under the supervision of the student's faculty advisor and the review of their Degree Committee. The OSR Project provides a vehicle for the student to demonstrate proficiency of OSR program-related core competencies as well as attainment of the student's goals in their Learning Contract. In addition to supporting the student's learning, the Project is designed to contribute to the primary client's real-time organizational needs in an ethical and effective way, within the parameters agreed to by both client and student. Work on the OSR Project generally carries over 2-3 consecutive quarters. An OSR Project requires program advisor sign-off before the student begins work. Required.

OSR 596 Individual—Theory Paper 4

This course involves a thorough literature review of a theory base related to the student's Learning Contract and professional interests. Based on the review, students write an academic paper summarizing and contrasting the seminal contributors to the field as well as elaborating on the theory. Understanding their theory base deepens the student's knowledge foundation before moving into practicum level application via the OSR Project. Required.

Courses for students admitted prior to Summer 2009 only. See 2008–09 Graduate Bulletin of Information for course descriptions.

ODVR 509 Organizations—Theory and Culture as a Foundation for Inquiry 2

ODVR 512 Change—The Theory and Practice of Appreciative Inquiry 2

ODVR 515 Skills—The Consultative Approach 3

ODVR 518 Skills—The Consultative Praxis 4

Psychology Department

Kevin Krycka, PsyD, Graduate Program Director

Degree Offered

Master of Arts in Psychology (MAP)

Master of Arts in Psychology

Combining strong psychotherapeutic training with philosophical reflectiveness, the existential-phenomenological therapeutic psychology program offers students an interdisciplinary focus on the qualitative, experiential study of human life. By laying the foundations for a therapeutic attitude, the program prepares students to enter the helping professions, and/or pursue doctoral studies. It proposes a humanistic model of understanding and working with people in-depth, respecting the complexity of human experience and drawing upon the wisdom accumulated by the long tradition of the humanities. It is informed by the philosophical traditions of existentialism, phenomenology and hermeneutics, and aims to be faithful to experience by setting aside theoretical prejudgments in order to understand persons existing in their situations.

Admission Requirements

Applicants provide the following for consideration:

- Completed Application for Graduate Admission form and a non-refundable $55 application fee (waived for Seattle University alumni)
- Evidence of four-year equivalent bachelor's degree from a regionally accredited institution and the following six psychology courses: introduction to psychology, statistics, scientific research methods, growth and development, abnormal psychology, theories of personality—ordinarily the equivalent of a minor in psychology
- Minimum 3.00 GPA calculated from official transcripts of all post-secondary educational institutions attended in the last 90 quarter/60 semester credits of your bachelor's degree, including any transfer credits earned during this time, and any post-baccalaureate course work
- Beginning understanding of existential and phenomenological philosophy/psychology. A suggested list of readings related to the orientation of the program is on file in the department and is available to interested persons
- Prior to admission, experience in the areas of counseling or human services (600 hours related experience) as noted in the autobiography below
- Autobiography (minimum of at least six pages) including, but not limited to, information on the applicant's present and future interests in psychology. Essay should be sufficiently specific to give concrete sense of applicant's personal, as well as vocational and intellectual development. Include account of work or volunteer experiences, influential courses or readings, interest in this program and orientation, and especially personal events and changes that furthered the interest in psychology and the therapeutic process and relationship.
- Three letters of recommendation; no forms required
- Writing sample, such as an undergraduate paper
- If English is not applicant's native language, official English proficiency scores meeting the university's entrance requirements must be submitted. See policy 2008-01 in Admissions Policies for details.
- Screened candidates will be invited for an interview, either in person or by telephone.

For a complete application packet and instructions contact graduate admissions at (206) 296-2000. For specific questions regarding the program of study, contact the department at (206) 296-5400.

NOTE: We regard one's personal experience in psychotherapy, either prior to entering the program and/or before graduation, as extremely valuable. While in this program, students are not allowed to do psychotherapy as private practitioners.

Degree Requirements: Master of Arts in Psychology

This is ordinarily a full-time, two-year program; students typically carry nine credits each quarter.

