

## Pre-Law Minor EPC Proposal Response

- **The institutional impact statement cites an ambitious student uptake rate of 10 additional students per year. EPC suggests using a more conservative uptake of 5 students per year since you note that the program will be eliminated after the 25/26 academic year if enrollment targets are not met.**

*This is a good point, and a more conservative approach might be warranted. I have made the change in the impact statement.*

- **It was also noted by the committee that there is a lack of courses in diversity and inclusion present in the degree requirements. Are there any courses that could be added to the list of electives currently available?**

*Diversity and inclusion should be an important part of a pre-law minor. Legal systems have been used over time to systematically marginalize racial, gender, sexual, and religious minorities. The nature of these systemic problems is outlined in the POLS classes in the foundations of the law requirement. Likewise, we have added POLS 374 to the list of courses available in this category. This course is about the history of mass incarceration in the United States—the racial bias in policing that leads to disproportionate incarceration, the criminal justice system, and the ways in which marginalized populations are disadvantaged by facets of this system, the way in which mass incarceration further damages communities of color by removing valuable members of the community from their families, their community organizations, and their careers.*

*With respect to our HIST offerings:*

### **HIST 254: History of Hanford**

*Gina Hames: "This course includes the history of the effects of Hanford on the Native Americans who lived in the area before European migration -- and subsequent development of Hanford. It includes interviews with and writings from current tribal members who discuss the effects of Hanford on their lives and the lives of their parents and grandparents."*

### **HIST 362: Christians in Nazi Germany**

*Beth Griech Powell: "For my course on Christians in Nazi Germany, the overall theme of the course is for students to constantly think about who was and who was not included in the Nazi Volksgemeinschaft (People's Community) and what the implications were for those people who found themselves placed outside of the Aryan community. The Nazi regime was obviously by its own self-definition not accepting of any type of diversity as it was viewed as going against the "greater good" of the People's Community. All of these issues are examined and re-examined throughout the semester."*

*With respect to our RELI offerings:*

**RELI 211 Religion and Literature of the Hebrew Bible**

*Explores and critiques processes of “othering” and exclusion. Examines the construction and perpetuation of gender hierarchies and critiques the construction of power structures. It focuses exclusively on the ancient Near Eastern religion, literature, culture, and history.*

**RELI 220 Early Christianity**

*Explores theological, social and cultural diversity and forms of self-definition of early Christian groups across territories including Palestine, Syria, Egypt, North Africa, Greece and Italy. Texts are representative of the vast geographical territory and include male and female authorship.*

**RELI 221 Medieval Christianity**

*Explores the interplay between Christian ethics, theologies, rituals, and cultures in western Europe, as well as the relationship between Christian and secular leadership.*

**RELI 226 Christian Ethics**

*Includes a focus on how identity issues are used in developing moral arguments and social movements, asking students to analyze their own social locations in dialogue with the diversity of readings and conversation partners in the course. Draws on texts by key leaders in African American liberation movements throughout (Martin Luther King, Jr., Malcolm X, James Baldwin, Alice Walker, James Cone, and Nikole Hannah Jones).*

**RELI 331 New Testament Studies**

- 1. Engages in close reading of New Testament texts in the context of ancient Mediterranean culture and values. The values embedded in ancient Mediterranean culture continue today essentially everywhere outside of the Western world.*
- 2. Studies New Testament texts with a view to understanding how the earliest Christian groups challenged the systems of power (political, economic, and otherwise) that were in place.*

**RELI 361 Church History Studies (Topic: Religion & U.S. Politics)**

*This course looks at the systematic denial of religious freedom rights to groups outside of white Protestantism, surveying the ways racial and religious biases have intersected with the construction of religious freedom. We read significant texts from the African American civil rights movement, as well.*

*With respect to our ECON offerings:*

*Karen Travis: Courses in economics incorporate D & I through a direct discussion of the unintended consequences of policy changes. We spend a great deal of time emphasizing that the intended outcome may not match the actual outcome. We use examples such as housing policies and minimum wage policies to show how they can*

unintentionally harm various communities such as differing age groups, racial/ethnic groups, and so on. We also discuss how due to the complexities in the economic system, it is very difficult to construct a "perfect" policy that yields the exact outcome that is desired.

*With respect to our ENGL/LIT offerings:*

*James Albrecht: While there is no guarantee that all 300-level Literature courses in the English Department will deal with DEI issues, in practice virtually all do. Courses from the "Literature, Culture, and Power" section of our major requirements explicitly focus on DJS themes. Questions of how literary works engage issues of gender, race/ethnicity, and social justice have become central to literary studies in general; thus, even our more historically focused 300-level courses usually have significant DEI-related content.*

- **Also, it might be valuable if the information regarding pre-law advising in the course catalog be moved up so that it is directly below the section on the pre-law minor.**

*This makes sense and the change has been made.*

- **Lastly, we have concerns that the assessment plan might be difficult to carry out. Who will be responsible for its design and implementation?**

*I have made a change with the assessment plan. I plan on creating a pre and post-test survey for the various LO's. While initially time-consuming my hope is that having a standardized process for assessment might make it easier to track how we are doing on these metrics over time. I have also added language in the impact statement to more clearly delineate who is responsible for the assessment of the minor.*



## EPC PROPOSAL FORM

<b>Originating Academic Unit:</b>	Pre-Law Minor (Political Science)
<b>Date Proposal Submitted:</b>	10.25.21 (Revised submission on 2.8.22)

**INSTRUCTIONS:** Upon completing the form, submit a hard copy with all appropriate signatures to the Office of the Provost. In addition, email a copy to EPC *via* the Faculty Governance Manager ([facgov@plu.edu](mailto:facgov@plu.edu)).

**DEADLINES:** Type 1 proposals, being non-substantive, are generally considered on a rolling basis. Type 2 proposals - December 1. Type 3 proposals - October 1.

