



The Evergreen State College-Vancouver



Catalog Edition 1979/80



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Accreditation: The Evergreen State College was awarded full accreditation by the Commission on Higher Schools of the Northwest Association of Secondary and Higher Schools in June, 1974.

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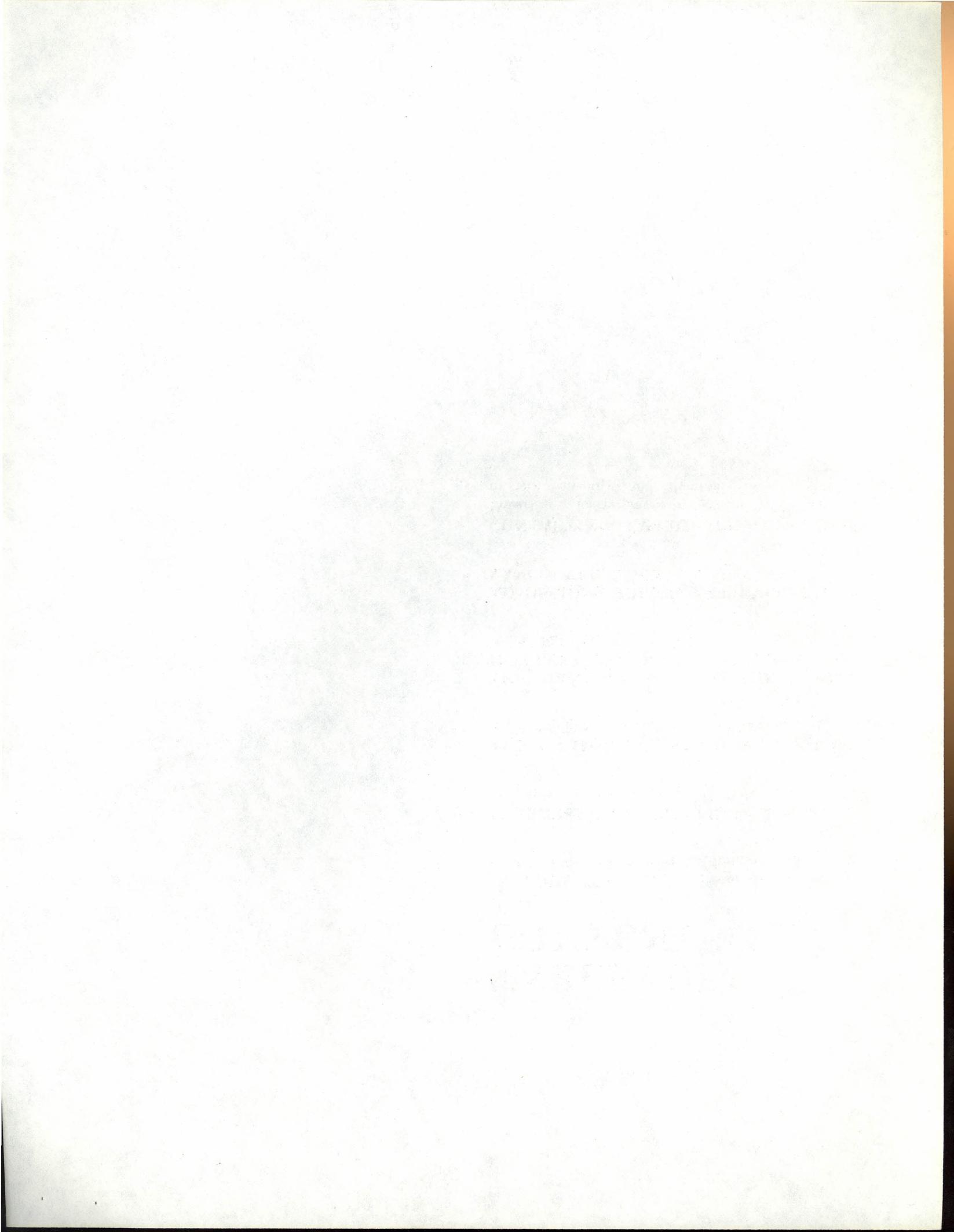
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The Evergreen State College

The Evergreen State College (TESC) was established in 1971 to provide alternative public higher education to the residents of Southwest Washington. With its original (and main) campus in Olympia, TESC's alternatives include an emphasis on interdisciplinary and team-taught coordinated study programs, independent study and internships, and on-going written evaluations of both student and faculty performance.

Interdisciplinary studies encourage students to consider each book, each assignment, and each course in relation to each other, rather than as unrelated fragments of information to be memorized and forgotten. Moreover, emphasis is put on teaching students how to use a variety of resources — in the library, in the community, and on a regional and national level. Since many adults will change careers several times in their lives, the ability to *know how to learn* becomes crucially important.