Fifty-five credit hours, including:

I. MAP Program Requirements

37 credits, including:

PSYC 501	**Phenomenology of the Face**	**3**
PSYC 503	**Madness and Society**	**3**
PSYC 505	**Desperate Styles**	**3**
PSYC 523	**Issues in Psychotherapy**	**3**
PSYC 533	**Therapeutic Communication**	**3**
PSYC 541	**World of the Clinic**	**3**
PSYC 543	**Basic Practicum I**	**6**
PSYC 544	**Basic Practicum II**	**6**
PSYC 545	**Basic Practicum III**	**6**
PSYC 563	**Integration Paper**	**1**

II. Other Requirements

Approved PSYC electives 18

NOTE: With permission, a student may take up to six credits total from the following: graduate courses from other SU programs; independent study courses; 400-level SU undergraduate courses; graduate credit from another university. Program director approval is required to accept graduate courses from other SU programs and/or independent study courses; approval by petition is required to accept 400-level SU undergraduate courses and/or graduate credit from another university.

Minimum credits required for degree 55

Psychology Courses

PSYC 501 Phenomenology of the Face 3

Introduction to existential-phenomenological philosophy and psychology for therapeutic practice. Existential phenomenology helps us ethically understand other people in face-to-face situations: the paradox that "the face" presented both reveals and conceals the meanings of the other person. Majors or permission of instructor. (fall)

PSYC 503 Madness and Society 3

Introduction to disturbances labeled schizophrenia, bipolar, and borderline. Focus is on understanding the lived experience of the severely disturbed, an exploration of possible developmental roots of such styles of being and the implication for psychotherapy. Prerequisite: PSYC 505, majors or permission of instructor. (spring)

PSYC 505 Desperate Styles 3
The articulation of a phenomenologically and clinically based perspective for understanding disturbed behavior, with an emphasis on neurotic (anxiety) disorder. Issues in diagnosis (e.g., the DSM-IV) and therapy will also be given considerable attention. Majors or permission of instructor. (fall)

PSYC 511 Family 3
Exposure to historical, social and cultural perspectives of the family and contemporary thought on the roles and relationships within the family. A look at the challenges which face the family structure today and an introduction to the current therapeutic approaches. Majors or permission of instructor. (winter)

PSYC 513 Phenomenological Research 3
The course is both didactic and experiential. It focuses on the development of research questions, the nature of experiential data, interviewing, approaches to analyzing data, writing research reports as well as the theory and practice of small group collaborative (dialogal) research. Graduate student or permission of instructor. (summer)

PSYC 523 Issues in Psychotherapy 3
Exploration of dream interpretation, unconscious phenomena, transference and countertransference, the healing relationship and other key issues in psychotherapy from an experiential as well as conceptual perspective. Majors or permission of instructor. (winter)

PSYC 525 Self Psychology 3
The clinical writings of Heinz Kohut and his students, as well as psychotherapy with clients with so-called difficult narcissistic and borderline problems, will be discussed. Self-psychology prizes empathy, listening from within the experiential world of the client, and understanding and utilizing countertransference. Majors or permission of instructor. (spring)

PSYC 527 Ethics and Phenomenology 3
A search for the ethical ground for understanding pathology and therapy. A claim that Western philosophical egocentrism contributes to the narcissism of modern pathologies. A review of the philosophy of Emmanuel Levinas, suggests that the center of the true self is not in the individual self, but in the responsible concerns for others. Majors or permission of instructor. (spring)

PSYC 533 Therapeutic Communication 3
Principal focus is on listening to, understanding and responding to another, as well as self, in the interview process. Essentially an experiential course designed to explore the meaning of attending to relationship in therapeutic settings. Majors only, graded CR/F. (spring)

PSYC 535 Phenomenology of Therapeutic Change 3
Exploration of the different meanings of helping and change in a therapeutic relationship. Reflection on various models of the healer and experiential work on one's own motives, expectations and needs as therapists. Graded CR/F. (fall)

PSYC 541 World of the Clinic 3
This course provides a critical examination of the American mental health system. Perspectives taken include those from history, sociology, anthropology, philosophy, and psychology. Emphasis on the evolution of mental health care from the 19th to 21st centuries, and how student practicum sites fit or not within the larger mental health system, past and present. Co-requisite PSYC 543. Majors or permission of the instructor. (fall)

PSYC 543 Basic Practicum in Therapeutic Psychology I 6

PSYC 544 Basic Practicum in Therapeutic Psychology II 6

PSYC 545 Basic Practicum in Therapeutic Psychology III 6

Offered as a series; each course provides a minimum of 200 hours on-site supervised practicum experience in agencies providing psychological service; weekly group case consultation with a faculty member, as well as individual consultation as needed. Ordinarily students are not allowed to get their practicum experience at agencies where they are working as staff. Majors only, graded CR/F, PSYC 543 (fall); PSYC 544 (winter); PSYC 545 (spring)

PSYC 551 Hermeneutics: Interpretive Foundations of Non-Behavioral Psychology 3

Philosophical study for practical decision making in therapeutic practice. A focus on the interpretive structure of human existence whereby meaning is constituted, and the philosophical ground of the activity of understanding oneself and others, which discloses itself in conversation. Majors or permission of instructor. (winter)

PSYC 563 Integration Paper 1

Completion of a written work on a chosen theme that integrates academic course work and practicum experience. Majors only, graded CR/F.