For specifics on the processing of each type of proposal, see '2. *Flowchart of Usual Procedure for Curriculum Revision*' and '5. *Checklist for Developing Proposals*' in the EPC Manual, found in the [Faculty Handbook](#) (Section III, Part VI).

### **PROPOSAL SUMMARY**

### Provide a summary of the proposal.

If approved, the new Pre-Law minor will be interdisciplinary, but housed in the Political Science Department. Based upon an evaluation of the skills that law schools are looking for and the core values, knowledge, and experience that the American Bar Association outlines as useful in preparing for law school we have created a minor that we think will be useful for students considering law school and helpful for the recruitment of new students. The ABA states that “greater familiarity with the legal system—its institutions, concepts, and even vocabulary—can advance your understanding of law school curriculum.” The “Foundations in the Law” requirement as outlined in the proposal is our effort to provide that base-level of understanding. We have included courses from Business, Political Science, Sociology, and Religion that focus on legal or constitutional questions and/or provide an explanation of the workings of the judicial system. The “Analytical Reasoning” requirement reflects the fact that this type of analysis is a component of the LSAT. Thinking through complex mathematical or statistical questions is both relevant for this test but is also helpful in the problem-solving skills that are a prerequisite for working through the cases students will be exposed to in law school and, eventually, their legal career. With respect to the “Ethics” requirement, we considered the important ethical issues pertaining to those in the legal profession. We believe this type of education to be consistent with the expectations outlined by the ABA on problem solving skills. They state: “Your law school experience will develop and refine those crucial skills, but you must enter law school with a reasonably well developed set of analytic and problem solving abilities.” We consider this range of classes from Religion, History, and Philosophy as useful in helping students to navigate problem solving as it pertains to the most difficult problems that persons face personally and professionally. Next, the “Communication” requirement reflects the extent of oral and written communication expected of law students and lawyers. As noted by the ABA, “Fundamental writing skills, however, must be acquired and refined before you enter law school.” Likewise, they state “The ability to speak clearly and persuasively is another skill that is essential to your success in law school and the practice of law.” The classes that we have selected encourage students to improve their public speaking and argumentation skills as well as their ability to write in professional settings. Finally, we have included a requirement that students take a course that practices “close reading.” Once again, we believe that this requirement is consistent with the expectations for pre-law students as outlined by the ABA. They state that “Preparation for legal education should include substantial experience at close reading and critical analysis of complex textual material, for much of what you will do as a law student and lawyer involves careful reading and comprehension of judicial opinions, statutes, documents, and other written materials.” The courses that we have selected for this category all require the reading and analysis of original, difficult text. The guided reading of classic, religious, and/or historical texts in the selected classes will certainly assist students in reading challenging material and discerning meaning.

### **TYPE OF PROPOSAL**

**Check all the appropriate boxes.**

#### **[ ] TYPE 1: NON-SUBSTANTIVE CHANGES [complete shaded sections and provide signatures]**

Check boxes in this section. Also complete Proposal Summary (above), Catalog/Curriculum Changes section (ahead), and provide chair/dean signatures on final page.

- Change course number
- Change course title
- Delete course with no GenEd element, which is not part of by any other major/minor/concentration
- Prerequisite change within the academic unit only
- Catalog correction (editorial)

**[ ] TYPE 2: SUBSTANTIVE CHANGES** *[complete all sections, including signatures]*

Submit completed form, including signatures. Be sure to check all boxes that apply.

- |   |  |
|---|--|
| <input type="checkbox"/> Change catalog description**                 | <input type="checkbox"/> Change a course's credit hours                      |
| <input type="checkbox"/> Add permanent GenEd course**                 | <input type="checkbox"/> Add GenEd Element to existing course**              |
| <input type="checkbox"/> Add permanent non-GenEd course**             | <input type="checkbox"/> Delete GenEd course                                 |
| <input type="checkbox"/> Change major requirement**                   | <input checked="" type="checkbox"/> Change minor requirement**               |
| <input type="checkbox"/> Revise curriculum**                          | <input type="checkbox"/> Change concentration requirement**                  |
| <input type="checkbox"/> Change grading type (e.g. P/F, letter grade) | <input type="checkbox"/> Change prerequisite involving another unit's course |
| <input type="checkbox"/> Other: _____                                 |  |

**[ X ] TYPE 3: CHANGES REQUIRING FACULTY ASSEMBLY APPROVAL** *[complete all sections, including signatures]*

Note: These proposals require the approval of the Board of Regents in addition to the Faculty Assembly.

- |   |  |   |  |
|---|--|---|--|
| <input type="checkbox"/> New Degree**                                 | <input type="checkbox"/> New Major**     | <input checked="" type="checkbox"/> New Minor** | <input type="checkbox"/> New Concentration**     |
| <input type="checkbox"/> Eliminate Degree                             | <input type="checkbox"/> Eliminate Major | <input type="checkbox"/> Eliminate Minor        | <input type="checkbox"/> Eliminate Concentration |
| <input type="checkbox"/> Add Certificate (non-Continuing Education)** | <input type="checkbox"/> Other: _____    |   |  |

\*\* These changes/proposals require completion of the [EPC Curriculum Change Template](#). The noted Type 3 proposals also require attachment of an [Institutional Impact Evaluation Form](#).

\*\* A course syllabus must be submitted with these course proposals.

**STATEMENT OF RATIONALE**

**Provide a statement of rationale and/or other clarifications. Include information on student learning and outcomes and any General Education Program rationale.**

As the current pre-law advisors, we have found substantial interest in pre-law at PLU through good attendance at information sessions as well as from conversations with students seeking advice as they consider their next steps after PLU. Likewise, admissions has indicated that this would be a program of study that students would find desirable and would be a welcome addition in their attempts to recruit new students. Craig Chamberlain has noted that "In reality the addition of a program (even a minor) in law/legal studies/etc. will be extremely helpful for our admission team. We usually have a few handfuls of students who are interested in pre-law classes every admission cycle." We believe that this suggests an opportunity to offer a degree path that prospective students are interested in without expending additional resources. This minor could be offered with existing courses from a variety of departments without added staffing. We want to be clear that, while hopefully helpful for students considering law school, that this is not a pre-professional program. We do not have enough evidence to suggest that this would increase a student's ability to gain acceptance into law school. However, we do believe that, for students who are interested in law school, this program would help to hone skills which would set them up for a successful law school experience. This program could be a unique offering in our region. Saint Martin's has a legal studies minor but that is the closest to what we are proposing in the area. Pre-law is not offered as a degree program at Seattle Pacific University, Whitworth University, University of Washington-Seattle, or the University of Washington-Tacoma.