Within the larger liberal arts framework of each Coordinated Studies Program, Evergreen students are also encouraged to design their own individualized educations by pursuing whatever reading lists, skills acquisition, or job experiences are needed to fulfill their personal, intellectual or career goals.

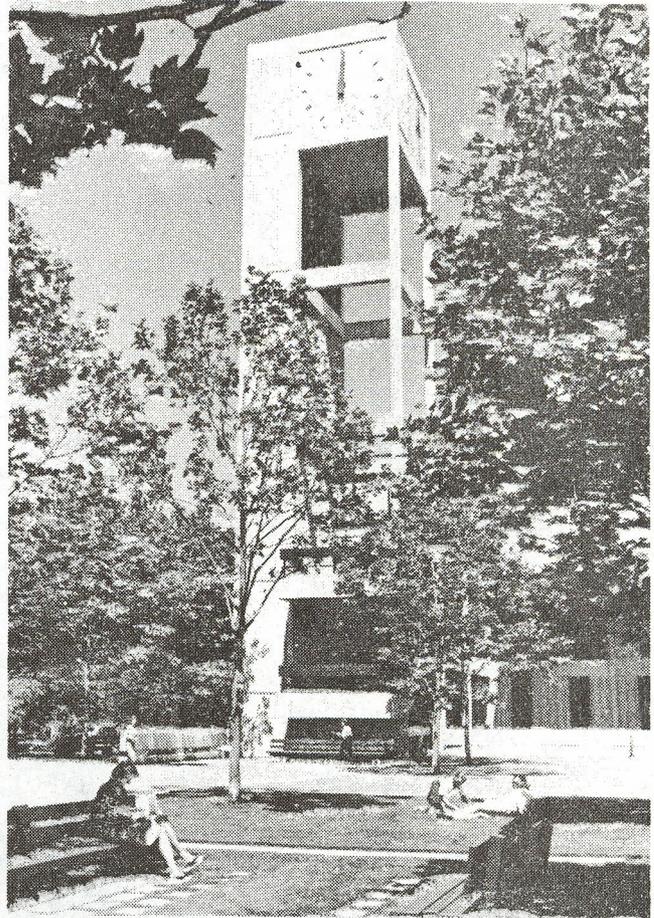
Coordinated Study Programs

Coordinated Studies Programs are team-taught and may run from one quarter to two academic years. A variety of learning situations (lectures, small seminars, individual contracts and internships) are combined and focused on a single interdisciplinary topic such as "Human Development: Interdisciplinary Studies in Psychology, Literature and American Social History," and "Biology: Molecule to Organism" — two recent Coordinated Studies Programs at TESC. Students enroll in only one of these totally integrated programs at a time and build an in-depth understanding of the disciplines covered and the benefits of group teamwork.

Individual Learning Contracts

An Individual Learning Contract allows students to plan an independent project based on their *individual* interests. The contract requires students to draw up a formal document of expectations and evaluative procedures with faculty advisors for a given learning

experience which may include reading, writing papers, producing performances, or completing research projects. Field experts may be called upon to cosponsor an Individual Learning Contract.



Internships

Internships allow the student to relate academic theory to the practical demands of the everyday workplace. Credit is not given for simply doing a job. Instead, the student combines academic work (reading, keeping a journal, research) with off-campus experience under the supervision of both a faculty sponsor and a field supervisor.

Courses

Courses are interdisciplinary, short-term studies offered to evening or part-time students. A Coordinated Studies program includes a choice of several Courses in any given quarter.

Evaluations

Evaluations are Evergreen's alternative to ordinary grading systems, and represent a thoughtful and detailed appraisal of the student's performance in every course by each professor. The material recorded in these evaluations becomes part of the student's permanent transcript and provides an exact description of the variety and quality of the student's accomplishments.

Accreditation

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The Evergreen Experience

A description of structures and goals cannot portray what actually takes place in the education of an Evergreen student. It is difficult to convey the sense of excitement, cooperation and industry that pervades an Evergreen campus. The Northwest Accreditation Association Evaluation Committee, a group of experienced scholars and administrators, used the following phrases to describe the students; their comments seem appropriate to sum up the overall Evergreen experience:

"...unusually busy, interested and involved with their own learning... open, articulate, and generally enthusiastic about their college... a high level of student engagement with intellectual issues and principles and a refreshing absence of the "academic games" common among undergraduates at many institutions... authentic self-motivation."

Evergreen-Vancouver

Founded in 1976, in cooperation with Clark College, TESC-Vancouver attempts to offer this same "intellectual engagement" and "authentic self-motivation" to upper division students of the Clark County (Washington) area. Self-contained two-year Coordinated Studies Programs are available to students who already possess the Associate of Arts degree or its equivalent. Given the opportunity to earn a Bachelor of Arts locally, mid-career city employees, homemakers, recent Clark College graduates, and retirees can enroll in studies designed to instill a

desire for life-long learning, as well as to prepare them for specific careers. An initial pilot program in the academic field of Human Services recently concluded with the graduation of 62 students from the Vancouver program. Based on the success of this first effort, TESC-Vancouver is now offering a program in Community Studies through the academic year 1980, and a new program in Management and the Public Interest through 1981.

