



OFFICE OF THE PRESIDENT

May 29, 2012

Vice Chancellor J.W. Harrington
University of Washington, Tacoma
Box 358430

Dear J.W.:

Based upon the recommendations of the Faculty Council on Academic Policy, the Faculty Assembly has recommended approval of a Bachelor of Arts degree in Law and Policy. A copy of the approval is attached.

I am writing to inform you that the Office of Academic Affairs is authorized to specify these requirements beginning autumn quarter 2012.

The new requirements should be incorporated in printed statements and in individual department websites as soon as possible. The *General Catalog* website will be updated accordingly by the Registrar's Office.

Sincerely yours,

A handwritten signature in black ink that reads "Michael K. Young".

Michael K. Young
President

Enclosure

cc: Dr. Katie Baird (with enclosure)
Mr. Robert Corbett (with enclosure)
Dr. Deborah H. Wiegand (with enclosure)
Ms. Virjean Edwards (with enclosure TIAS-20121205)



UNIVERSITY OF WASHINGTON
**CREATING AND CHANGING UNDERGRADUATE
 ACADEMIC PROGRAMS**

TIAS-20112005

After college/school/campus review, send a signed original and 8 copies to the Curriculum Office/FCAS, Box 358860.

For information about when and how to use this form: <http://depts.washington.edu/uwcr/1503instructions.pdf>

College/Campus Tacoma	Department/Unit Interdisciplinary Arts and Sciences	Date 12/5/2011
New Programs		
<input type="checkbox"/> Leading to a Bachelor of _____ in _____ degree. <input checked="" type="checkbox"/> Leading to a Bachelor of <u>Arts</u> degree with a major in <u>Law & Policy</u> <input type="checkbox"/> Leading to a _____ Option within the existing major in _____ <input type="checkbox"/> Leading to a minor in _____		
Changes to Existing Programs		
<input type="checkbox"/> New Admission Requirements for the Major in _____ within the Bachelor of _____ <input type="checkbox"/> Revised Admission Requirements for the Major in _____ within the Bachelor of _____ <input type="checkbox"/> Revised Program Requirements for the Major in _____ within the Bachelor of _____ <input type="checkbox"/> Revised Requirements for the Option in _____ within the major in _____ <input type="checkbox"/> Revised Requirements for the Minor in _____		
Other Changes		
<input type="checkbox"/> Change name of program from _____ to _____ <input type="checkbox"/> New or Revised Continuation Policy for _____ <input type="checkbox"/> Eliminate program in _____		
Proposed Effective Date: Quarter: <input checked="" type="checkbox"/> Autumn <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Summer Year: <u>2012</u>		
Contact Person: Kette Baird	Phone: 2-5854	Email: kbaird@uw.edu
		Box: 358438

For new program, please include any relevant supporting documentation such as student learning outcomes, projected enrollments, letters of support and departmental handouts. (Use additional pages if necessary).

Attached you'll find a detailed document that includes rationale; SLOs; enrollment projects; indication of demand from community; students and employers; relation to institutional mission and strategic plans; and letters of support from three external reviewers.



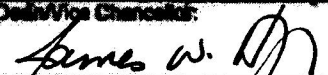
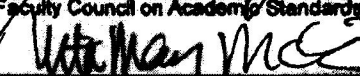

UWT seeks approval for this program to respond to the need for:

- A program of study that develops students' analytical skills while applying these to current topics in law and policy;
- A program of study that addresses unmet student demand and provides access to diverse students;
- Integrating areas of the curriculum and campus expertise that are currently separated across campus programs;
- Linking curricular content with opportunities and challenges faced in Tacoma, South Puget Sound and Washington State; and
- Meeting UWT's growth plans involving the creation of innovative curriculum that will attract diverse students to higher education with minimal need for new resources or new courses.

The Student Learning Objectives of this degree are:



- To develop effective and persuasive analytical, writing and communication skills, and to apply these

The Law and Policy degree develops students' theoretical reasoning and analytical skills in the context of assessing current topics in law and policy. It engages current social issues from both a theoretical and solution-oriented approach. The degree is based on a solid liberal arts foundation for thinking analytically about the public action component of current legal and policy concerns. The degree places particular emphasis on health care, social policy, international development and legal policy issues. The degree's applied emphasis is designed to inform current events and issues in the local as well as global community.

Chair/Program Director:		Date: 1/4/11
College/School/Campus Curriculum Committee:		Date: 2/12/12
Dean/Vice Chancellor:		Date: 17 Feb 2012
Faculty Council on Academic Standards/ General Faculty Organization/Faculty Assembly Chair:		Date: 2/3/2012
Faculty Council on Academic Standards/ General Faculty Organization/Faculty Assembly Chair:		Date: 4/12/12


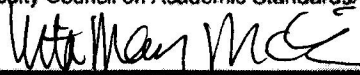
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APPROVALS

Chair/Program Director: 	Date: 1/4/11
College/School/Campus Curriculum Committee:	Date:
Dean/Vice Chancellor:	Date:
Faculty Council on Academic Standards/ General Faculty Organization/Faculty Assembly Chair: 	Date: 4/12/12
POST TRI-CAMPUS APPROVAL (when needed)	
Faculty Council on Academic Standards/ General Faculty Organization/Faculty Assembly Chair:	Date:

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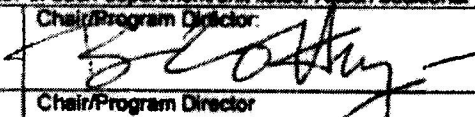
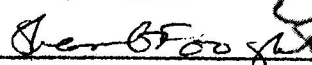
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skills to complex contemporary social and legal problems.

- To acquire substantive knowledge and understanding about the institutions and beliefs embedded in legal practices and specific public policies.
- To critically examine legal, political, and economic institutions as they relate to social and policy choices.
- To evaluate theories and methods used to examine tradeoffs in policy and legal decisions.
- To analyze, display and interpret data to explain social and policy issues.
- To examine the role of ethics and the ethical dimension of laws and policy making.

OTHER DEPARTMENTS AFFECTED

List all departments/units/ or co-accredited programs affected by your new program or changes to your existing program and acquire the signature of the chair/director of each department/unit listed. Attach additional page(s) if necessary. *See online instructions.

Department/Unit:	Chair/Program Director:	Date:
Urban Studies		Jan 17, 2012
Department/Unit: Nursing	Chair/Program Director 	2 Feb 2012

CATALOG COPY

Catalog Copy as currently written. Include only sections/paragraphs that would be changed if your request is approved. Please cross out or otherwise highlight any deletions.

N/A

PROPOSED CHANGES TO COPY

Reflecting requested changes (include exact wording as you wish it to be shown in the printed catalog. Please underline or otherwise highlight any additions. If needed, attach a separate, expanded version of the changes that might appear in department publications). Please note: all copy will be edited to reflect uniform style in the General Catalog.

FORM 2

**COVER SHEET
NEW DEGREE PROGRAM PROPOSAL**

Program Information

Program Name: B.A. in Law and Policy.

Institution Name: University of Washington Tacoma

Degree Granting Unit: Interdisciplinary Arts and Sciences
(e.g. College of Arts & Sciences)

Degree: B.A. in Law and Policy Level: Bachelor Type: I&S (Social Science)
(e.g. B.S. Chemistry) *(e.g. Bachelor)* *(e.g. Science)*

Major: Law and Policy CIP Code: 45.0501
(e.g. Chemistry)

Minor: _____
(if required for major)

Concentration(s): _____
(if applicable)

Proposed Start Date: Autumn 2012

Projected Enrollment (FTE) in Year One: 30 At Full Enrollment by Year: Five ; 65
(#FTE) *(# FTE)*

Proposed New Funding: None – funding will be through tuition and internal reallocation

Funding Source: State FTE Self Support Other

Mode of Delivery / Locations

Campus Delivery University of Washington Tacoma
(enter locations)

Off-site _____
(enter location(s))

Distance Learning Hybrid courses
(enter formats)

Other

Note: If the program is the first to be offered at a given site or location, the submission must also include the information required for the establishment of a new teaching site as outlined in section B.1 of the Program and Facility Approval Policy and Procedures.

Scheduling

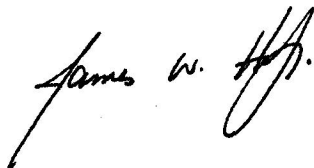
Day Classes Evening Classes Weekend Classes
 Other *(describe)*

Attendance Options

Full-time
 Part-time
Total Credits 70 Quarter Semester

Contact Information (Academic Department Representative)

Name: Katie Baird
Title: Associate Professor, Interdisciplinary Arts and Sciences
Address: 1900 Commerce Street, Tacoma, WA 98402-3100
Telephone: 253-692-5854
Fax: 253-692-5718
Email: kebaird@uw.edu



2/17/2012

Endorsement by UWT Vice Chancellor for Academic Affairs

Date

Endorsement by Chief Academic Officer

Date

**New Degree Program Proposal:
BA in Law and Policy
University of Washington Tacoma**

I. Introduction

The University of Washington Tacoma (UWT) seeks approval to establish a Bachelor of Arts in Law and Policy degree program. This interdisciplinary program would be housed in the Interdisciplinary Arts and Sciences (IAS) Program at UWT, and would draw on courses and faculty not only from IAS, but also from Nursing and Urban Studies.

We anticipate that the proposed 70-credit degree program would have 30 FTE students enrolled by the end of its first year (spring 2013), and would grow to twice that number by spring 2015. We expect it to generate about 40 graduates/year by its fifth year.

The purpose of this new proposed degree in Law and Policy is to provide a new course of study at UWT that leads to a B.A. The proposed degree primarily draws on and integrates existing curriculum across the campus; as such it requires no state funding, and only minimal new resources -- expenses would be approximately \$165,000 in the first year, all of which would be covered by tuition dollars. The degree program would serve the important function of deepening existing course offerings and institutional expertise in areas in which UWT already has noted expertise and distinction.

As designed, the degree offers a new program that develops students' theoretical reasoning and analytical skills as applied to critical assessments of current topics in law and policy. The degree would provide a solid liberal arts foundation for thinking analytically about the public action component of current legal and policy concerns associated with health care, social policy, and international development. More so than most other courses of study in IAS, the degree would closely link curricular content with opportunities and challenges facing Tacoma, South Puget Sound and Washington State. We expect this curriculum to attract new students to UWT, thereby advancing UWT's plans for growth in a way that also advances institutional objectives of streamlining existing resources.

In brief, UWT seeks approval for this program to respond to the need for:

- A program of study that develops students' analytical skills while applying these to current topics in law and policy;
- A program of study that addresses unmet student demand and provides access to diverse students seeking academic training with a strong applied component;
- Integrating areas of the curriculum and campus expertise that are currently separated across campus programs;
- Linking curricular content with opportunities and challenges faced in Tacoma, South Puget Sound and Washington State; and

- Meeting UWT's growth plans by creating innovative curricula that will attract diverse students to higher education with minimal need for new resources or new courses.