**CATALOG/CURRICULUM CHANGES**

**Current Catalog Language: N/A**

**Proposed Catalog Language: (note changes in **Blue Bold** and ~~Blue Strikeout~~)**

**Minor in Political Science**

Prerequisites, when required, are listed in the individual course descriptions. Prior consultation with the instructor of any advanced course is invited. Students wishing to pursue a major or minor in political science are requested to declare

the major or minor with the department chair as soon as possible. All political science courses must be completed with a grade of C- or better.

## **Minor**

*Minimum of 20 semester hours, including POLS 151*

Minor programs should be planned in consultation with the departmental chair or a designated adviser.

## **Residency**

A minimum of 12 semester hours for the major and 8 semester hours for the minor must be taken in residence at PLU.

- **Minor in Pre-Law**

*Minimum 20 semester hours*

- **Foundations in the Law**

*Minimum 4 semester hours required*

- BUSA 303: Business Law & Ethics
- POLS 370: Prisons & Prisoners
- POLS 371: Judicial Process
- POLS 372: Constitutional Law
- POLS 373: Civil Rights & Civil Liberties
- SOC 201: Criminal Justice
- RELI 221: Medieval Christianity
- RELI 361: Church History Studies

- **Analytical Reasoning**

*Minimum 4 semester hours required*

- Econ 101: Principles of Microeconomics
- Econ 102: Principles of Macroeconomics
- MATH 107: Mathematical Explorations or higher (Math placement or High School Math will not be accepted as a substitute for a course)

- **Ethics**

*Minimum 4 semester hours required*

- RELI 226: Christian Ethics
- HIST 248: Innovation, Ethics and Society
- PHIL 125: Ethics & The Good Life
- PHIL 128: Politics & The Good Society
- PHIL 229: Human Rights

- **Communication**

*Minimum 4 semester hours required*

- COMA 212: Public Speaking
- ENGL 323: Writing in Professional and Public Settings
- COMA 306: Persuasion
- PPAP 301: The Book in Society
- PPAP 302: Publishing Procedures
- ENGL 393: The English Language

- **Close Reading**

*Minimum 4 semester hours required*

- Any 300-level course with an LT designation
- ENGL 400: Studies in Criticism and Theory
- RELI 211: Religion and Literature of the Hebrew Bible
- RELI 220: Early Christianity
- RELI 221 Medieval Christianity
- RELI 331: New Testament Studies
- HIST 254: History of Hanford
- HIST 305: Slavery in the Americas
- HIST 346: Innovation and Technology
- HIST 351: History of West and Northwest
- HIST 362: Christians in Nazi Germany

### Pre-Law Advising

For information, see [Pre-Professional Programs section](#) of the catalog.

- **Minor in Public Affairs**

*24 semester hours, including POLS 345 (required) and 20 hours from economics, political science, sociology & criminal justice, or statistics*

This minor offers an interdisciplinary study designed to support many major programs whose content has implications for public affairs and is particularly useful to students contemplating careers in public service or graduate study in public administration, public affairs, and related programs.

At least five additional courses from three of the following groups (courses which are taken as part of a major program may not also count toward the public affairs minor):

- **Political Science**

*Minimum of 8 semester hours if this group is selected*

- - POLS 151: American Government
  - POLS 354: State and Local Government

- **Economics**

*Minimum of 8 semester hours if this group is selected*

- - ECON 101, 102: Principles of Macroeconomics and Microeconomics  
(or ECON 111: Principles of Microeconomics: Global and Environmental)
  - ECON 321: Labor Economics
  - ECON 325: Industrial Organization and Public Policy

- **Sociology & Criminal Justice**

*Minimum of 4 semester hours if this group is selected*

- - SOCI 240: Social Problems
  - SOCI 413: Criminological Theory

- **Statistics**

*Minimum of 4 semester hours if this minor is selected*

- - STAT 231: Introductory Statistics

On approval by the public affairs advisor, up to 8 semester hours may be earned through participation in an internship program as a substitute for courses listed above (except POLS 345). Internship opportunities are offered through several departments, and through the Cooperative Education Program, and provide students with actual work experience in diverse public and private agencies. Students interested in internships are urged to consult with their academic advisors and with intern faculty advisors at an early date.

Students interested in the public affairs minor should declare the minor in the Department of Political Science and consult with the department's public affairs advisor.

- **Minor in Conflict Resolution**

*20 semester hours, including*



POLS/GLST 331, POLS 332; COMA 340, 441, and 4 elective hours from POLS/GLST 210 or COMA 304 or another course selected in consultation with the minor's faculty coordinator.

### Pre-Law Advising

For information, see Pre-Professional Programs section of the catalog.

#### Additional information for courses:

Is this a course that because of variable content could be repeated for credit?  Yes,  ? Times  No [Default is 'no.' Note that does not exclude a student's option to repeat a course for a better grade to replace the initial one.]  
[If yes, the parameters must be clear in course description]

Grade Type:  Standard Letter  Pass/Fail

Anticipated Enrollment: \_\_\_\_\_

Course Syllabus Attached\*\*:  Yes  No

\*\*Required for new courses, and other proposals as indicated above.

#### Does the proposal include the addition to a course of one or more General Education Program elements (GenEd)?

Yes (Check the appropriate boxes below)

If more than one course is proposed, make sure the proposal makes clear which GenEd elements, if any, are proposed for each course.