PSYC 591-593 Special Topics 3

PSYC 596 Independent Study ..... 1 to 3

A student may take up to six credits of independent study with approval.

College of Arts and Sciences and the School of Law

College of Arts and Sciences
David V. Powers, PhD, Dean

School of Law
TBD, Dean
Annette E. Clark, MD, JD, Vice Dean
Donna Claxton Deming, JD, Associate Dean for Student Affairs

College of Arts and Sciences and Law Joint Degree Program

The Seattle University College of Arts and Sciences and School of Law joint degree program is designed to allow students interested in obtaining both the JD and a graduate degree to complete the degrees in less time than if the two degrees were obtained independently outside the program. Full-time students are able to complete the two degrees in less time because, through the program, specified courses taken in the School of Law may count toward the graduate degree and specified courses taken in the College of Arts and Sciences may count toward the JD degree.

Degrees Offered

JD/MACJ (Juris Doctor/Master of Arts in Criminal Justice)
JD/MPA (Juris Doctor/Master of Public Administration)
JD/MSAL (Juris Doctor/Master in Sport Administration and Leadership)

Juris Doctor/Master of Arts in Criminal Justice Joint Degree Program (JD/MACJ)

Criminal Justice Department
Jacqueline B. Helfgott, PhD, Chair

School of Law
TBD, Dean
Annette E. Clark, MD, JD, Vice Dean
Donna Claxton Deming, JD, Assoc. Dean for Student Affairs

The Seattle University JD/MACJ Joint Degree Program is designed to allow students interested in obtaining both the Master of Arts in Criminal Justice and the Juris Doctor degrees to complete the degrees in less time than if the two degrees were obtained independently outside the program. Full- time students are able to complete the two degrees in less time because, through the joint degree program, specified courses taken within the MACJ program may count toward the JD degree and specified courses taken in the School of Law may count toward the MACJ degree. The joint degree program is also available to part-time students.

Admission Requirements for the Joint Degree Program

Students are required to be admitted separately to both the School of Law and the College of Arts and Sciences and should consult the *Graduate Bulletin* for the specific admissions requirements for each school. Students may be admitted to both schools before starting in the joint program; alternatively, students may seek admission to the other program during their first year at Seattle University. In any case, students will be expected to meet the respective school's admissions deadlines for the coming year.

Length of Program

The length of time required to complete the joint degree program is 4 years for full-time students. The length of time required for completion of the joint degree program may be longer if the student is part–time.

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). 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). One quarter credit is the equivalent of .67 semester credits.

Joint JD/MACJ 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.

Crossover Credits for Joint Degree Program

The following courses can be used to satisfy credit towards the juris doctor and master of criminal justice degrees. Not all courses are offered each quarter, semester, or year, and some courses may require particular sequencing or have prerequisites. Crossover credit will not be granted for courses that are substantially similar to courses already taken in the other school.

School of Law

Administrative Law (ADMN-300)
Capital Appeals Clinic (CRIM-460)
Capital Punishment Seminar (CRIM-360)
Child, Family and State (FAML-305)
Comprehensive Pretrial Advocacy (ADVS-300)
Comprehensive Trial Advocacy (ADVC-305)
Computer Crime and Privacy (CRIM-325)
Constitutional Law of Terrorism (CNLW-410)
Criminal Procedure Adjudicative (CRIM-300)
Criminal Procedure Investigative (CRIM-305)
Dispute Resolution (ALDR-300)
Domestic Violence (FAML-330
Environmental Enforcement (ENVL-395)
Evidence Lab (EVID-301)
Federal Courts (CIVL-305)
Federal Criminal Law (CRIM-315)
Forensics (ADVS-325)
Gender and Justice Seminar (JURS-320)
Immigration Law (IMMG-300)
Immigration Law Clinic (IMMG-400)
International Criminal Law (CRIM-380)
International Human Rights Clinic (INTL-402)
International Law of Human Rights (INTL-305)
Law and the Holocaust Seminar (JURS-362)
Law, Policy and Mental Health (MENT-300)
Law and Sexuality (JURS-340)
Legislative Seminar (GOVT-315)
Medical Fraud (HLTH-400)
Post-Conviction Relief (CRIM-320)
Pretrial Criminal Advocacy (CRIM-340)
Race and the Law (JURS-360)
Sentencing/Plea Bargaining (CRIM-350)
United States Supreme Court Practice Seminar (CNLW-415)
Washington State Constitutional Law Seminar (CNLW-315)
Youth Advocacy Clinic/Law Practice Clinic (ADVC-310)