The new degree program would serve existing UWT students who would opt for this degree over other current available options; more importantly, though, it would help attract new students to UWT and higher education. The innovative and applied emphasis of the proposed degree program should prove attractive to students seeking a curriculum with direct application to current events, who wish to engage current social issues from both a theoretical and solution-oriented approach, and who want a course of study more closely aligned with job opportunities. For these reasons, the proposed degree program should be attractive to a wide and diverse range of students. Through work with various campus and community organizations, as well as through articulation agreements with community colleges, the degree program will reach and help attract students who otherwise may not pursue or complete a four-year degree. This is important for attracting new students to higher education. Currently, those who fail to complete their four-year degree are disproportionately lower-income and minority students. Attracting more of these students will help fulfill the university's mission of achieving broader access to higher education. Moreover, training a broader array of citizens for careers in policy and law will increase the public voice of currently underrepresented groups.

The proposed degree program would be supported with state FTE resources and requires no additional infrastructure to deliver. Initially no additional faculty would be needed for the program.

Graduates of this proposed program will be prepared to pursue a wide range of careers, such as those directly or indirectly related to government and politics; public policy analysis and management; nongovernmental organizations; policy analysis think tanks; local, state and federal government; the law and legal administration (e.g., probation and parole); law enforcement (FBI, police); rights advocacy; and teaching. In addition, graduates would be prepared to start graduate programs in law, policy studies, public policy, politics, public administration, management, education, and community advocacy.

II. Relationship to Institutional Role, Mission, Program Priorities

Relationship with Institutional Mission

The University of Washington Tacoma's mission is to educate diverse learners and transform communities by expanding the boundaries of knowledge and discovery.¹ This degree program will help advance this mission by enhancing access to higher education, by providing an excellent educational opportunity for students, and by enhancing the connection between the university and the communities we serve.

¹ See <http://www.tacoma.uw.edu/chancellor/mission-values-vision>

In addition, here are major goals outlined in UWT's *Strategic Plan for 2007-2017* that the degree also addresses:

- It will meet the identified needs for creation of new majors to serve “the reality of rapid change and growth” (p. 1) on campus where “New programs at all academic levels must also emerge from measured and considered evaluation of current and future community and student need” (p. 3).
- It will strengthen community ties in Tacoma and the South Sound
- It will “educate students for life as global citizens” (p. 7) with an “excellent education [that] connects knowledge across disciplines” (p. 7).
- It will “creat[e] and strengthen . . . existing academic and co-curricular programming incorporating integrated knowledge and skills necessary for student success after graduation” (p. 12).²

Overall, this new program would support the university's strategic plan as it promotes planned growth; it develops a new program and new curricular configuration with minimal new resources; and it helps build stronger links with UWT's external community.

In terms of planned growth, the new degree program will help attract new students to UWT. The innovative and applied nature of the proposed degree program should prove attractive to students seeking a more applied curriculum, who seek engagement with current social issues, and who want a course of study more closely aligned with job opportunities.

The proposed degree program also draws on existing resources and capabilities across campus. What is different is that the degree program combines and consolidates these capabilities so as to create a new curriculum. For instance, currently students interested in health policy can pursue a B.A. in Healthcare Leadership; however this degree is designed to develop leaders across a spectrum of healthcare settings and organizations. While coursework leading to the B.A. in Healthcare Leadership degree contains some economic, policy, and political content and concepts, core coursework in that degree is intended to support and focus on preparing students for leadership roles in the health care environment rather than emphasize policy as the primary focus of the curriculum.

It is this focus that distinguishes the proposed degree. Alternatively students can pursue a BA in Politics, Philosophy and Economics (PP&E). While this degree provides students with a solid understanding of the institutional setting in which policy takes place, and the analytical skills associated with evaluating current policy, the curriculum offers no class on health care policy *per se*. Combining curriculum in these two B.A. programs permits students to develop the specific institutional and content knowledge of healthcare in the U.S., along with the broader political, legal and institutional setting in which health care policy is formulated.

² Report available at <http://www.tacoma.washington.edu/chancellor/docs/Final%20Version%20-%20UW%20Tacoma%20Strategic%20Plan.pdf>

Finally, the degree program is designed to develop the skills and knowledge that can easily be transferred to and valued by particular workplaces. We anticipate developing close ties between the course of study and the external community via guest lectures, experiential learning, seminars, work opportunities, and coursework.

The program will also fulfill major goals outlined in UWT's 2707 Study, *Report on the Future of the University of Washington, Tacoma* to:

- “[M]ake courses of study in IAS more attractive to prospective students by introducing new IAS majors” (Report vii).
- Create opportunities that “Draw on the resources of the community, for political and financial support,” especially with regard to opportunities for the community to establishing endowments for guest lecturers, professorships, and future academic buildings (Report 2).
- Implement “a wider array of academic options, options that are attractive to residents of the South Sound and that fit with their career plans and life plans” (Report 20).
- Meet UWT’s mandate to expand range of programs to provide sufficient opportunities for South Sound freshman and community college transfer students.
- Contribute to the expected and normal maturation of a young campus into a university that supports innovative programs emphasizing interdisciplinary study.³

Relationship With Other Degree Programs (within or outside of the university):

Within the University

The degree program as proposed draws on curriculum within IAS (particularly related to IAS’s degree program in Politics, Philosophy and Economics, but also from Environmental Sciences and Sociology), as well as within Urban Studies, Social Work, and Nursing. By combining existing curriculum in an innovative way, the program allows existing resources to serve more purposes while giving students a unique option for gaining their B.A. While both Nursing and Urban Studies include a number of policy-related courses in its curriculum, the proposed Law and Policy degree program puts policy front-and-center, and relies on a rigorous set of core courses to develop the firm foundation necessary for more in depth understanding and analyses of current policy dilemmas and legal issues in our society. Social Work, too, has a couple of policy-related courses, which help complement our coursework. But policy in the Social Work curriculum is taught from the perspective of Social Workers, and is designed to advance advocacy for marginalized groups and promote professional skills. Moreover, the policy courses offered by Social Work are more of survey courses that are not intended to develop any depth of knowledge in one area, nor are they designed to develop economic, political or legal analyses of policy. Finally, very few Social Work students are interested in policy *per se*, and so this degree is not likely to compete with students attracted to Social Work.

³ Report available at http://www.tacoma.washington.edu/uwtfuture/2707_Study_Report_Olswang.pdf

UWT's new BA in Criminal Justice has a couple of courses in its curriculum that examines features of the U.S.'s legal system. However that degree program primarily features other aspects of the broader justice system, such as analyzing criminal behavior; learning guidelines for appropriate professional conduct such as boundaries between workers and clients; examining the differential impact impacts of criminal justice on different social groups in society; and assessing the treatment of victims of crime. Overall, UWT's new BA in Criminal Justice offers a very different curriculum from that proposed here. While it is possible that the proposed degree program will draw some students from the Criminal Justice degree, many students who enroll in that program come as transfer students where they have studied Criminal Justice, and thus have a strong interest in continuing with that curriculum and career path. Since there is no overlap in the two degree programs' core courses, and the dozens of core elective classes share only about four classes in common, recruiting and advisors will be clear to distinguish the difference in these two degree programs. Finally, expected enrollment growth at UWT means new degree programs can grow without reducing enrollments in other degree programs.

Within the existing PP&E curriculum, law- and policy-related courses play a somewhat significant role; however should this degree in Law and Policy be approved, the PP&E degree would be reconfigured so that the current "Law and Policy" track within PP&E would be eliminated. This would be done to reduce the amount of overlap between the PP&E and the new Law and Policy degree program, and would allow the PP&E degree to encompass other curricular content with high student demand.

We should also mention that the Law and Policy curriculum may make important contributions to a variety of programs across campus. In degrees offered in our Environmental Sciences program, students take policy-related courses, and many students are interested in environmental policy. These students may be interested in taking the methods class or other policy- and law-related coursework this degree offers. The same will be true for students in Urban Studies, Nursing, Social Work, and possibly Education students. Similarly, the new and evolving curricular focus on law, legal analysis, and legal institutions will help complement UWT's new B.A. in Criminal Justice. In this way we expect the two degree programs to complement one another.

Outside of the University

Undergraduate degrees in Law and Policy are not all that common in the U.S. More common are undergraduate degrees in Public Policy or in Legal Studies. However, there are a number of degrees offered both within Washington State as well as beyond our boundaries which similarly entail an innovative, interdisciplinary curriculum that brings together practical and concrete issues relating to law and policy with insights gained from a solid background from the social sciences.

In Washington, UW Seattle offers a B.A. in Law, Societies and Justice; this degree is somewhat similar in its interdisciplinary approach, although it focuses more on law, legal issues, and human rights than does the degree proposed here. UW Bothell has a new degree in Law, Economics and Public Policy which is quite similar in that it provides students with a solid grounding in economic and political science with the purpose of analyzing policy and legal

problems. However unlike the proposed degree program, it is not as focused on developing content competency in specific area such as is done in the proposed degree.

Washington State University offers a B.A. in Public Affairs. This degree provides a solid foundation in domestic political institutions and public policy concepts; however this degree does not entail much legal analysis, and students specialize in one aspect of public affairs (such as public administration and management) rather than a content area. Finally, Seattle University also offers a B.A. in Public Affairs, which places more emphasis on community service than does the proposed degree program.

And many colleges throughout the nation offer similar interdisciplinary undergraduate degree programs: American University in Washington D.C. offers a B.A. in Law and Society; New York's Binghamton University offers an undergraduate degree in Philosophy, Politics and Law; in Iowa; students at Drake University can enroll in a B.A. program in Law, Politics and Society; Eastern Michigan University offers an undergraduate degree in Public Law and Government; Rhode Island's Bryant University has a degree program in Politics and Law; Tulane University in Louisiana offers a B.A. in Social Policy and Practice; Carnegie Mellon University has a B.A. in Ethics, History and Public Policy; students at the University of Baltimore may study Government and Public Policy; and faculty at Arizona State University have recently proposed a B.A. degree in Law, Policy and Society. All of these majors are similar to the interdisciplinary Law and Policy degree program that is being proposed.

III. Documentation of Need for Program

Enrollments in higher education in Washington State are expected to grow over the next decade. This is because of both rising numbers of students graduating from high school as well as an expectation that an increasing proportion of them will attend college. Current college enrollment rates are particularly low in Pierce County, perhaps due to the number of students who are place bound and left with fewer higher education alternatives. Moreover, college students in Pierce County are disproportionately enrolled in two-year rather than four-year institutions.⁴ In fact the enrollment rate of citizens in four-year undergraduate degree programs in Pierce County is only about three-fourths of the state average;⁵ worse, educational attainment in Washington has been declining.⁶

For all of these reasons, it makes sense to expand educational opportunities and programs of study to attract students to UWT and to increase UWT's capacity as ways to redress these problems. We believe the current proposal accomplishes this through its innovate curriculum, applied focus, and an emphasis on social policy that may engage students interested in redressing social inequalities. For these reasons, the degree may be attractive to those who typically do not complete our community colleges, or who do not transfer to a four-year degree.

⁴ HECB (2011), Regional Needs Analysis Report (2011), Table 4.

⁵ HECB (2011), Regional Needs Analysis Report, Figure 9.