No

- |   |  |
|---|--|
| <input type="checkbox"/> Alternative Perspectives <b>A</b>                            | <input type="checkbox"/> Physical Activity <b>PE</b>                                       |
| <input type="checkbox"/> Art, Music, Theatre <b>AR</b>                                | <input type="checkbox"/> Philosophy <b>PH</b>  |
| <input type="checkbox"/> Cross Cultural Perspective <b>C</b>                          | <input type="checkbox"/> Religion: Christian Traditions <b>RC</b>                          |
| <input type="checkbox"/> International Honors (100-level) <b>H1</b>                   | <input type="checkbox"/> Religion: Global Religious Traditions <b>RG</b>                   |
| <input type="checkbox"/> International Honors (200-level) <b>H2</b>                   | <input type="checkbox"/> Science and Scientific Method <b>SM</b>                           |
| <input type="checkbox"/> International Honors (300-level) <b>H3</b>                   | <input type="checkbox"/> Investigating Human Behavior, Culture, and Institutions <b>SO</b> |
| <input type="checkbox"/> Literature <b>LT</b>   | <input type="checkbox"/> Senior Seminar/Project <b>SR</b>                                  |
| <input type="checkbox"/> Inquiry Seminar (FYEP) <b>F</b>                              | <input type="checkbox"/> Writing Seminar (FYEP) <b>FW</b>                                  |
| <input type="checkbox"/> Mathematical Reasoning <b>MR</b>                             |  |
| <input type="checkbox"/> Natural Sciences, Mathematics, or Computer Science <b>NS</b> |  |

**NOTE:** Submissions will be forwarded to the Core Curriculum Committee for its review and recommendation. Diversity courses have specific learning objectives that must be included in the syllabus.

#### **STAFFING & BUDGETARY IMPLICATIONS**

Has this proposal been formally approved by at least 2/3 of the full-time teaching faculty in your academic unit?

Yes

No (Indicate why the proposal is being forwarded to EPC)

\_\_\_\_\_

Does this proposal impact any other academic unit?

Yes (List below and indicate if 2/3 of the full-time faculty in that area support the proposal)

See attached

No

Does this proposal require the commitment of new or substantially different support services (e.g., Library acquisitions, Information and Technology Services, Wang Center)?

Yes (Explain and indicate if support services have been consulted)

No

Explain how the proposed change(s) will be staffed. Revised 2-Year Course Cycle must be attached.

The staffing is not a concern because all courses listed as part of the minor are already regularly on the schedule. The minor simply groups a set of existing courses together to meet the learning outcomes of the minor.

Are special budgetary arrangements and funding required? If "no", explain how the proposed changes will be integrated without added personnel or budgetary requirements.

Yes (Explain what types of support will be used to meet the budgetary requirements of the proposed change(s). Include the source(s) of funding, percentage of costs covered, and time frame covered.)

No

There are no additional budgetary arrangements or financial expenditures that have to be made in order to start the program. All the courses are already taught regularly on campus. This is packaging what we already do into a program that is helpful for students considering this particular career path.

NOTE: Budgetary considerations will be reviewed/approved by Dean and Provost.

**REQUIRED SIGNATURES**



10/25/2021

Department Chair/Program Chair/Associate Dean

(Date)



10/21/21

Dean

(Date)

Forwarded with Endorsement

Forwarded with Reservations

Provost

(Date)

## Institutional Impact Evaluation Form

1. **Name of Proposed Program: Pre-Law Minor**

2. **Executive Summary:** In 1-2 paragraphs, describe the proposed program, including a clear statement of how the program meets the mission of the university.

As the current pre-law advisors, we have found substantial interest in pre-law at PLU through good attendance at information sessions as well as from conversations with students seeking advice as they consider their next steps after PLU. Likewise, admissions has indicated that this would be a program of study that students would find desirable and would be a welcome addition in their attempts to recruit new students. Craig Chamberlain has noted that "In reality the addition of a program (even a minor) in law/legal studies/etc. will be extremely helpful for our admission team. We usually have a few handfuls of students who are interested in pre-law classes every admission cycle." We believe that this suggests an opportunity to offer a degree path that prospective students are interested in without expending additional resources. This minor could be offered with existing courses from a variety of departments without added staffing. We want to be clear that, while hopefully helpful for students considering law school, that this is not a pre-professional program. We do not have enough evidence to suggest that this would increase a student's ability to gain acceptance into law school. However, we do believe that, for students who are interested in law school, this program would help to hone skills which would set them up for a successful law school experience. This program could be a unique offering in our region. Saint Martin's has a legal studies minor but that is the closest to what we are proposing in the area. Pre-law is not offered as a degree program at Seattle Pacific University, Whitworth University, University of Washington-Seattle, or the University of Washington-Tacoma.

3. **Proposed Program Start Date:** Fall 2022

4. **Program Offerings:**

a. Describe the type of program (new degree, new major, new minor, new concentration).

New Minor

b. Identify the delivery format for the program (face-to-face, online, blended, or competency-based) and rationale for this format.

Primarily face-to-face. The minor does not create any new course and currently the courses which we are including in the minor are face-to-face.

c. Describe the curriculum and program requirements by providing a clear description of the courses required to complete the program and any program-specific policies (e.g., credit hours in residency, GPA requirements). Include course offerings, number of credits, prerequisites, and any general education elements. Clearly distinguish between existing courses and any new courses that will need to be created or deleted. If you are using preexisting catalog language, please highlight changes by using **blue boldface** for changes and ~~blue strikeout~~ for deletions.

**Minor in Political Science**

Prerequisites, when required, are listed in the individual course descriptions. Prior consultation with the instructor of any advanced course is invited. Students wishing to pursue a major or minor in political science are requested to declare the major or minor with the department chair as soon as possible. All political science courses must be completed with a grade of C- or better.

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opportunities are offered through several departments, and through the Cooperative Education Program, and provide students with actual work experience in diverse public and private agencies. Students interested in internships are urged to consult with their academic advisors and with intern faculty advisors at an early date.