Department of Criminal Justice

Foundation Courses
Criminal Justice Theory (CRJS 501)
Advanced Criminological Theory (CRJS 502)
Law and Social Control (CRJS 503)
Organizational Theory and Analysis in Criminal Justice (CRJS 504)
Criminal Justice Ethics and Decision Making (CRJS 505)
Statistical Analysis (CRJS 506)
Statistics Lab (CRJS 507)
Advanced Research Methods in Criminology and Criminal Justice (CRJS 508)
Theory and Research in Policing, Courts, Corrections (CRJS 510)
Criminal Justice Capstone Seminar (CRJS 590)

Elective Courses
Criminal Justice Legislation and Policy (CRJS 511)
Qualitative Research Methods in Criminology and Criminal Justice (CRJS 512)
Race, Ethnicity and Justice (CRJS 513)
Investigative Criminology and Offender Profiling (CRJS 514)
Typologies of Crime and Criminal Behavior (CRJS 515)
Theories and Techniques of Crime Scene Investigation (CRJS 516)
Advanced Crime Assessment (CRJS 517)
Contemporary Issues in Victimology (CRJS 518)
Violence and Victimization (CRJS 519)
Restorative/Community Justice (CRJS 520)
Feminist Criminology (CRJS 521)

Juris Doctor/Master of Public Administration Joint Degree Program (JD/MPA)

Institute of Public Service
Russell M. Lidman, PhD, Program Director
Kasa Tupua Pierson, MA, MPA, Coordinator

School of Law
TBD, Dean
Annette E. Clark, MD, JD, Vice Dean
Donna Claxton Deming, JD, Assoc. Dean for Student Affairs
Public Administration and Law Joint Degree Program

Degree Offered

JD/MPA (Juris Doctor/Master of Public Administration)

Program of Study

The Seattle University public administration and law joint degree program allows students to choose whether their first year is spent in the Institute of Public Service (IPS) or in the School of Law. Once a student chooses, he or she may not cross over into the other area during that first year. The second year is

spent in the other school (e.g., if the student chose law first, the second year would be in public administration and vice versa). The last two years (or more) are mixed in that students may take courses in both the IPS and the law school. The Institute of Public Service operates on a quarter system and the School of Law operates on a semester system. Therefore, specific schedules must be carefully coordinated with and approved by the associate dean for students at the School of Law and the director of the IPS.

Admission Requirements for the Joint Degree Program

Students are required to be admitted separately to both the School of Law and the Institute of Public Service, and should consult the *Graduate Bulletin* for the specific admissions requirements for each school. Students may be admitted to both schools before starting in the joint program; alternatively, students may seek admission to the other school during their first year of law or public administration. In any case, students will be expected to meet the respective school's admissions deadlines for the coming year.

Length of Program

The minimum length of time required to complete the joint degree program is four years for full-time students. The length of time required for completion of the joint degree program will be longer if the student is part–time.

Credit Requirements

Students in the joint program are required to complete 90 semester credits for the JD degree and 54 quarter credits for the MPA 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 MPA 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 Institute of Public Service. (One quarter credit is the equivalent of .67 semester credits. So, for example, a 3 quarter credit crossover IPS course could be used to satisfy 2 semester credits for the JD degree).

Of the 54 quarter credits required for the MPA degree, 33 are required credits and 21 are elective. A student enrolled in the joint program may satisfy up to 12 of the elective quarter credits (or 9 if the student completes the capstone in the Law School) with credits earned in the law school from a list of approved courses.

Crossover Courses for Joint Degree Program

The following courses can be used to satisfy elective credits toward the juris doctor and master of public administration degrees. Not all courses are offered each quarter, semester, or year, and some courses may require particular sequencing or have prerequisites. In addition to the courses listed below, students may, upon approval, receive crossover credit for other appropriate courses that may be offered from time to time. Crossover credit will not be granted for courses that are substantially similar to courses already taken in the other school.