⁶ HEC Board (2008), Opportunities for Change: Implementing the 2008 Strategic Master Plan for Higher Education, p 1

Over the next two years alone, UWT plans to enroll an additional 700 students, representing an FTE increase of 25 percent. UWT needs to create new academic programs that both attract students and prepare them for successful careers. For students around the nation, the social sciences remain one of the more popular courses of study; especially popular are courses of study in political science, economics and sociology -- the three disciplines that feature prominently in this proposed degree. There is also a particular need at the institutional level to rethink existing curriculum and the configuration of the curriculum, especially across institutional units within the university. This is because in the past programs have grown and developed somewhat independently of one another. We anticipate that creating a degree program where the curriculum crosses institutional units and draws on different expertise (in this case, Urban Studies, IAS and Nursing), will serve as a model for future collaboration across units -- as UWT's new B.A. in Sustainable Urban Development has already done -- and aid with thinking strategically and innovatively across the campus about curricular development.

Student Demand

Two years ago IAS started offering a new degree program in Politics, Philosophy and Economics (PP&E). This degree program has proven very popular among students; currently about 150 students have declared this program of study, making it IAS's second most popular degree program. Having just completed its second year of accepting students, student enrollment in PP&E is now already 50 percent above what is was projected to be by the end of its third year.

Currently the PP&E curriculum offers students a range of courses, many of which cover topics in law and policy. In fact PP&E students must specialize in one of three areas of study, with one of the areas being Law and Policy (the other two are Politics and Philosophy, and Economics). We already know from enrollment figures that our Law and Policy classes are very popular. Moreover, at the end of this academic year we polled all graduating PP&E seniors, and specifically asked them if they would have chosen to major in Law and Policy had that degree been available, instead of majoring in PP&E. Of those who responded, over one third said "absolutely" or that it was "very likely". Another third responded that "maybe" they would have switched. We also recently surveyed students who had completed an internship under the PP&E degree program. In the survey we asked these students if they would have been interested in a degree in Law and Policy if it had been available to them while they were at UWT. Of the students who responded, a full two-thirds said they would have been "very interested" in such a degree program. In this second survey of students, students were also asked what in particular they would have found attractive about a degree program in Law and Policy. One student said that he would be attracted by the more specific focus on law offered by this degree. Another student said that he liked the greater focus that a degree in Law and Policy would offer. He wrote that

The largest problem I have had thus far is that no employer understands what my degree [in PP&E] is in. It isn't specific enough, or focused enough. Law and Policy seems more focused and I spent a great deal of time during my internship learning about local campaign laws that would be directly applicable.

Another student also wrote about being attracted to the more specific focus of the degree program. A third student commented that she chose the Law and Policy track within PP&E. She said she liked the idea of a Law and Policy major because “I enjoyed those [Law and Policy] classes. I would want more classes offered on the subject that so I could build legal knowledge before I attend law school”.

In short, the responses by the students quoted here as well as the other students indicated a strong demand among certain students for a more focused, applied curriculum than the Law and Policy degree would offer. It was also clear from student responses that numerous students preferred the more wide-ranging coursework in the PP&E degree program over a Law and Policy degree. By splitting off the Law and Policy part of the PP&E curriculum, we would in a sense be turning the PP&E curriculum into two separate degree programs: One for those students who prefer the broader PP&E curriculum; and another offering a more focused curriculum for those who prefer greater emphasis on government, current events, and the law.

Student responses make it clear that within UWT there would be significant demand for a degree program in Law and Policy. Discussions with UWT advisors also make it clear that a more focused, applied curriculum that combines courses on law and policy will prove popular with UWT students. Should students also have the option of majoring in Law and Policy, we anticipate that many PP&E students will convert to Law and Policy majors (as indicated in the survey above). In addition, the Law and Policy minor offered at UWT (new this year) currently has 15 students enrolled; several of these students may choose the Law and Policy major over their current major.

More importantly, we believe that with the assistance of some articulation agreements with community colleges, the proposed degree will attract new students to UWT. More than half of all UWT students come as transfers from local community colleges.⁷ All local community colleges offer 5, 6 or 7 of the 8 required core classes in the Law and Policy degree (see Appendix C). For this reason, transfer students may find this a particularly attractive degree program. UWT also serves (or could serve) a large population with ties or former ties to the military. We anticipate that this degree has great potential to attract this population to UWT.

To further investigate student demand, UWT’s Office of Institutional Research (OIR) conducted research by searching for programs with a similar focus as the proposed Law and Policy program both around the state and around the nation. OIR produced a sample of five similar majors at universities within Washington and eight more similar programs in other states. In Washington the sample included undergraduate degree programs at UW Seattle, UW Bothell, Central Washington University, WSU Vancouver, and Seattle University. Nationally, the sample included undergraduate degree programs from states representing a fairly broad geographic span: New York (Binghamton University), Iowa (Drake University), Michigan (Eastern Michigan University), Rhode Island (Bryant University), Louisiana (Tulane University), Pennsylvania (Carnegie Mellon University), Maryland (University of Baltimore), and Arizona (Arizona State University). All of these majors have a close similarity with the interdisciplinary Law and Policy program that is being proposed. Those with the more common Public Policy title were included if they incorporated an interdisciplinary approach along with courses in law. OIR contacted

⁷ HECB (2011), Regional Needs Analysis Report, Table 6.

representatives of these programs via an email query, and then followed up with further questions if clarification became necessary. The inquiries were addressed to the program directors when possible. In most cases, the directors responded personally. Respondents were asked to provide the following information:

1. Year the program was established
2. Enrollment trends (how many are currently enrolled in the program and any information about whether interest has been increasing, etc.)
3. Program outcomes for graduates (information about employment figures or graduate school acceptance rates)
4. Any "soft" data about community and employer demand, and thoughts on what attracts students to the program.

Here is how UWT's OIR summarized their survey findings:

Enrollment: Representatives of the programs consistently reported solid student demand for this major, with those of more recent inception indicating a steady rise year to year in the number of students enrolled. Reported enrollment rates ranged from 25 (Tulane University), for a program that was established five years ago, to 140 (Drake University), for a program that is twelve years old. It should be noted that in some cases the enrollment sizes of these programs are relative to the size of the schools themselves, which ranged from small liberal arts colleges to large research universities. Overall, the respondents tended to report fairly constant or increasing interest in majors similar to the one being proposed. Drake University, for example, indicated that its program in Law, Politics, and Society is one of the largest and fastest-growing majors on the Drake University campus.

Program Attraction: In general, students tend to be attracted to these programs because they believe that the interdisciplinary approach with broad based course distributions in the social sciences and law will provide them with marketable skills for employment in public service, the non-profit sector, legal work, or prepare them for law school.

Outcomes: Most of the programs do not have systems in place to accurately track student outcomes and consequently were not able to provide hard data on employment figures or graduate school acceptance rates for students who have completed the programs. One exception was Bryant University, which reported that 95% of graduates were either placed in field-related jobs or in graduate schools within six months of completion. It should be noted, however, that this stated success rate might simply reflect this university's overall placement rate, which matches this figure.

For all of the reasons given above, we envision that the degree will quickly attract 50 students, and should easily reach about 80 students within three years. As an estimate, we expect that half of enrollment demand will be from UWT students, and half from students attracted to UWT by this degree program.

Employer Demand

In terms of employment potential, the HECB anticipates strong demand for college-educated adults in the fields of management, government, community and social services, protective services, financial services, non-profits, teachers, and law-related occupations.⁸ All of these fields often or typically rely on graduates from the social sciences, a field where there has been limited growth in graduates in recent years. Most recently, job openings in Washington have been particularly large in the healthcare and social assistance industry; Law and Policy graduates will be well qualified for many of these openings.⁹

Many PP&E students undertake internships with local, state and national governments, as well as nonprofit and policy-oriented organizations. This year we surveyed all of the employers that PP&E students interned with and asked them the following question: “Would someone who graduated from UWT with a degree in Law and Policy be more attractive to you than students with other UWT undergraduate degrees?” Employers who responded included intern supervisors at the US Department of State; the Pierce county prosecutor’s office; the State Attorney General’s office; and a US Senator’s office. Over 50 percent of the respondents responded “Definitely Yes” or “Possibly Yes” to this question. One employer said “I would think that someone with a BA in Law and Policy would have some basic skills and knowledge about the laws that would be useful in the work that I do. Any kind of background or experience with the law makes it easier to grasp how the work that I do intersects with each other and makes for someone who can be more efficient”.

One of the skills that the Law and Policy major will emphasize is writing, as indicated by the requirement that all students take a writing course in research and argument. As a 2004 publication by the College Board states, writing is one of the skills most valued by employers in a wide range of areas.¹⁰ Throughout their program of study, Law and Policy students will engage in a wide range of writing assignments. All students must undertake a culminating capstone course that will entail writing a 25 page research paper on a legal or policy-related topic. The degree program is designed to ensure that students graduate with the writing skills needed and expected of college graduates.

And employers are increasingly looking for graduates with work experience.¹¹ By emphasizing internships, we anticipate that our students will graduate with stronger work experience as well as skills that are valued in the workplace. Employers in the service sector in particular, where many of Law and Policy graduates will go, especially value the skills this degree would hone: complex and creating thinking, problem solving, communication, and collaboration.¹²

Community Demand

⁸ HECB (March 2009). “A Skilled and Educated Workforce”.

⁹ Washington State Employment Security Department (April 2011) “Job Vacancy Survey Report Fall 2010”.

¹⁰ See <http://press.collegeboard.org/releases/2004/writing-skills-necessary-employment-says-big-business>

¹¹ Washington State Employment Security Department (April 2011) “Job Vacancy Survey Report Fall 2010”. p. 3

¹² HECB (March 2009). A Skilled and Educated Workforce, p. 6.

There is a clear need in Washington State for well-educated citizens who are able to understand complex social and legal issues, who understand legal reasoning, and who can think critically about public policy issues facing the state and nation. As social problems become more complex and challenging, we need more citizens with the skills, knowledge, and resources to effectively analyze them, and advocate for reasonable solutions.

This degree develops these skills, as well as written and verbal communication skills, and places a premium on working collectively to identify and solve problems. Graduates will be well placed to either find employment, or to pursue graduate studies in fields such as law, public policy, government, public administration, urban planning, social work, or education. The HECB anticipates that over the next five years, growth in demand for graduate programs will be especially strong in the state.¹³ The HECB also projects a shortage of citizens with graduate degrees in the near future, given the somewhat limited supply of them in the state.

Graduates with a degree in Law and Policy should be well-prepared for entry into the following Washington graduate/professional programs:

- Master of Public Affairs – Washington State University
- Master of Public Affairs – Washington State University Vancouver
- Master of Public Administration – Seattle University
- Master of Public Administration – University of Washington
- Master of Public Administration – Evergreen State College
- Master of Urban and Regional Planning – Eastern Washington University
- Master of Arts in Interdisciplinary Arts and Sciences – University of Washington Tacoma
- Master of Policy Studies – University of Washington Bothell

IV. Support of the Statewide Strategic Master Plan for Higher Education

The proposed degree program in Law and Policy supports the HECB's statewide Strategic Master Plan for Higher Education in several different ways. One priority for the state is to redesign higher education for new programs that are innovative and that develop the skills and knowledge needed for the 21st century. The proposed degree program is innovative, and emphasizes creative and critical thinking about complex social issues. It also has a practical dimension insofar as it emphasizes practical thinking about and solutions to current problems. Given the many pressing social and economic problems our communities face, this sort of training is valuable.