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- **Minor in Conflict Resolution**

*20 semester hours, including*

POLS/GLST 331, POLS 332; COMA 340, 441, and 4 elective hours from POLS/GLST 210 or COMA 304 or another course selected in consultation with the minor's faculty coordinator.

### **~~Pre-Law Advising~~**

~~For information, see **Pre-Professional Programs** section of the catalog.~~

\*\*\*\*\*Course Descriptions (not included in the catalogue language for the minor)\*\*\*\*\*

BUSA 303: Business Law & Ethics

Surveys significant areas of business law essential to effective managerial decision making. Topics include contract, tort, agency, property, employment, and the legal structures of business organizations. Introduces the Uniform Commercial Code sections affecting financial transactions. Explores the interrelationship of law, ethics, and principles of sustainability. Prerequisite: BUSA 201. (4)

COMA 212: Public Speaking

Introduces the basic techniques of public speaking. Students complete several speeches and learn the basic skills of speechmaking, including topic selections, research, organization, audience analysis, and delivery. (4)

COMA 306: Persuasion

The study of persuasion as a means of personal and social influence through rhetoric. Examines both rhetorical and social scientific traditions of study, ethical and social implications of contemporary persuasion in political, commercial, and other contexts. Opportunity for original research projects. Prerequisites: COMA 101, 120, or consent of instructor. (4)

ECON 101: Principles in Microeconomics

Introduces the study of economic decision making by firms and individuals. Economic tools and concepts such as markets, supply and demand, and efficiency applied to contemporary issues. Students cannot take both ECON 101 and 111 for credit. (4)

ECON 102: Principles in Macroeconomics

Introduces the economy as a whole and major issues such as inflation, unemployment, economic growth, and international trade. (4)

ENGL 323: Writing in Professional and Public Settings

Students working in professional settings analyze the rhetorical demands of their job-related writing. (4)

ENGL 393: The English Language

Studies in the structure and history of English, with emphasis on syntactical analysis and issues of usage. (4)

#### ENGL 400: Studies Theory & Criticism

Pre-capstone seminar on applied methods in literary theory and criticism, with a focus on critical approaches to literary analysis since 1900. Students gain experience in applying various schools of criticism and theory to primary texts, while practicing advanced critical writing and research strategies. Required for all English Literature majors prior to registering for the senior literature capstone. Prerequisites: 1) ENGL 300 and 2) junior standing or consent of instructor. (4)

#### HIST 248: Innovation, Ethics, Society

A history of innovation, problem solving, and creativity in the global economy, emphasizing the ethical considerations that arise as a result of new products and initiatives, disruptive technologies, globalization, and cultural change. Draws attention to stages in the innovation process and the importance of teamwork, effective communication, and design. (4)

#### HIST 254: Hanford and the Atomic Age

This course will examine the issues of sustainable energy and nuclear weapons proliferation through the history of the Hanford, Washington nuclear site. We will read and analyze comparative sources from the U.S., Japan, and Russia to examine cross-cultural perspectives on nuclear energy and nuclear weapons. We will also read sources from alternative perspectives on multiple forms of sustainable energy within the U.S. Students will gain an understanding of the viewpoints of those who have been directly involved in the industry as well as those who have been affected by the industry through lectures by experts. (4)

#### HIST 305: Slavery in the Americas

The comparative history of how slavery (and freedom) were constituted over time and in different parts of the Americas. Topics covered include: Atlantic slave trade, Native slavery, development of slavery and racism, rise of antislavery thought, plantation society, slave resistance and revolts, and the reconstruction of society after emancipation. Prerequisite: sophomore standing or consent of instructor. (4)

#### HIST 346: History of Innovation and Technology

Surveys the role of innovation and technology in Western societies from the industrial revolution to the computer age. Major themes include the development of forms of transportation, communication, industrial production, and computer technologies. Draws attention to stages in the innovation process and to developing an ethical vocabulary for business and entrepreneurial activity. (4)

#### HIST 351: History of the Western and Pacific Northwest U.S.

How "the West" was defined and geographically situated has changed greatly over time. Yet, "the West" - as both a place and an idea - has played a critical role in the development of the American nation. Course explores historiography and the evolving definitions and understandings of region in the United States. Prerequisite: sophomore standing or consent of instructor. (4)

#### HIST 362: Christians in Nazi Germany

This course will study the response of Christians in Germany to Hitler and the Holocaust, analyzing why some Christians opposed the regime but also why a large number found Hitler's ideology and policies attractive.

Prerequisite: sophomore standing or consent of instructor. (4)

#### MATH 107: Mathematical Explorations

Mathematics and modern society. Emphasis on numerical and logical reasoning. Designed to increase awareness of applications of mathematics, to enhance enjoyment of and self-confidence in mathematics, and to sharpen critical thought in mathematics. Topics selected by the instructor. Prerequisite: Eligibility based on PLU Math Placement Exam, or permission of instructor. (4)

#### PHIL 125: Ethics and the Good Life

Major moral theories of Western civilization, including contemporary moral theories. Critical application to selected moral issues. (4)

#### PHIL 128: Politics and the Good Society

An examination of major political theories in the Western philosophical tradition, with a focus on questions regarding the nature of just political institutions. Can count toward a minor in Politics and Government. (4)

#### POLS 370: Prisons & Prisoners

This course is an examination of the era of mass incarceration in the United States. We will explore the racial, economic, and gender dynamics of this issue as well as various alternatives to the current system. This course meets an elective requirement or a public policy requirement for the Political Science major or minor. (4)

#### POLS 371: Judicial Process

An examination of legal processes in various adjudicatory settings. Primary attention given to judicial processes focusing on American civil and criminal law. Prerequisite: POLS 251. (4)

#### POLS 372: Constitutional Law

The constitutional basis of governmental powers in the United States with special emphasis given to judicial review, separation of powers, federalism, interstate commerce, and political and constitutional restrictions on governmental power. Intensive writing course. Prerequisite: POLS 251. (4)