School of Law

Administrative Law (ADMN-300)
Admiralty (ADMR-300)
Advanced Topics in Constitutional Law: Voting Rights (CNLW-400)

Advanced Topics in Health Law (HLTH-350)
American Legal History (JURS-330)
Antitrust Law (ANTI-300)
Aviation Law (CIVL-310)
Bioethics and the Law (HLTH-300)
Child Family and State (FAML-305)
Comparative Law (INTL-350)
Consumer Law (COMM-310)
Corporate Governance (BUSN-340)
Disability Law (DSBL-300)
Dispute Resolution (ALDR-300)
Education Law (EDUL-300)
Employment Discrimination (EMPL-315)
Employment Law (EMPL-300)
Environmental Justice Seminar (ENVL-380)
Environmental Law: Growth Management Act (ENVL-375)
Environmental Law: NEPA/SEPA (ENVL-315)
Family Law (FAML-300)
Federal Indian Law (INDL-300)
Gender and Justice Seminar (JURS-320)
Health Law I (HLTH-305)
Health Law II (HLTH-330)
Housing Law and Policy Seminar (HOUS-375)
Immigration Law (IMMG-300)
Insurance Law (INSU-300)
International Environmental Law (ENVL-340)
International Law of Human Rights (INTL-305)
International Taxation (TAXL-330)
International Trade (INTL-340)
Labor Law Public Sector (EMPL-310)
Latinas/os and the Law (JURS-380)
Law and Economics Seminar (JURS-335)
Law and Mental Health (MENT-300)
Law, Economic Development and Social Change (INTL-320)
Law and Religion (JURS-365)
Law and Sexuality (JURS-340)
Legislation and Legal Process (GOVT-300)
Legislative Seminar (GOVT-315)
Medical Fraud (HLTH-400)
Municipal Law (GOVT-305)
Natural Resource Law (ENVL-365)
Mediation/Mediation Advocacy/Collaborative Law (ALDR-305)
Not-For-Profit Organization Clinic (TAXL-400)
Payment Law (COMM-300)
Pensions and Employee Benefits (TAXL-320)
Poverty Law (POVL-300)
Public Benefits Law (POVL-310)
Public International Law (INTL-300)
Public Health Law (HLTH-375)

Sentencing and Plea Bargaining (CRIM-350)
Special Education Law Seminar (EDUL-350)
Tax Policy Seminar (TAXL-360)
Taxation of Charitable (Non-Profit) Organizations (TAXL-325)
UCC Sales and Secured Transactions (COMM-305)
Washington State Constitutional Law Seminar (CNLW-315)
Water Law (ENVL-350)
Workplace Health and Safety (EMPL-330)

Institute of Public Service

Human Resource Management (PUBM-522)
Public Budgeting (PUBM-531)
Policy and Program Research (PUBM-540)
Policy Analysis (PUBM-541)
Economic Analysis (PUBM-570)
Government Finance (PUBM-571)
Legislative Policy Making (PUBM-580)*
*Law school credit will not be given if the student takes either Legislative Seminar or Legislation and Legal Process in the law school.

Labor Law and Collective Bargaining (PUBM-581)*
*Law school credit will not be given if the student takes Private Sector labor law in the law school.

Mediation and Negotiation Skills (PUBM-583)*
*Law school credit will not be given if the student takes Negotiation/Mediation/Collaborative Law in the law school.
Leadership Learning and Change Management (PUBM-585)

Nonprofit Leadership Sequence:
Not-for-Profit I: Fundamentals of the Nonprofit Sector (PUBM-586)*
Not-for-Profit II: Nonprofit Resource Development (PUBM-587)*
Not-for-Profit III: Nonprofit Board and Volunteers (PUBM-588)*

*Students who take Taxation of Charitable (Non-Profit) Organizations in the law school may receive law school credit only for PUBM 587.