Another goal of the HECB is to raise educational attainment by increasing enrollments and retention in higher education, particularly in ways that meet employer and student demand.¹⁴ Net in-migration into Washington is largest among workers with a bachelor's degree.¹⁵ And a majority of job openings in the coming decade will require some amount of college work.¹⁶ This

¹³ HECB (March 2009). *A Skilled and Educated Workforce*, p. 8.

¹⁴ See especially <http://www.hecb.wa.gov/research/masterplans/documents/SMP-Update-Goals.pdf>.

¹⁵ HECB (2011), "Regional Needs Analysis Report".

¹⁶ HECB (2011), "Regional Needs Analysis Report". p. 2

degree, along with the outreach associated with it, has the potential to reach a new pool of potential students. This is because of its curricular focus, and the increased capacity that it promotes. The curriculum has been designed to coordinate with existing curriculum in local community colleges (see Appendices B and C). This will ensure a more seamless transition between two year institutions and UWT. We also expect that the degree program will engage existing students in a way that will encourage them to persist with their studies.

A third goal of the HECB is to reshape higher education so that it is accountable for results. Given declining resources in higher education, as well as some evidence nationwide that higher education underperforms,¹⁷ it is more important than ever that higher education pay attention to its results. UWT has a strong focus on accountability and assessment. Section XI below outlines in some detail plans for assessing the degree program's success in meeting its objectives, and therefore being accountable for results. Assessment will be ongoing and well-documented and serve as a key indicator of program success and the need for improvement or modification.

¹⁷ See recent books by Richard Arum and Josipa Roksa (*Academically Adrift*) and Derek Bok (*Our Underachieving Colleges*), as well as the PBS production *Declining by Degrees*.

V. Curriculum

Coursework and Eligibility

The entire proposed curriculum for the B.A. in Law and Policy, which requires 70 credit hours, is presented in Appendix A to this NOI. As shown, this curriculum consists of courses that are already taught at UWT. There are two exceptions. One is the methods class listed as:

Public Policy Analysis

Two is a proposed capstone class or capstone internship. At least temporarily, however, rather than creating a new capstone class that might be costly to offer before enrollments in the Law and Policy major grows to a number that could justify a class distinctly for its students, Law and Policy majors would be allowed to satisfy the capstone class by enrolling in the current PP&E capstone class (which consists of either a capstone class or a capstone internship). Currently, PP&E capstones cover a range of topics such as relating to current ethical issues in society, politics and war, and the Middle East. PP&E faculty would ensure that future capstone topics were open to and suited to Law and Policy students. At least for some initial period, then, all that would be needed in terms of new course offerings on campus would be two sections each year of the *Public Policy Analysis* course.

This degree program requires no prerequisites, and any UWT student admitted to IAS will be eligible for declaring this as his or her major. Courses would be offered at the UWT campus during the day and occasionally in the evening. Currently, all courses entail face-to-face meetings with students on a regular basis, but this would change if any of the courses in the curriculum were offered via an online or hybrid model.

The program's core curriculum (see Form 4) consists of a set of eight core courses that all students take. These core courses consist of courses in law, politics, economics, philosophy, quantitative methods, and writing; collectively this set of classes establishes the underlying institutional, analytical and theoretical framework for the degree, and provides an introduction to ways of thinking analytically about the law and the substance and process of public policy. As mentioned above, we anticipate that transfer students will take many of these required courses while meeting their A.A. requirements (see Appendix C). Students then take upper division courses in legal- and policy-related courses. In these six required upper division courses, students develop their ability to understand the foundation of various social problems; develop their comparative understanding of the institutional, legal and political context of these problems and the process for addressing them; critically examine the determinants of public policy and laws; and engage in analyses of specific public policies. Students must take at least three classes in one of four specialty areas -- Health Policy, Social Policy, International Development, or Legal Studies. They also must take at least two courses in one of the other three specialty areas (these two courses can be from the same area). Finally, students must take a capstone class during their senior year, where they will write a substantial paper based on their research. Because students focus on one particular area, the degree is structured to build up a level of competence in one content area. Since students must also take classes in other areas, they also

develop an appreciation of ways in which policy dilemmas and processes are similar and different, and the important role of law and legal institutions in them.

Student Learning Objectives

The specific student learning objectives of this major are:

- Develop effective and persuasive analytical, writing and communication skills, and apply these skills to complex contemporary social and legal problems.
- Acquire substantive knowledge and understanding about the institutions and beliefs embedded in legal practices and specific public policies.
- Critically examine legal, political, and economic institutions as they relate to social and policy choices.
- Critically evaluate theories and methods used to examine tradeoffs in policy and legal decisions.
- Analyze, display and interpret data to explain social and policy issues.
- Understand the role of ethics and the ethical dimension of laws and policy making.

Articulation with Local Community Colleges:

This degree program has been designed so that students who start their career at a community college and transfer to UWT can easily accumulate credit toward a BA in Law and Policy before they transfer. To this end, we will develop articulation agreements with local community colleges to make the relationship between their coursework and the Law and Policy degree clear.

UWT's PP&E degree already has developed four such articulation agreements with local community colleges. As such Law and Policy faculty have institutional connections with local community colleges.¹⁸ Attached in Appendix B is a sample articulation agreement with South Puget Sound Community College (SPSCC) which would be ready to sign as soon as the Law and Policy degree is offered at UWT. Appendix C shows the relationship between Law and Policy curriculum and equivalent courses at local community colleges. As shown there, students transferring from SPSCC or Olympic Community College can accumulate 25 of the 40 core requirements at their community college; students at Tacoma Community College, Pierce Community College, and Seattle Central Community College can satisfy 30 of these core credits while attending these community colleges; and students at Green River and Highline Community Colleges can accumulate 35 credits toward their BA in Law and Policy. Thus, transfer students with an interest in UWT's Law and Policy degree will be able to satisfy almost half of the degree requirements while at their community college. For this reason, faculty and advisors anticipate working closely with the community colleges to promote and explain this degree program so that

¹⁸ As shown in Section VII below, many PP&E faculty members would also be members of the Law and Policy degree.

students at community colleges interested in transferring to UWT take coursework that satisfies both their AA requirement as well as requirements for the BA in Law and Policy.

VI. Infrastructure Requirements

None required.

VII. Faculty

This degree program will primarily rely on PP&E faculty, both tenure track and adjuncts. Like other degree programs in IAS, PP&E increasingly relies on non-tenure track faculty to teach its curriculum. Most of these faculty members have been with IAS for years, and we anticipate them remaining employed at UWT in the future. However if some of them choose not to remain, the courses they teach are ones necessary for a number of degree programs. Thus we are committed to ensure that these courses continue to be offered by these or other adjuncts.

In terms of faculty time devoted to this new degree program (see Form 6), since the proposed degree initially entails offering only one addition new course (see Section V above), the estimated time for faculty is for the most part not a “reallocation” from their current course load. Rather, it is an estimate of the percentage of teaching time devoted to Law and Policy students as opposed to other students. In addition for PP&E faculty, the estimated effort includes some time allotted to administering the Law and Policy degree program.

Full Time Tenure Track PP&E Faculty in IAS

Katie Baird
PhD Economics
University of Massachusetts Amherst

Turan Kayaoglu
PhD Political Science
University of Washington Tacoma

Charles Williams
PhD Political Science
University of California Berkeley

Amos Nascimento
PhD Philosophy
University of Frankfurt

Full Time Lecturers, PP&E Faculty in IAS

Jeff Begun
PhD Economics
University of Washington

Charles Rowling
PhD Political Science
University of Washington

Yoav Gortzak
PhD Political Science
Ohio State University

Cynthia Howson
PhD Development Studies
School of Oriental and African Studies, London

Mark Jenkins
PhD Philosophy
University of Chicago

Part-time Lecturer, PP&E Faculty in IAS

Greg Duras
JD
Seattle University

Faculty from Other UWT Programs

Linda Ishem
Ph.D. Social Welfare
University of Washington

Mark Pendras
Ph.D. Geography
Rutgers University

Anne Wessells
Ph.D. Social Ecology
University of California, Irvine

Lisa Hoffman
PhD. Anthropology
University of California, Berkeley

Yonn Dierwechter
Ph.D. Geography and Environment
London School of Economics

Denise J. Drevdahl
Ph.D. Nursing
University of Washington

Sondra Perdue
Ph.D. Public Health
University of California, Los Angeles

Janet Primomo
Ph.D. Nursing
University of Washington

Alexis Wilson
Ph.D. Nursing
Union Institute Graduate College

VIII. Administration

No new staff is required for this degree program. Administrative support will be provided through the existing system in IAS of support provided to all IAS degree programs.

IX. Students

Overall Student Profile

The student population served by this degree would be students with a strong interest in social sciences and contemporary public issues, and with a career interest in public service, government, nonprofit organizations, international organizations, research, international development, social policy, or legal professions. Form 5 below provides an estimate of projected enrollments.

Recruitment

To recruit students for the proposed degree, we expect that articulation agreements (discussed above) with our primary feeder community colleges will serve as an important recruitment tool. Faculty will also continue to work with UWT-level recruiters who visit the community colleges around the state and also visit local high schools. These site visits will help to advertise the degree program and the opportunities prospective transfer students have for meeting degree requirements at their community colleges. These sources will help make clear to students how

this degree program differs from other possible degree options at UWT such a Criminal Justice, Health Care Leadership, and Politics, Philosophy and Economics. A degree website will be another key recruitment tool since so many prospective students do their research on institutions and programs of study through the internet. As we currently do for the PP&E degree program (see www.tacoma.uw.edu/ppe), we would post on a website the coursework at community colleges that are equivalent to Law and Policy coursework requirements.

Diversity

UWT has a strong commitment to diversity. UWT's Office for Equity and Diversity, which is located in the Chancellor's office, ensures an equitable environment for all members of the UW Tacoma community. It is active in promoting policies and practices that improve the full participation of historically underrepresented groups in higher education, paying particular attention on the demographic composition of UW Tacoma and our surrounding South Puget Sound community. This office also supports UWT's Diversity Resource Center which works with a network of regional community-based organizations. In particular, the Center collaborates with campus and community partners to develop strategies to recruit and retain diverse students. One key way of promoting diversity is working closely with this Center and its outreach efforts.

The proposed degree program should be attractive to a wide range of students, hopefully many from currently under-represented populations. The curriculum focuses on contemporary social issues, with a problem-solving orientation, and encourages experiential learning. The skills and knowledge that students develop have a clear link to those sought after in numerous occupations. To help promote the degree and the curriculum, we will also work through a number of key student groups on campus to advertise the new degree program. Among these would be the Politics Philosophy and Economics student organization; the Black Student Union; HOPE Network; International Student Association; Native American Student Organization; Pre-Law Society; Veterans Student Union; Latino Student Organization; and the Muslim Student Organization. We will also connect with UWT Peer Advisers to help in identifying peers/students from diverse backgrounds who might be interested in the program. And as previously discussed, faculty and IAS administrators and staff would work with community colleges to promote the program. PP&E faculty have already been active in establishing links with faculty and advisors in regional community colleges. Site visits to community colleges throughout the state by UWT staff will be another key way to recruit a diverse student body for this degree.