#### POLS 373: Civil Rights and Civil Liberties

The constitutional basis of rights and liberties in the United States with special emphasis given to freedom of expression and association, religious freedom, rights in criminal proceedings, due process, and equal protection. Intensive writing course. Prerequisite: POLS 251. (4)

#### PPAP 301: The Book in Society

A critical study of the history of book culture and the role of books in modern society. Cross-listed with COMA 321, ENGL 311. (4)

#### PPAP 302: Publishing Procedures



A workshop introduction to the world of book publishing, involving students in decisions about what to publish and how to produce it. Cross-listed with COMA 322, ENGL 312. (4)

RELI 211: Religion and Literature of the Hebrew Bible

The literary, historical, and theological dimensions of the Hebrew Bible, including perspectives on contemporary issues. These writings later formed the Jewish Scriptures and the Christian Old Testament. (4)

RELI 220: Early Christianity

The origins, thought and expansion of the Christian Church; the growth of Christian involvement in culture to the end of the papacy of Gregory I (604 CE). (4)

RELI 221: Medieval Christianity

A study of the ideas, practices, forms of community among Christians from 600-1350, with an emphasis on how they understood their relationship to God, each other, and the natural world. (4)

RELI 226: Christian Ethics

This course introduces and explores moral arguments in conversation with Christian traditions. We learn from the discipline of ethics to understand and think critically about arguments in historical, social, and experiential contexts and we engage in dialogue with sources from sacred Christian texts, from Christian social movement in the U.S., and from contemporary thinkers across the world. The primary goal of the course is to equip students with tools to think more deeply and more critically about moral issues in personal life, in community, and in politics. (4)

RELI 361: Church History Studies

Selected area of inquiry, such as Orthodox church history, religious experience among American minority communities, and the ecumenical movement. RELI 341 for cross cultural GenEd and RELI 351 for alternative perspective GenEd. (4)

SOC 201: Introduction to Criminal Justice

An examination of the American Criminal Justice System. This course will address law enforcement, the court system and correctional system, along with attention to race, class, and gender inequalities. (4)

5. *Total: 20 credits*

. Provide a two-year course cycle for delivering the curriculum.

See Attached.

a. Provide completion pathways (including two and four-year advising plans for undergraduate programs).

**Four Year Advising Plan**

Year 1	Year 2	Year 3	Year 4
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Any "Foundations in the Law" Class	Any "Ethics" Class in the Fall	Any "Communication" Class in the Fall	Any "Close Reading" Class
	Any "Foundations in the Law" Class in the Spring		
Total Credits 4	Total Credits 8	Total Credits 4	Total Credits 4

### Two Year Advising Plan

Year 1	Year 2
Any "Foundations in the Law" Class & Any "Ethics" Class in the Fall	Any "Foundations in the Law" Class in the Fall
Any "Communication" Class in the Spring	Any "Close Reading" Class in the Spring
Total Credits 12	Total Credits 8

b. Identify the learning outcomes for the program. For undergraduate programs, also describe the connection to the Integrative Learning Objectives.

**Obtain substantive knowledge of the law.** *Students will understand the structure of the American judicial system and demonstrate the ability to discuss and analyze legal questions and controversies.*

**Understand how to apply an ethical approach to decision-making.** *Students will learn ethical approaches to decision making and hone their own ability to act ethically in professional and personal settings.*

**Demonstrate the ability to communicate complex ideas to others.** *Students will practice written and verbal forms of communication and develop the ability to convey difficult topics to an audience.*

**Acquire the ability to read and comprehend difficult texts.** *Students will practice and develop skill in the close reading of complicated texts.*

c. Provide a plan for assessing program learning outcomes.

The following assessment plan will be carried out by the pre-law advisors at the university. In the event that no advisors are assigned for an academic year, the responsibility will be on the Chair of the Political Science Department

2022-23: Assess LO #1 through a pre/post-test survey of students enrolled in "Foundations in the Law" courses (limited to students identified as part of the pre-law program)

2023-24: Assess LO #2 through a pre/post-test survey of students in the minor taking who are enrolled in "Ethics" courses.

2024-25: Assess LO #3 through a pre/post-test survey of pre-law students enrolled in "Communication" courses.

2025-26: Assess LO #4 through a pre/post-test survey of students in the minor enrolled in "Close Reading" courses.

d. Identify program entrance requirements, including application processes, if appropriate.

N/A

**5. External Authorization:** Will the proposal require authorization from NWCCU, the state of Washington, or an external accreditation body?

No

**6. Rationale:**

a. Provide evidence of demand for the proposed program, which may include a market analysis or review of trends at other universities. Include reference to relevant competitors' programs and characteristics of the proposed program that will make it attractive to students in light of this competition.

Prospective students have indicated a strong interest in a pre-law program. While we have a pre-law advising program, we do not have a major or minor attached. In the last five years among applicants, these are the numbers for "Intended Legal Studies":

- Fall 2016: 71 applied & 1 enrolled
- Fall 2017: 65 applied & 1 enrolled
- Fall 2018: 66 applied & 2 enrolled
- Fall 2019: 77 applied & 0 enrolled
- Fall 2020: 46 applied & 1 enrolled

These numbers demonstrate that there is a real interest in pursuing this kind of curricula and reflect an opportunity to more effectively recruit these first-year students so that they choose PLU.

b. Identify the target audience for the program.

The target audience are prospective students as well as current students who are considering pursuing law school.

c. Explain why this is the right time for the university to add this program.

This is the right time to pursue the program because, in a time of difficult budget considerations, this is a way to add a recruitment tool without expending additional resources.

d. Explain how this program might compete with other programs currently offered at PLU.

We do not view this program in conflict with any others at the university. This program allows a student to select any major and still receive helpful training if they would like to pursue law school as a next step after PLU. Likewise, the interdisciplinary nature of the program should assist all of the involved departments in promoting their majors/minors.

- e. Identify which academic units might be affected by this program, and how.