Local Government Management Sequence:
Local Government Management I: Introduction to City Management (PUBM-575)
Local Government Management II: Creating and Sustaining the Livable City (PUBM-578)
Local Government Management III: Administration of Justice (PUBM-573)

Juris Doctor/Master in Sport Administration and Leadership Joint Degree Program (JD/MSAL)

Center for the Study of Sport and Exercise
Dan Tripps, PhD, Program Director
Galen Trial, PhD, Program Coordinator

School of Law
TBD, Dean
Annette E. Clark, MD, JD, Vice Dean
Donna Claxton Deming, JD, Assoc. Dean for Student Affairs

Participants in the JD/MSAL Joint Degree Program must spend their first year in the School of Law. Once the student has completed the required first year courses in the School of Law, he or she may then take courses in both the JD and MSAL programs. Because the School of Law operates on a semester system and the rest of the university operates on a quarter system, joint program participants must carefully coordinate their schedules with the Associate Dean for Students in the School of Law and the Director of the Center for the Study of Sport and Exercise in the College of Arts and Sciences.

Admission Requirements for the Joint Degree Program

Students are required to be admitted separately to both the School of Law and the College of Arts and Sciences and should consult the *Graduate Bulletin* for the specific admissions requirements for each school. Students may be admitted to both schools before starting in the joint program; alternatively, students may seek admission to the MSAL program during their first year of law school. In any case, students will be expected to meet the respective school's admissions deadlines for the coming year.

Length of Program

The length of time required to complete the joint degree program is between 3 and 4 years for full-time students. The length of time required for completion of the joint degree program may be longer if the student is part-time.

Credit Requirements

Students in the joint program are required to complete 90 semester credits for the JD degree and 45 quarter credits for the MSAL 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 MSAL degrees independently. Of the 90 semester credits required for the JD degree, 10 semester credits can be satisfied by 15 quarter credits chosen from a list of specified courses from the MSAL program (listed below). Of the 45 quarter credits required for the MSAL degree, a student enrolled in the joint degree program may satisfy up to 12 of the quarter credits with 8 semester credits earned in the law school from a list of approved courses (listed below). Joint degree students will be required to take Sports Law in the School of Law. One quarter credit is the equivalent of .67 semester credits. So, for example, a 3 quarter credit crossover MSAL course could be used to satisfy 2 semester credits for the JD degree.

Joint JD/MSAL Degree Summary

- Students must be admitted to both programs under the programs' standard requirements.
- Students may be admitted to the joint degree program before beginning any studies. Alternatively, first year students in the School of Law may apply for admission to the joint degree program during the fall semester.

- Joint JD/MSAL students must complete their first year in the School of Law before taking MSAL courses.
- Candidates for the joint JD/MSAL will have to satisfy the core requirements of the MSAL degree and the requirements of the JD degree.
- The JD Degree for joint JD/MSAL students requires 90 semester credits, consisting of at least 80 semester credits earned in the law school and up to 10 semester credit equivalents (15 quarter credits) earned in the MSAL program.
- The MSAL degree for joint MPA/JD students requires 45 quarter credits, consisting of at least 33 quarter credits earned in the MSAL program and up to 12 quarter credit equivalents (8 semester credits) earned in the School of Law.
- Joint degree students will be required to take Sports Law (SPRT-310) in the School of Law in lieu of Legal Issues in Sport (SADL 504) in the MSAL curriculum.
- The MSAL degree consists of 45 required credits. The joint degree candidate may earn up to 12 of these quarter credits with credits earned in the law school from a list of courses approved for this purpose.
- The JD degree requires 90 credits. The joint degree candidate may earn up to 10 of these semester credits with credits earned in the MSAL program from a list of courses approved for this purpose.

Crossover Courses for Joint Degree Program

The following courses can be used to satisfy credit towards the juris doctor and master of sports administration and leadership degrees. Not all courses are offered each quarter, semester, or year, and some courses may require particular sequencing or have prerequisites. Crossover credit will not be granted for courses that are substantially similar to courses already taken in the other school.

School of Law

Administrative Law (ADMN-300)
Antitrust Law (ANTI-300)
Business Entities (BUSN-300)
Copyright Law (INTP-320)
Dispute Resolution (ALDR-300)
Drafting Legal Documents (WRIT-325)
Employment Discrimination (EMPL-315)
Employment Law (EMPL-300)
Intellectual Property (INTP-300)
Intellectual Property Licensing Lab (INTP-301)
Intellectual Property Licensing Law (INTP-310)
Labor Law Private Section (EMPL-305)
Products Liability (TORT-300)
Sports Law (SPRT-310) (required in lieu of SADL 504)
Trademark Administration Lab (INTP-316)
Trademark Law (INTP-315)

Center for the Study of Sport and Exercise

Administrative Control of Sport Organizations (SADL-505)
Leading Sport Staff (SADL-510)
Media and Sport Information (SADL-507)
Sport Operations and Event Management (SADL-508)