Successfully recruiting a more diverse student body will do two things: it will advance the goal of a more equitable access to higher education in our state; and it will train a more representative group of citizens to become trained to engage in policy issues and the legislative process in the region, state and nation. Training a broader array of citizens for careers in policy and law will increase the public voice of currently underrepresented groups.

Finally, we will specifically make connections with Washington State Achievers Scholarship Program, which operates in all of Tacoma's comprehensive high schools. These scholars may be

especially attracted to the degree program, and we hope to attract them through outreach to each of the high school's program coordinator.

Retention

Research clearly shows that student retention is higher where students develop relationships and ties to the college beyond their coursework. The PP&E degree has been successful in helping students establish a student club; organizing a campus seminar series; emphasizing internships; and organizing meetings and social events between faculty and students. Continuing and building on these practices with the Law and Policy degree will be one way of ensuring student engagement and hence high retention rates.

X. Accreditation

No accreditation is necessary for this degree program.

XI. Program and Student Assessment

There are a number of different aspects of the degree that would need assessing, especially during the degree program's initial first couple of years. Some are related to students (such as student learning outcomes), others to enrollment, and others to how effectively the administration of the degree has been in terms of student information and support.

We will rely on a variety of measures to assess different features of the Law and Policy degree. These will include IAS's portfolio requirement, student surveys, employer surveys, the performance of students and the quality of their work in the Law and Policy capstone class, reports generated by UWT's OIR, discussions with UWT advisors, and meetings with community college faculty and advisors.

We will periodically send a prepared survey to students who declare the Law and Policy major to find out what attracted them to the degree program, what their expectations and aspirations are, and additional information to help us assess student expectations and hear their input.

In terms of assessing the skills that students obtain, at the end of their career at UWT each IAS student must submit a portfolio before graduating. For Law and Policy students, these portfolios will be read by Law and Policy faculty members. Portfolios include written work covering the duration of their academic career at UWT. In addition, the capstone course in the Law and Policy curriculum is well-suited for assessing the skills that students have acquired by their final quarter or two. Law and Policy faculty members will be teaching these capstone classes, and will use this course to assess the extent to which students finishing their degree program have met our student learning objectives.

We will also rely on a practice used in the PP&E degree of surveying students at their end of their degree program, as well as surveying any internship coordinator in the community that they may have had. We do this to inquire about the quality of their experience, including any

internship they participated in. These surveys allow us to gauge the effectiveness of the curriculum, job prospects, future plans for graduate school, and so on. Each year we'll also obtain a report from UWT's OIR, which will provide us information on student characteristics and student retention.

Law and Policy faculty will meet on a regular basis, and during such meetings all of the above information will be discussed and if appropriate, enacted upon. Faculty will also periodically meet with advisors to obtain information on enrollments and reports from students on curricular or other program issues. Data will be tracked on a yearly basis and results will be documented and reported to UWT's Academic Affairs on a yearly basis. All information will be compiled and used by faculty to determine if changes in the curriculum, the sequencing of the curriculum, or other program requirements should be changed.

Below we summarize what we will assess, how we will assess it, and how often we will collect the assessment information.

<i>Assesment of:</i>	<i>Method:</i>	<i>Frequency:</i>
1. Curriculum And Learning Objectives	Student Survey Capstone Class IAS Portfolio	Once a year Every quarter Every quarter
2. Enrollment	Advisors	Once a quarter
3. Diversity	UWT OIR	Once a year
4. Employment	Student Survey UWT OIR	Once a quarter Once a year
5. Exper Learning	Student Survey Employer Survey	Once a quarter Once a quarter
6. Writing	Capstone Class IAS Portfolio	Once a quarter Once a quarter
7. Transfer Students	Advisors	Once a quarter
8. Articulation Agreements	Student Survey Community College Advisors and Faculty	Once a quarter Once a year
9. Student Support	Student Survey	Once a quarter

XII. Budget

As indicated on Form 5, we expect the degree program to enroll about 30 FTE in the first year, and grow to about 65 FTE by the end of the fifth year, when it reaches full enrollment. Of these,

we anticipate that about half will come from existing UWT students that opt for this degree program, and half will be new enrollments that are attracted to UWT by this degree.

To fund this program in its first year, we anticipate that it will require approximately 2.0 faculty FTE, for a total cost of about \$165,000, during the first year. See Form 7 for details.

This degree program asks for no new state support. Instead, revenue for the program is expected to come from new enrollments and internal reallocations at UWT. As mentioned above, we anticipate that this degree program will attract new students to UWT, and we have used these numbers to estimate additional revenue to the institution. In the first year, we anticipate that the degree program will generate \$178,440 in new tuition revenue. We also anticipate providing the degree program with the same amount through internal reallocation. What this means is that existing faculty and faculty load will be devoted to coursework to support the degree program. However since all coursework except for two classes already supports other degree programs, this "internal reallocation" simply means that more careful planning of curriculum will be required so that there is greater emphasis on curriculum that plays a dual role – that is, supports the BA in Urban Studies as well as the BA in Law and Policy. In this sense, we do not anticipate this "internal reallocation" will have any negative impact on other programs or degrees across campus. On the contrary, as indicated above in Section II, the new curricular offerings may serve to enhance the curriculum of other degree programs.

XIII. External Evaluation of Proposal

We received comments from three external reviewers.

John Dietrich
Associate Professor of Political Science
Department of History and Social Sciences
Bryant University

Dana Lee Baker
Associate Professor of Political Science
Director, Program in Public Affairs
Washington State University Vancouver

Christopher Knapp
Associate Professor of Philosophy
Director, Program in Philosophy, Politics and Law
Binghamton University

These are attached below. All three offered strong support for the new degree and its curriculum; neither reviewer expressed any hesitation requiring a response.

31 October 2011

Dr. Lawrence M. Knopp, Jr.
Professor and Director
Interdisciplinary Arts & Sciences
University of Washington Tacoma
1900 Commerce Street
Tacoma, WA 98402

Dear Professor Knopp,

It is with great pleasure that I write to you to provide my impressions of The University of Washington Tacoma (UWT)'s proposal to establish a Bachelor of Arts in Law and Policy degree program. After reviewing the proposal, I can say with complete confidence that the proposed degree in Law and Policy stands to create an important and enriching opportunity for students. Furthermore, graduates of the program promise to be quite well prepared to contribute to Washington's twenty-first century economy and polis. I sincerely hope that the Higher Education Coordinating Board of Washington State sees fit to quickly approve the program.

The Program in Law and Policy will fill existing gaps in higher education both regionally and state wide. First, as described in the proposal, Washington on the whole and, in particular, the South Puget Sound region, has a relatively low college enrollment rate. Furthermore, educational attainment in Washington is declining. The proposed program explicitly focuses on analysis, writing skills and critical thinking. The combination of these skills and abilities with the content knowledge students of this program will gain is likely to serve to address such educational barriers, often beyond the student to his or her children and other family members.

Second, no existing program at any colleges in Washington exactly duplicate the proposed program (although our program at Washington State University Vancouver includes more legal analysis and international content than described in the proposal). The proposed program responds to a current trend in both law and public policy education to extend fields of study once more or less reserved to graduate level education into undergraduate classrooms. UWT's proposed degree program promises to be both: 1) extremely intellectually stimulating in that it allows and equips students to ponder some of the most pressing social and political questions of our time and 2) more easily marketable than the existing degrees currently offered under UWT's Politics, Philosophy and Economics program because the content of the degree is readily understandable for employers. As a result it promises to serve the dual economic and civic purposes of higher education exceptionally well.

Finally, although major improvements in this arena have been made in the past decade, many students find the transition from community colleges to upper division university work daunting if

not impossible. This is particularly true for first generation college students. In creating this program, its designers have sought out articulation agreements with local community colleges and thoughts carefully about how to encourage success in this transition in a broader spectrum of community college students including, in particular, those with have or are serving our country in the military.

UWT's proposal fully articulates the proposed program's relationship to student learning goals and the University's mission to "educate diverse learners and transform communities by expanding the boundaries of knowledge and discovery" (<http://www.tacoma.uw.edu/chancellor/mission-values-vision>). The program includes six major learning goals that are appropriate to a program in law and public policy, especially one in the skilled generalist tradition of training students for public service oriented careers in a variety of contexts. Including a learning goal which explicitly focuses on the role of ethics and the ethical dimensions of laws and policy making, while not necessarily inherently innovative per se, is certainly a welcome and necessary component of education focusing on modern governance that has been arguably somewhat neglected in recent decades as some programs turned their focus more exclusively toward enhancement of analytical skills.

The assessment plan is excellent with regard to the administrative and program components. The proposal includes several explicit measures by which success will be measured including metrics for enrollment numbers and composition, program infrastructure, placement of graduates, and coverage of academic content within the program. I am less clear after reading the proposal exactly how student progress toward learning goals as attributable to participation in the program itself will be measured (this is, however, an extremely challenging component of assessment). It is likely that the proposed assessment tools including especially student portfolios and student surveys will be developed to serve in this capacity.

The plan includes a complete plan for resources. According to the proposal, no additional infrastructure and minimal additional administrative support is necessary to run the program. This is possible because of the existing interdisciplinary context at UWT. Program faculty is drawn from a broad spectrum of academic disciplines. Although none of the faculty holds a PhD in Public Policy, the combination of paradigms and perspectives included in the disciplines represented should provide sufficient coverage of theory, methods and applications of public policy. With regard to funding, the program is expected to generate \$165,000 more in tuition revenue than it will cost to fund it during the first five years. If all goes as planned, the program will continue to generate tuition revenue beyond program costs each subsequent year.

Thank you very much for the opportunity to serve as an external reviewer for your proposed program. I wish you the best of luck with your new program and very much look forward to welcoming some of your graduates into our Masters of Public Affairs program. Please contact me at bakerdl@vancouver.wsu.edu or (360) 546-9125 if I can be of any further assistance.

Sincerely,



Dana Lee Baker, PhD
Associate Professor of Political Science
Director, Program in Public Affairs
Washington State University Vancouver
14204 NE Salmon Creek Avenue
Vancouver, WA 98686



September 13, 2011

In response to Lawrence M. Knopp's request, I have reviewed the proposal for a new major at the University of Washington Tacoma.

The proposal for a Law and Policy major at UWT is well thought out, will enhance the university's offerings, and fits the university's strategic goals. It has some innovative features, particularly the interdisciplinary organization and the area concentrations, but also contains the core elements that one would find in political science or public policy programs across the country. Political science is a very popular major nationally because political knowledge is useful for almost every career path and for good citizenship, but also because political analysis develops key intellectual skills such as critical thinking and communications skills. This new major should therefore prove popular, since it builds on the strengths of political science, but also includes practical focus on specific issues.

Historically, most higher education majors were discipline based, but, increasingly, academics have recognized that few real life issues fall neatly into disciplinary boundaries and that exposure to multiple disciplines in college prepares students for a world where they will interact with people of various specialties. Many schools therefore have created programs such as Global Studies majors that center around content rather than discipline. The study of domestic politics has been slower to break down disciplinary boundaries, but a growing number of schools are now developing majors that include multiple disciplines or are enhancing their general education requirements to assure such breadth. UWT's Law and Policy major is therefore in line with national trends, but still among a relatively small number of innovative schools.