The minor can be instituted without changing the offerings, staffing, or budgeting of any program. The minor is a collection of courses that are already being regularly taught. Advising for the program is built-in to the work that the current pre-law advisors do each semester.

- f. Will approval of this program mean the termination of another program? If so, what is the timeline for the proposed elimination?

N/A

**7. Marketing strategies:**

- a. Provide a marketing and advertising plan for the initial roll-out of the program, including a timeline.

We will be coordinating with MarCom about the dissemination of information regarding the minor. For a timeline:

February 2022 announcement of the new minor with social media posts including interviews with faculty members and students currently part of our pre-law advising program.

February 2021 email message from our department to community college admission counselors.

March 2022 information session for current students interesting in the new minor.

- b. Identify longer-term plans for marketing and advertising.

Longer-term, we will plan on visiting local community colleges to connect directly with students. Likewise, we will plan events with alumni (similar to our alumni career panel being held this October) to highlight the program and to connect students with individuals in the legal profession.

**8. External funding sources:** Describe any plans for the development of funding sources for this program that are external to the university, including projected amounts of funding for each.

- a. Fundraising: N/A
- b. Grants: N/A
- c. Other: N/A

**9. Faculty, Staff and Administration:**

- a. Describe the qualifications needed by faculty who will teach in the program.

Because we are using classes collected from a variety of departments, the specific requirements for instructors of those courses are set by the department, the dean, and the provost.

- b. Identify the number and type (contingent, tenure-track) of faculty members necessary to deliver the program.

We will not need any additional staffing for the program.

c. Will any current faculty serve in the proposed program? If so, how will this new commitment be accommodated in their teaching load?

Yes, all courses will be taught by current faculty. These classes are already part of their regular teaching load.

d. Identify the number and type (contingent, tenure-track) of *new* faculty necessary to deliver the program.

We do not need any additional faculty to deliver the program.

e. If new faculty are required, provide a recruitment plan and timeline, including comments addressing the challenges of filling positions with small hiring pools or where market premia might be required

N/A

f. Describe plans for providing administrative support for the program. Identify any new administrative positions or organizational rearrangements in staff needed to accommodate the new program.

No new administrative support is necessary for delivering the program. This would just be part of the existing support already allocated to the Political Science Department.

**10. Facility and Technology Needs** – Includes but not limited to classroom, office, studio, laboratory, storage, technology, and computer labs.

a. Describe any new construction or facility renovations necessary to launch or maintain the program and the associated expenses.

N/A

b. Describe any furniture and/or equipment necessary to launch or maintain the program.

N/A

c. Explain any special security considerations associated with the program.

N/A

d. Identify possible health and safety concerns associated with the program.

N/A

**11. Library Resources:**

a. Describe library resources needed to support the program, including print books, electronic materials, and other library resources.

We do not need any additional library support than what is already offered to the Political Science Department.

b. Does the new program require access to library resources not already available? Are these mandated by any program accreditation?

N/A

c. If program is fully online or blended, describe how library resources will be delivered to students. Include expenses for postage, photocopying, etc.

N/A

**12. Student Services**—Are there any changes in existing student services needed to accommodate the program? Will adding the program result in changes in service provision to the rest of the student body? Where might additional resources be necessary, and what are the projected expenses for those resources?

a. Financial aid

N/A

b. Registration

N/A

c. Center for Student Success (advising, tutoring)

Because these classes are already part of existing programs, tutoring for specific classes should already be supported with the current Center for Student Success activities.

d. Other

**13. Budget.** Use information from the questions above to complete the table. Please see footnotes for additional information.

Year	Year Zero	Academic Year 1	Academic Year 2	Academic Year 3	Academic Year 4
# Students in Program		5	10	15	20
# Faculty FTE to Deliver Program <sup>ii</sup>		N/A	N/A	N/A	N/A
# New Faculty FTE to Deliver Program <sup>iii</sup>		N/A	N/A	N/A	N/A
Average Faculty Salary in unit <sup>iv</sup>		N/A	N/A	N/A	N/A

<b># Administrators or Staff<sup>v</sup></b>		N/A	N/A	N/A	N/A
<b># New Administrators or Staff<sup>vi</sup></b>		N/A	N/A	N/A	N/A
<b>Average Administrator or Staff Salary<sup>vii</sup></b>		N/A	N/A	N/A	N/A
<b>Services &amp; Purchases<sup>viii</sup></b>		N/A	N/A	N/A	N/A
<b>Facility and Technology<sup>ix</sup></b>		N/A	N/A	N/A	N/A
<b>Library Resources<sup>x</sup></b>		N/A	N/A	N/A	N/A
<b>Student Services<sup>xi</sup></b>		N/A	N/A	N/A	N/A
<b>Net</b>		0	0	0	0

- i. Identify the projected number of students *declared* in the new program for each of the first four years of the program.
- ii. Identify projected faculty FTE for each of the first four years of the program.
  - iii. Identify the number of additional (new) faculty FTE (whether new or contingent) necessary to add in each of the first four years of the program.
  - iv. Identify average faculty salary in the proposed program in consultation with the Provost's Office.
  - v. Indicate the projected staff/administrator FTE for each of the first four years of the program.
  - vi. Identify the number of additional (new) staff/administrator FTE necessary to add in each of the first four years of the program.
  - vii. Indicate the average staff/administrator salary.
  - viii. Indicate the annual services and purchases budget required for each of the first four years of the program, including any projected expenditures required for start-up expenses. *Itemize these expenses in an attached narrative.*
  - ix. Estimate facilities and technology expenses for each of the first four years of the program.
  - x. Estimate library expenses for each of the first four years of the program.
  - xi. Estimate student services expenses

**14. Risk management**

Describe the major risk considerations of the plan and the steps that could be taken to mitigate or minimize the risk and still implement a successful plan. For example, if applicable, the plan may encounter problems associated with items such as negotiating a lease contract, obtaining city or government approvals, obtaining accreditation approval, etc.