One of the challenges of including multiple disciplines is getting coherence and logical sequencing, so that students do not receive just a taste of many things at an introductory level, but not enough of any one thing to get to upper level analysis. The UWT major exposes students to four key content areas: law, domestic politics, international politics, and economics and four skills courses: ethical reasoning, statistics, public policy analysis, and writing. This set of core courses should give students a strong base to build on. Some schools would have a slight advantage here in that some of these courses would be included in general education requirements, but this is compensated for at UWT by having a major of 14 courses, which is larger than at many schools. This large major allows UWT to include six upper level courses in the major. One of these courses is the capstone course or internship that will help students synthesize the individual components of the major. The other courses are where UWT is more innovative in having students focus five courses around an area concentration. This will give UWT students a more focused background than many of their peers. The area concentrations also take advantage of existing strengths at UWT and could be added to in the future with additional policy areas. These policy courses also make this major clearly different from the existing Politics, Philosophy, and Economics major.

BRYANT UNIVERSITY

1150 Douglas Pike • Smithfield, RI • 02917-1284 • (401) 232-6000 • Fax (401) 232-6319

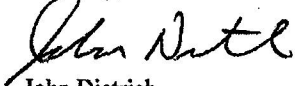
The student learning objectives for the major are appropriate and in-line with those found at other schools. All schools establish a goal of good analytical and communication skills, but these tend to work best when they are directly applied to issues that interest students. The use and evaluation of theories and methods is often underappreciated by students, but it is this type of work that separates true policy analysis from the study of current events. UWT also, wisely, wants students to see policy issues in their social and ethical contexts, so students come to understand the human dimension of policy decisions that some try to reduce to mathematical calculations.

The program has laid out a reasonable assessment protocol. There should be good data within a few years for program assessment. There may need to be some further thought about student assessment. It appears that much of this assessment is centered on the student's portfolio and their work in the capstone course. These are good, and widely used, points of assessment, but can mean that there is less focus on the knowledge gained in lower level courses. The major should be clear the goals and assessment plans for the core courses, especially since students have some choice in the core, so there must be some common learning goals.

The program builds on existing faculty and other resources so should have appropriate resources. Often the toughest part of staffing multidisciplinary majors is determining who should teach the capstone courses since they require a breadth of knowledge and can become unintentionally narrow if faculty become too focused on their own areas of research. UWT has faculty members that can handle these challenges, but they should be given conscious thought.

Overall, the major includes a strong set of core courses that will expose students to multiple disciplines. It has the innovation of focusing upper level courses on important, specific policy areas and ones where UWT has existing strengths. Going forward, the program should be clear how they will assess lower level courses and how they will staff the capstone course. This can become a very strong program and should help UWT attract and retain strong students.

Sincerely,



John Dietrich
Associate Professor of Political Science
Department of History & Social Science

Report on Proposed Program in Law and Policy at University of Washington - Tacoma

After reviewing the proposal for the Law and Policy Program at University of Washington - Tacoma (UWT), I am pleased to offer my enthusiastic endorsement. It is a well-designed, innovative curriculum that makes good use of UWT's strengths. It is likely to be very attractive to current and prospective students. And I am confident that it will prepare them well for life after graduation.

This assessment is made against the background of a decade of teaching in and administering Binghamton University's Program and Philosophy, Politics and Law. Our interdisciplinary Program shares many of the educational goals of the proposed Law and Policy Program. Even in an institution that is not as structurally committed to interdisciplinarity as UWT is, it has been very successful. At any given time we have an average of about 325 majors. Our graduates have had good success in finding rewarding work and/or gaining admittance to excellent professional graduate programs. The Program has served as a recruiting tool for top applicants to the University. And its innovative and relevant curriculum has attracted the financial support of alumni. Given its design, the proposed Law and Policy Program is poised to bring similar rewards to UWT.

Non-traditional, interdisciplinary programs need innovative curricula in order to achieve the kind of educational depth and breadth of more traditional disciplinary programs. Traditional programs achieve depth in virtue of a shared methodology that informs all or nearly all of their courses. Traditional programs achieve breadth by offering courses across the range of their disciplines' long histories of inquiry. Interdisciplinary programs, however, must use find some other strategies.

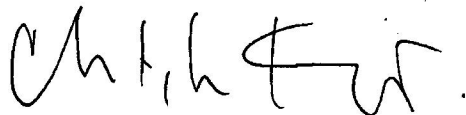
The proposed Law and Policy program insures depth in several ways. First is its content focus on the applied study of law and policy generally. All of the courses in the curriculum focus on this content area. A second, less obvious, mechanism for achieving depth is the relatively large set of 'Core' requirements. Since there are relatively few options open to students to fulfill each of these requirements, there will be a lot of overlap in the courses Law and Policy students will take. From experience, this allows for particular courses that primarily serve the major to profitably draw on and make connections with material from other class within the Core. This should allow for a synergy to develop among these courses that increases depth of students' understanding of law and policy. Finally, the requirement that all students take a minimum of four courses in one area of policy or law guarantees that students develop a more specialized expertise in a particular topic. This aspect of the proposed curriculum goes beyond what we require in Philosophy, Politics and Law, where developing such specializations is left to the student's discretion. In terms of assuring adequate depth, the merits of the proposal's more directed

approach, however, are clear. Moreover, the proposed topic areas are all well-defined, seem to draw on strengths at UWT, and in virtue of their practical importance, are likely to be intrinsically interesting to students.

The Law and Policy program achieves admirable breadth by drawing on wide range of academic methodologies. By my count, at least 10 disciplinary approaches are included as options. The choice of required disciplines in the Core classes is also very sound. Of particular note are the required classes using more quantitative methodologies: the Economics requirement and the Statistics requirement. Again, this is something that goes beyond what my program requires, and I think that the case for including these is very strong. Economics is central to understanding policy, and statistics is essential to understanding much of the social science research in policy-related fields.

The educational outcomes identified in the proposal match closely with those of our program. They have proven both feasible and rewarding for our students. One outcome that goes beyond the outcomes associated with the particular disciplines drawn on in the Law and Policy curriculum is the skill set involved with bringing a variety of methodologies to bear on a particular issue or problem. These synthetic skills are very useful to students in their professional lives outside of academia. And they are skills that a program like Law and Policy is particularly well suited to supply. Another outcome worth stressing is that a curriculum like Law and Policy's provides student with the resources to become good democratic citizens. This is an outcome that will benefit them personally as well as the communities in which they live.

In terms of recommendations, I have none to make that I feel are important to the viability or the academic integrity of the program. As I stated before, I am confident that if the program is launched in accordance with the proposal, it will be successful. That said, with success will come more student demand, which, hopefully, will be met with more resources. A few ideas come to mind regarding how to make a good program even better with such additional resources. One suggestion is to include courses in Social and Political Philosophy in the curriculum. Since such courses would be focused on the justification and evaluation of political institutions and their policies, they would be pitched at the heart of Law and Policy's topic area. Another idea would be to add an Environmental Policy Concentration Area. This is an area that, in virtue of its vital importance, would be both attractive and useful to students. It seems that UWT already has significant capabilities in this area that, with additional resources, could also benefit the Law and Policy Program.



Christopher Knapp
Associate Professor of Philosophy
Director, Program in Philosophy, Politics and Law

APPENDICES

Appendix A:

Complete Curricular Requirements Proposed UWT BA in Law and Policy (70 credits total)

I. Core Requirements for BA in Law and Policy (40 credits)

Law (5 credits)

TPOLS 363 Law in Society (5 credits)

TPOLS 320 American Constitutional Law (5 credits)

Domestic Politics (5 credits)

TPOLS 202 American Politics (5 credits)

TPOLS 382 State Government (5 credits)

T URB 345 Urban Government and Organizations (5 credits)

International Politics (5 credits)

TPOLS 204 Comparative Politics (5 credits)

TPOLS 203 International Relations (5 credits)

Economics (5 credits)

TECON 200/TBECON 220 Microeconomics (5 credits)

TECON 201/TBECON 221 Macroeconomics (5 credits) (required for International Policy track)

TECON 100 Understanding Economics (5 credits)

Ethical and Philosophical Reasoning (5 credits)

TPHIL 240 Introduction to Ethics (5 credits)

TPHIL 361 Ethics in Society (5 credits)

Statistics and Methods (10 credits)

TMATH 110 Introduction to Statistics (5 credits)

Txxx xxx Public Policy Analysis (5 credits, new class)

Writing (5 credits)

TWRT 211 Argument and Research in Writing (5 credits)

II. Choice Area Concentration (25 credits)

At least 15 credits must fall within one category (5 credits each)

Area: Health Policy

THLTH 310 Health and Society

T HLTH 372 Environmental Health: Local to Global

T HLTH 440 Business of Health Care

T HLTH 470 Challenges and Controversies in US Health Care

T HLTH 485 Critical Issues in Global Health
THLEAD 380 Healthcare Budgetary Analysis and Financial Decision Making
THLEAD 410 Ethical Issues in Clinical Practice
THLEAD 420 Healthcare Accreditation and Legal issues

Area: Social Policy

T URB 220 Introduction to Urban Planning
T URB 312 Race and Poverty in Urban America
T URB 316 Cities and Citizenship
T URB 323 Sustainable Urban Development Policies
T URB 460 Urban Issues in the Developing World
TPOLS/TSOCWF 425 Comparative Social Policy
TSOCWF 300 Historical Approaches to Social Welfare
TSOCWF 320 Social Welfare: Contemporary Approaches
TECON 360 Poverty in Developing Countries
TECON 416 Current Issues in U.S. Public Policy
TECON 420 Economics of Education
TSOC 335 Social Class and Inequality

Area: International Development

TESC 341 Climate Change
T HLTH 372 Environmental Health: Local to Global
T HLTH 485 Critical Issues in Global Health
TECON 360 Poverty in Developing Countries
TECON 332 Rise of East Asia
TECON 340 International Economics
TECON 394 Comparative Economic Development
TECON 417 Political Economy of India
TECON 425 Contemporary Issues in International Political Economy
TECON 440 Global Economic Challenges
TECON 460 China's Rise and its Global Economic Implications
T GEOG 435 Contemporary Geopolitics
TPOL S 311 International Human Rights
TPOL S 321 American Foreign Policy
TPOL S 368 The Politics and Law of International Human Rights
TPOL S 410 Labor Rights and Human Rights
TPOL S 422 International Humanitarian Law
TPOL S 440 American Foreign Policy in the Middle East
TSOC 435 - Migration in the Modern World
T SUD 444 Green Internationalism and the City
T URB 430 Pacific Rim Cities
T URB 460 Urban Issues in the Developing World
T WOMN 420 Women in the Global Economy

Area: Legal Studies

TPHIL 314 Philosophy of Crime and Punishment
TPHIL 414 Philosophy of Law
TPOLS 320 American Constitutional Law
TPOLS 361 US Courts and Civil Liberties
TPOLS 363 Law and Society
TPOLS 368 The Politics and Law of International Human Rights
TPOLS 422 International Humanitarian Law
TPOLS 438 Environmental Law
TPOLS 452 Minorities and the Law
TPOLS 465 Law and Public Policy
TPOLS 367 Comparative Law and Courts
T CRIM 440: Fundamental of Criminal Law
T CRIM 435 Terrorism and the U.S. Criminal Justice System

III. Capstone Seminar or Internship (5 credits)

TXXX xxx Law and Policy Capstone (5 credits)
TXXX xxx Internship in Law and Policy (5-15 credits)

Appendix B:

Sample Articulation Agreement With South Puget Sound Community College (SPSCC)

University of Washington Tacoma (UWT)-South Puget Sound Community College (SPSCC)

Transfer Articulation Agreement Between:
SPSCC A.A.
and
UWT B.A. in Law and Policy

Introduction and Purpose

This agreement formalizes a route by which SPSCC students can attain their AA while at the same time meeting the core curricular requirements in Interdisciplinary Arts and Science's (IAS) Law and Policy degree. In this way students who follow this pathway through SPSCC and are admitted to IAS will have satisfied five of the classes (or 25 of the 70 credits) required of this degree. The intent of this agreement is to facilitate the transfer of students from SPSCC to UWT, and to facilitate the coordination of the curriculum between the two institutions so that students can obtain both their AA and their BA in a somewhat seamless fashion.