N/A

**15. Accountability and Exit Strategy:**

a. Outline the steps that will be taken to review whether the program is meeting its enrollment and revenue targets, including the timeline for such review. For new undergraduate programs, provide a 5-year timeline; for new graduate programs, provide a 3-year timeline.

After the initial rollout of the program in AY 2022-23 and AY 2023-24, we will assess whether we are meeting the enrollment targets for the program. If not, we will determine whether there are marketing and or curricular changes that need to be made in order to meet the initial goals. If, after AY 2025-26, we have still failed to reach our targets then we will terminate the program.

b. Provide an exit strategy, including a general timeline for deciding whether to terminate or continue the program and a plan for teaching out the program.

If we decide, after AY 2025-26, we decide to terminate the program we should be able to do so with no disruption to students currently enrolled in the program. As the program is phased out any existing students will still be able to complete the minor because the minor consists of only classes taught regularly as part of the curriculum in the participating programs.

c. Identify who will be responsible for providing accountability and oversight for the program meeting its enrollment and revenue targets.

The Dean of Social Sciences (or the head of the unit where POLS is housed after restructuring).

**16. Communications Checklist.** The persons/offices listed below should be consulted as the proposal is prepared.

	Signature	Date	<u>Level of Support:</u> <ul style="list-style-type: none"><li>● Support</li><li>● Undecided</li><li>● Do not support</li></ul>
Chair			
Dean			



Associate Provost for Undergraduate or Graduate Studies, as appropriate			
Provost			
Accreditation Liaison Officer	KEM	10/26 /21	Received (don't weigh in in this hat)
Director of the Library			
Registrar	KGP	10/13 /21	Support
Student Financial Services	MTF	10/12 /21	Support
Director of Admission	MAF	10/14 /21	Support
Executive Director Center for Student Success	KHP	10/12 /2021	Support
Vice President for Administrative Services	TP	10/19 /2021	Support

May 2020

**2022-2023 Academic Year**

<b>Course</b>	<b>Course Title</b>	<b># Fall Sections</b>	<b># J-Term Sections</b>	<b># Spring Sections</b>	<b>Total # Sections</b>	<b>Multi-Disciplinary Program courses taught by the department [please specify which program(s)]</b>	<b>Comments</b>
BUSA 303	Business Law & Ethics	X (2 Sections)		X	3		
COMA 212	Public Speaking	X		X	2		
COMA 306	Persuasion			X	1		
ECON 101	Principles of Microeconomics	X	X	X	3		
ECON 102	Principles of Macroeconomics	X	X	X	3		
ENGL 323	Writ/Prof & Pub Set		X		1		
ENGL 393	The English Language						
ENGL 400	Studies Theory & Criticism	X			1		
HIST 248	Innovation, Ethics, Society	X			1		
HIST 254	Hanford and the Atomic Age						
HIST 305	Slavery in the Americas	X			1		
HIST 346	History of Innovation & Technology		X		1		
HIST 351	History of the Western and Pacific Northwest U.S.			X	1		
HIST 362	Christians in Nazi Germany			X	1		
MATH 107	Mathematical Explorations		X		1		
PHIL 125	Ethics and the Good Life		X		1		
PHIL 128	Politics and the Good Society	X	X		2		
PHIL 229	Human Rights			X	1		
POLS 370	Prisons & Prisoners				0		
POLS 371	Judicial Process			X	1		
POLS 372	Constitutional Law			X	1		
POLS 373	Civil Rights & Civil Liberties				0		
PPAP 301	The Book in Society	X			1		
PPAP 302	Publishing Procedures			X	1		
RELI 211	Religion and Literature of the Hebrew Bible	X (2 Sections)		X (2 Sectio	4		
RELI 220	Early Christianity	X (2 Sections)			2		
RELI 221	Medieval Christianity				0		
RELI 226	Christian Ethics				0		
RELI 361	Church History Studies				0		
SOCI 201	Introduction to Criminal Justice	X			1		

**2023-2024 Academic Year**

<b>Course</b>	<b>Course Title</b>	<b># Fall Sections</b>	<b># J-Term Sections</b>	<b># Spring Sections</b>	<b>Total # Sections</b>	<b>Multi-Disciplinary Program courses taught by the department [please specify which program(s)]</b>	<b>Comments</b>
BUSA 303	Business Law & Ethics	X (2 Sections)		X	3		
COMA 212	Public Speaking	X		X	2		
COMA 306	Persuasion			X	1		
ECON 101	Principles of Microeconomics	X	X	X	3		
ECON 102	Principles of Macroeconomics	X	X	X	3		
ENGL 323	Writ/Prof & Pub Set		X		1		
ENGL 393	The English Language						
ENGL 400	Studies Theory & Criticism	X			1		
HIST 248	Innovation, Ethics, Society	X			1		
HIST 254	Hanford and the Atomic Age						
HIST 305	Slavery in the Americas	X			1		
HIST 346	History of Innovation & Technology History of the Western and Pacific		X		1		
HIST 351	Northwest U.S.			X	1		
HIST 362	Christians in Nazi Germany			X	1		
MATH 107	Mathematical Explorations		X		1		
PHIL 125	Ethics and the Good Life		X		1		
PHIL 128	Politics and the Good Society	X	X		2		
PHIL 229	Human Rights			X	1		
POLS 370	Prisons & Prisoners	X			1		
POLS 371	Judicial Process			X	1		
POLS 372	Constitutional Law			X			
POLS 373	Civil Rights & Civil Liberties						
PPAP 301	The Book in Society	X			1		
PPAP 302	Publishing Procedures			X	1		
RELI 211	Religion and Literature of the Hebrew Bi	X (2 Sections)			2		
RELI 220	Early Christianity	X (2 Sections)			2		
RELI 221	Medieval Christianity				0		
RELI 226	Christian Ethics	X (2 Sectio X			3		
RELI 361	Church History Studies				0		
SOCI 201	Introduction to Criminal Justice	X			1		