Articulation of SPSCC and UWT curriculum

<u>SPSCC Course</u>		<u>UWT Equivalent Course</u> <u>BA in Law and Policy</u>
POL 203 International Relations	↔	TPOLS 203 International Relations
POL 202 American Government	↔	TPOLS 202 American Politics
ECON 201 Microeconomics OR ECON 202 Macroeconomics	↔	TECON 200/TBECON 220 Microeconomics TECON 201/TBECON 221 Macroeconomics
MATH 108 Probability and Statistics	↔	TMATH 110 Introductory Statistics
PHIL 102 Ethics	↔	TPHIL 240 Introduction to Ethics

Additional Requirements for a BA in Law and Policy

Students who have successfully completed the above five courses at SPSCC and also completed an AA degree at SPSCC will have met UWT and IAS's requirements for a) math, b) quantitative reasoning, c) the 5 credits of English composition, d) the 15 Individuals and Societies credit requirement, and e) the 15 Natural World credit requirements. As indicated above, such students will have also met five of Law and Policy's eight core class requirements (25 credits), and may have met some of UWT's VLPA requirements.¹⁹

¹⁹Students need 15 VLPA credits ("Humanities") to be admitted into IAS, and 20 to graduate. However, VLPA are not exactly the same as Humanity classes. For example, among philosophy courses at SPSCC, only Philosophy 102 meets UW's VLPA requirement. Advisors and students should consult UW's "Equivalency Guide" to see the list of

To complete their BA in Law and Policy, students will need to meet (or show that they have met) the following additional requirements.

Additional Requirements:

1. Foreign Language. Two years in high school or 10 credits at the college level (must be in one language)
2. Three additional Law and Policy core classes (TPOLS 363 or TPOLS 320; TWRT 211; and a course in Public Policy Analysis)
3. 10 credits of writing intensive "W" classes at UW Tacoma
4. Acquire a total of 20 VLPA and 5 additional Natural World credits (for a total of 20 Natural World credits). Whether GRCC's humanities courses meet UW's VLPA requirements is course specific (see website in footnote below).
5. Earn a 2.0 in English composition (graduation requirement)
6. Satisfy the remaining 30 credits of requirements (6 classes) within the Law and Policy major (one 5-credit capstone class, and five 5-credit classes from areas of specialization within the degree program)
7. Have an overall GPA at UW Tacoma of at least 2.0
8. Acquire at least 180 total college credits
9. Have at least 45 credits of upper division courses
10. Accumulate at least 45 credits of IAS courses

Agreement

To be considered for admission to UW Tacoma, a student must submit all required application materials by the deadline for the quarter of admission. Admission to the University is competitive and space may be limited.

UW Tacoma guarantees general admission to Washington state **residents** who earn an approved transfer degree at a Washington state community college, have a cumulative **2.75 GPA or better** in all transferable academic coursework (for all colleges attended), and transfer directly from a Washington state community college. Eligible students who apply after the application deadline will be admitted on a space-available basis until transfer admissions are closed for the quarter. In the event that space is not available, students eligible for Guaranteed Admission will be admitted for a future quarter as designated by the Office of Admissions.

Additionally, students who graduate from SPSCC with an AA and who also have the five Law and Policy classes listed above and at least one of the English Composition classes listed above will be guaranteed admission to IAS and the Law and Policy major. These students will also have satisfied 25 core credits required of the Law and Policy major and will only need to meet the additional requirements noted above to gain a Bachelor of Arts in Law and Policy.

Effective Period of Agreement

SPSCC classes that meet UW's VLPA requirement (selected portions of the guide are included in an Appendix). This guide is available at <http://admit.washington.edu/Requirements/Transfer/Plan/EquivalencyGuide/SchoolGuide?EquivGuide=SouthPugetSound>

September 1, 2012 – September 1, 2014

Contact Person for Agreement Revisions and Renewal:

Larry Knopp
Director, Interdisciplinary Arts and Sciences
Box 358436
University of Washington Tacoma
1900 Commerce Street
Tacoma, WA 98402-3100

Phone: 253-692-4455
Email: knoppl@u.washington.edu

Signatures:

Dr. James W. Harrington Date
Vice Chancellor for Academic Affairs
University of Washington Tacoma

Dr. Dorna Bullpit Date
Vice President for Instruction
South Puget Sound Community College

**Appendix C:
The Relationship Between Law and Policy Curriculum
And Equivalent Courses at Local Community Colleges**

	<i>SPSCC</i>	<i>ICC</i>	<i>Pierce</i>	<i>GreenRiver</i>	<i>Highline</i>	<i>Olympic College</i>	<i>SCCC</i>
UWT Courses							
<u>ECONOMICS</u>							
TECON 200	ECON 201	ECON 201	ECON 201	ECON 201	ECON 201	BS-EC 202	ECON 201
TECON 201	ECON 202	ECON 202	ECON 202	ECON 202	ECON 202	BS-EC 201	ECON 202
TECON 100		ECON 110	ECON 100	ECON 100	ECON 110		ECON 100
<u>LAW</u>							
TPOLS 363	POLS 222	POL 200	POL 200	POL 200	POLS 185		BUS 200
TPOLS 320	POLS 220	CJ 120			POLS 200		
<u>DOMESTIC POLITICS</u>							
TPOLS 202	POLS 202	POLS 202	POLS 202	POLS 202	POLS 202	POLS 202	POLS 202
TPOLS 382	POLS 205	POLS 230	POL 209	POLS 150	POLS 150	POLS 115	
<u>INTERNATIONAL POLITICS</u>							
TPOLS 203	POLS 203	POLS 203	POLS 203	POLS 203	POLS 180 or POLS 190	POLS 203	POLS 203
TPOLS 204			POLS 204				POLS 220
<u>ETHICS/PHILOSOPHY</u>							
TPHIL 240	PHIL 215	PHIL 150	PHIL 102	PHIL 110	PHIL 110	PHIL 240	PHIL 215
TPHIL 361			PHIL 114				
<u>WRITING</u>							
TWRT 211		ENG 127	ENG 127	ENG 205			
<u>STATISTICS</u>							
TMATH 110	MATH 108	MATH 146	MATH 256	MATH 146	MATH 146	MATH 146	MATH 109
				BUSN 210			
TOTAL POSSIBLE CREDITS	25	30	30	35	35	25	30

REQUIRED COURSE WORK
Part I

Include this form with new degree program proposals. Staff will post this information and the program proposal on the HECB Web site during the public comment period.

Prerequisite Courses (N/A)		
Course Number	Course Title	Credits
	None	
Total Credits		
Program Requirements		
Course Number	Course Title	Credits
	CORE REQUIREMENTS (40 CREDITS)	
TPOLS 363	Law in Society or	
TPOLS 320	American Constitutional Law	5
TPOLS 202	American Government or	
TPOLS 382	State Government or	
T URB 345	Urban Government and Organizations	5
TPOLS 204	Comparative Politics or	
TPOLS 203	International Relations	5
TECON 200/TBECN 220	Microeconomics or	
TECON 201/TBECN 221	Macroeconomics (required for International Policy Track) or	
TECON 100	Understanding Economics	5

TPHIL 240	Introduction to Ethics <i>or</i>	
TPHIL 361	Ethics in Society	5
TMATH 110	Introduction to Statistics with Applications	5
New Course	Public Policy Analysis	5
TWRT 211	Argument and Research in Writing	5
	CHOICE AREA CONCENTRATION (25 CREDITS) At least 15 credits must fall within one category	
Various	Health Policy (see course list below) 0-15 credits	
Various	Social Policy (see course list below) 0-15 credits	
Various	International Development (see course list below) 0-15 credits	
Various	Legal Studies (see course list below) 0-15 credits	25
	CAPSTONE SEMINAR OR INTERNSHIP	5
New Course	Law and Policy capstone class <i>or</i>	
New Course	Internship in Law and Policy	
	Total Credits	70

Choice Area Concentrations

Area: Health Policy

THLTH 310 Health and Society
 T HLTH 372 Environmental Health: Local to Global
 T HLTH 440 Business of Health Care
 T HLTH 470 Challenges and Controversies in US Health Care
 T HLTH 485 Critical Issues in Global Health
 THLEAD 380 Healthcare Budgetary Analysis and Financial Decision Making
 THLEAD 410 Ethical Issues in Clinical Practice
 THLEAD 420 Healthcare Accreditation and Legal issues

Area: Social Policy

T URB 220 Introduction to Urban Planning
 T URB 312 Race and Poverty in Urban America
 T URB 316 Cities and Citizenship
 T URB 323 Sustainable Urban Development Policies
 T URB 460 Urban Issues in the Developing World
 TPOLS/TSOCWF 425 Comparative Social Policy

TECON 360 Poverty in Developing Countries
TECON 416 Current Issues in U.S. Public Policy
TECON 420 Economics of Education
TSOC 335 Social Class and Inequality
T SOC 436 History of Social Welfare Policy in the United States

Area: International Development

TESC 341 Climate Change
T HLTH 372 Environmental Health: Local to Global
T HLTH 485 Critical Issues in Global Health
TECON 360 Poverty in Developing Countries
TECON 332 Rise of East Asia
TECON 340 International Economics
TECON 394 Comparative Economic Development
TECON 417 Political Economy of India
TECON 425 Contemporary Issues in International Political Economy
TECON 440 Global Economic Challenges
TECON 460 China's Rise and its Global Economic Implications
T GEOG 435 Contemporary Geopolitics
TPOL S 311 International Human Rights
TPOL S 321 American Foreign Policy
TPOL S 368 The Politics and Law of International Human Rights
TPOL S 410 Labor Rights and Human Rights
TPOL S 422 International Humanitarian Law
TPOL S 440 American Foreign Policy in the Middle East
TSOC 435 Migration in the Modern World
T SUD 444 Green Internationalism and the City
T URB 430 Pacific Rim Cities
T URB 460 Urban Issues in the Developing World
T WOMN 420 Women in the Global Economy

Area: Legal Studies

TPHIL 314 Philosophy of Crime and Punishment
TPHIL 414 Philosophy of Law
TPOLS 320 American Constitutional Law
TPOLS 361 US Courts and Civil Liberties
TPOLS 363 Law and Society
TPOLS 368 The Politics and Law of International Human Rights
TPOLS 422 International Humanitarian Law
TPOLS 438 Environmental Law
TPOLS 452 Minorities and the Law
TPOLS 465 Law and Public Policy
TPOLS 367 Comparative Law and Courts
T CRIM 440: Fundamental of Criminal Law
T CRIM 435 Terrorism and the U.S. Criminal Justice System

Form 5

**ENROLLMENT AND GRADUATION TARGETS
Part I**

Include this form with a new degree program proposal or a Notice of Intent to extend an existing program. Staff will post this information to the HECB Web site during the comment period.

Year	1	2	3	4	5
Headcount	40	55	70	75	80
FTE	30	40	55	60	65
Program Graduates	10	25	35	35	40

Form 6

**PROGRAM PERSONNEL
Part II**

Include this form with a new degree program proposal. This information will not be posted to the HECB Web site during the public comment period, but it will be available upon request.

Note on faculty personnel: This degree program will primarily rely on Politics, Philosophy and Economics (PP&E) faculty, both tenure track and lecturers. Like other degree programs in Interdisciplinary Arts and Sciences (IAS), PP&E increasingly relies on non-tenure track faculty to teach its curriculum. Most of these faculty members have been with IAS for years, and we anticipate them remaining employed at UWT in the future. However if some of them choose not to remain, the courses they teach are ones necessary for a number of degree programs. Thus we are committed to ensure that these courses continue to be offered by these or other adjuncts.

In terms of faculty time devoted to this new degree program (see Form 6), since the proposed degree initially entails offering only one addition new course (see Section V above), the estimated time for faculty is for the most part not a “reallocation” from their current course load. Rather, it is an estimate of the percentage of teaching time devoted to Law and Policy students as opposed to other students. In addition for PP&E faculty, the estimated effort includes some time allotted to administering the Law and Policy degree program.

Faculty				
Name	Degree (e.g. M.A.; Ph.D.; J.D.)	Rank (if applicable)	Status (e.g. full-time, part-time)	% Effort in Program
Katie Baird, IAS	PhD	Associate Professor	F/T	44%
Turan Kayaoglu, IAS	PhD	Associate Professor	F/T	11%
Charles Williams, IAS	PhD	Assistant Professor	F/T	11%
Amos Nascimento, IAS	PhD	Associate Professor	F/T	6.5%
Charles Rowling, IAS	ABD	Full-time Lecturer	F/T	30%
Mark Pendas, Urban Studies	PhD	Associate Professor	F/T	3.25%
Anne Wessells, Urban Studies	PhD	Assistant Professor	F/T	3.25%
Lisa Hoffman, Urban Studies	PhD	Associate Professor	F/T	6.5%
Yonn Dierwechter, Urban Studies	PhD	Associate Professor	F/T	6.5%
Mark Jenkins, IAS	PhD	Full-time Lecturer	P/T	6.5%
Jeff Begun, IAS	PhD	Full-time Lecturer	F/T	20%
Greg Duras, IAS	JD	Part-time Lecturer	P/T	6.5%

Denise Drevdahl, Nursing	PhD	Associate Professor	F/T	3.25%
Sondra Perdue, Nursing	PhD	Senior Lecturer	F/T	3.25%
Alexis Wilson, Nursing	PhD	Senior Lecturer	P/T	3.25%
Yoav Gortzak, IAS	PhD	Full-time Lecturer	F/T	20%
Cynthia Howson, IAS	PhD	Full-time Lecturer	F/T	11%
Linda Ishem, Urban Studies	PhD	Assistant Professor	F/T	3.25%
Janet Primomo, Nursing	PhD	Professor	F/T	3.25%
Total Faculty FTE				2.02
Administration and Staff				
Name	Title	Responsibilities	% Effort in Program	
IAS Administration				
Larry Knopp	Director, IAS	Direct IAS, oversee budget, new program development	2%	
Jennifer Quinn	Associate Director, IAS	Oversee scheduling of IAS courses/ teaching assignments	2%	
Amos Nascimento	Assistant Director, IAS	Oversee Law and Policy major	5%	
Administrative FTE			.09 FTE	
IAS Staff				
Julie Buffington	Program Administrator	Admissions/Course placement		
Linda Kachinsky	Counseling Services Coordinator	Financial and budgetary support		
Naarah McDonald	Program Coordinator	Course scheduling and web maintenance		
Noreen Slease	Fiscal Specialist 2	Receptionist and initial contact for student registration issues		
Naomi Demmings	Program Assistant	Admissions/Course placement		
Staff FTE			4 FTE	
Total Administrative and Staff FTE				.49 FTE

SUMMARY OF PROGRAM COSTS AND REVENUE

Part II

Include with a new program proposal or Notification of Intent to extend an existing program. This information will not be posted to the HECB Web site during the public comment period, but it will be available upon request.

Program Expenses					
	Year 1	Year 2	Year 3	Year 4	Year <i>n</i> (full enrollment)
Administrative Salaries (.09 FTE) Benefits @ 27.2%	11,157	11,492	11,873	12,192	12,55
Faculty Salaries (2.02FTE) Benefits @ 27.2 % (Duras-benefits @32.4)	149,559	154,046	158,667	163,427	168,63
Average Staff Salaries (.4 FTE) Benefits @ 33.4% and 33.6%	4,217	4,344	4,474	4,608	4,74
Financial Aid specific to the program	NA	NA	NA	NA	NA
Contact Services	NA	NA	NA	NA	NA
Goods and Services	NA	NA	NA	NA	NA
Travel	NA	NA	NA	NA	NA
Equipment	NA	NA	NA	NA	NA
Lease or Acquisition (attach form iii.a)	NA	NA	NA	NA	NA
Other (itemize)	NA	NA	NA	NA	NA
Indirect (if applied to the program)	NA	NA	NA	NA	NA
Total Costs	164,993	169,882	175,014	180,227	185,93
Program Revenue					
	Year 1	Year 2	Year 3	Year 4	Year <i>n</i> (full enrollment)
General Fund: State Support	No new State funds anticipated				
Tuition and Fees (total)	178,440	273,600	432,630	542,760	676,195
Corporate Grants / Donations	0	0	0	0	0
Internal Reallocation*	178,440	273,600	432,630	542,760	676,195
Other Fund Source (specify)	0	0	0	0	0
Total Revenue	356,880	547,200	865,260	1,085,520	1,352,390
*If revenues are projected through internal reallocation please attach an explanation of the impact the reallocation would have on other departments or programs.					

*Includes state funding of existing UWT students who would enroll in this program. UWT and IAS are increasing the number of students enrolled, so it is expected that other departments will continue to enroll new students to make up for the internal reallocation.

Note: For clarity, increases in FTE for faculty and staff are broken out in the chart below

Category of Employee	Year 1 FTE	Year 2 FTE	Year 3 FTE	Year 4 FTE	Year 5 FTE
Administrative	0.09	0.09	0.09	0.09	0.09
Faculty	2.02	2.02	2.02	2.02	2.02
Staff	0.4	0.4	0.4	0.4	0.4

Tacoma: Bachelor of Arts degree in Law and Policy (TIAS-20101205)


uwcr
uwcr
Board owner

Posted Mar 14, 2012 8:42 AM by uwcr (Board owner)

Please review the attached 1503 pdf requesting to establish a Bachelor of Arts degree in Law and Policy at the Tacoma campus and post comments by 5:00 pm on Friday, April 6th.

If you have any problems viewing the attachment, please contact the University Curriculum Office at uwcr@uw.edu.

Attachments:

-  TIAS-20111205.pdf22.1MDownloadView

d6423
DONALD J. JANSSEN

Edited Mar 15, 2012 9:41 AM by d6423

It appears that this degree could be completed with as few as 30 (or possibly 35, since the course level of the proposed Public Policy Analysis course is not given) upper-division credits.

Shouldn't there be at least a full year (minimum 45 credits) of upper-division (300-level or higher) coursework?

Don Janssen

April 11, 2012

**Responses to Comments from Tri Campus Review of proposed BA in Law and Policy
Prepared by Katie Baird**

Tri-campus review resulted in one comment from Donald Janssen. Janssen wondered if the degree did not require enough upper-division credit. He was unsure if the degree required 30 or 35 upper division credits.

The proposed degree requires a minimum of 35 upper-division credits (the course in question that Janssen asks about is a 400 level course (TECON 410)).

As a point of comparison, at UWT a BA in Politics, Philosophy and Economics requires a minimum of 35 upper division credits; a BA in Psychology requires a minimum of 35 upper division credits; a BA in History requires a minimum of 35 upper division credits; and a BA in Urban Studies requires a minimum of 30 upper division credits. I also checked UWS's Political Science department's requirements as a point of cross-campus comparison. It too required a minimum of 35 upper division credits.

In short, the minimum 35 upper-division credits required in this degree program is typical of our campus, and likely typical of UWS as well. Aside from being typical, most students will take quite a few additional upper-division classes, if for no other reason than that there are university-wide minimum upper-division credit requirements.

UNIVERSITY CAMPUSES UNDERGRADUATE PROGRAM REVIEW PROCEDURES**

CHECKLIST

Title of Proposal: Bachelor of Arts degree in Law and Policy (TIAS-20111205)

Proposed by (unit name): Interdisciplinary Arts and Sciences

Originating Campus:

UW, Seattle

UW, Bothell

UW, Tacoma

I. Phase I. Developed Proposal Review (to be completed by Originating Campus' Academic Program Review body)

A. Review Completed by: (list name of program review body)

Chaired by:

02/17/12 Date proposal received by originating campus's review body

03/14/12 Date proposal sent to University Registrar

03/14/12 Date proposal posted & email sent to standard notification list

04/12/12 Date of originating campus's curriculum body approval

(Note: this date must be 15 business days or more following date of posting)

B. 1 Number of comments received. Attach the comments and a summary of the consideration and responses thereof : (1-2 paragraphs)

II. Phase II. Final Proposal Review (to be completed by FCTCP)

A. Review Completed by:

FCTCP subcommittee

FCTCP full council

Chaired by: William Erdly

4/17/12 Date request for review received from University Registrar

5/25/12 Date of FCTCP report

B. Review (attached)

YES NO

Was notice of proposal posted on UW Website for 15 business days?

Was notice of proposal sent to standard mailing list 15 business days in advance of academic program review?

Were comments received by academic program review body?

Was response to comments appropriate? (explain, if necessary)

Was final proposal reviewed by FCTCP within 14 days of receipt?

Was there adherence to the University Campuses Undergraduate Program Review Process? (explain, if necessary)

Slight FCTCP review delay related to committee availability.

C. Recommendation

Forward for final approval

Forward to Provost because of University issues (Explain)

Return to campus council because of insufficient review (Explain).

**Endorsed by Faculty Senate Executive Committee, 1/10/05, modified 1/31/06; These procedures apply to new undergraduate degrees, majors, minors (and certificates) and substantive changes to same