The Evergreen-Vancouver Student

The typical Evergreen-Vancouver student is between 30 and 50 years old, working full-time, and/or is participating in raising a family. He or she may have been out of school for many years but now has decided that a degree is necessary for personal satisfaction or career advancement. Students find that it is a joy to participate in a community of like-minded adults and to rediscover the excitement of learning, but that it is often difficult to juggle the responsibilities of school, family and job.

Evergreen-Vancouver was structured to provide as much assistance and flexibility as possible to these local students, so classes are held in the evenings or late afternoon, and can be rescheduled upon sufficient demand. Because the group of students is small, and because they all are studying the same books in their seminar and in some of their courses, a tremendous community spirit soon develops. Students of all ages and backgrounds learn that they can help their fellow students, and share information, typing skills, babysitting and understanding.

Evergreen-Vancouver Faculty

Evergreen-Vancouver faculty members are chosen from regular on-campus faculty and local professors for their interest in interdisciplinary education and their ability to teach adult learners in a demanding but personalized program. Faculty members have academic expertise in a variety of fields, but they must be able to constantly research and develop new expertise to participate in the always evolving interdisciplinary program. Furthermore, Evergreen faculty must be constantly aware of the interconnections between liberal arts study and practical career and communication skills to help students prepare for successful futures. Because of the limited size of each Coordinated Study Program, faculty members and students soon become well-known to each other and learn together in a spirit of shared endeavor.

Facilities

The Evergreen-Vancouver program is now located in the historic Fort Vancouver Officers' Row at 1002 East Evergreen Boulevard. Because of its location, the relationship between the college and the community carries a special meaning. The conservation of the historical significance of the site, as well as the projected development of the entire Central Park area, will provide Evergreen students with ideal opportunities for research, community interaction, and creative planning studies. The community will benefit as well by its access to additional research materials, enthusiastic workers, and an independent forum for reasoned discussion and critical analysis of the many options it will face in the development of this area.

The former Officers' Row Quarters contain administrative and faculty offices. Small classes and seminars are held there. A lounge is available to students for study groups or relaxing, and a kitchen offers the opportunity for quick meals or snacks.

Large classes are held at nearby Clark College, and Evergreen students are welcome to use the Clark College Library. Evergreen students may also borrow books from the Portland State University Library on an inter-library loan basis. Required texts for classes are stocked at the Clark College Bookstore.

Program In Community Studies

Community Studies can be defined as the study of social change and the effect it has on human and organizational development within a community. The most essential needs of human beings are met within the community — the need for survival, shelter, the need to relate to others, and the need to govern those relations, and it is within the community that social change can be practiced most effectively.

The Community Studies program is a humanities and liberal arts program with special emphasis on history, philosophy and literature, as well as the following topics:

Cultural Institutions
Housing
Human Services
Politics and Citizen Participation
Economic and Technological Development
Community Subcultures
Community Form and Spatial Structure
Transportation and Circulation

The Greater Vancouver area is at a major transition point in its development, and the college has a rare opportunity to take part in this transition. Citizens who have studied community theory, organizational development, the history of emerging cities, and the political responsibilities of the individual will be in an excellent position to understand and influence actual societal change and development.

The career needs of community specialists are also well served by Evergreen-Vancouver's interdisciplinary structure and reliance on individualized study. In an era characterized by flux and unknowns in the planning process, professionals and citizens alike will need the capacity for continuing self-education. Students in the program may choose to work as an intern in a social welfare agency, in a city hall office or a cultural institution — in a learning experience that might well lead to a permanent job. Community Studies students will also learn why towns and cities have developed and decayed — analyzing the experiences of the Greeks, the Romans, Renaissance princes, the Pioneers, Utopians, and our contemporaries. Students will be encouraged to discover the power structures of their local communities and to formulate ways that individual citizens can create social change. Finally, using their accumulated knowledge of the complex inter-relationships involved in community process, students may plan to go on to graduate school in Public Administration, Urban Studies, Social Work, or many other fields, to begin a career, or simply to enjoy the benefits of being an educated and involved citizen.

Evergreen-Olympia is presently preparing to offer graduate studies toward a Master of Arts in Public Administration and Policy beginning in Fall 1980 — a program that could also open possibilities for Evergreen-Vancouver students who want to proceed beyond a baccalaureate degree.

Course Offerings

A full-time student in the Community Studies program must take the core seminar, and two of the four courses each quarter. The seminar is an interdisciplinary class designed to give students basic theoretical background and demanding practice in the skills of writing, listening, group research, analysis, and public speaking. Each of the courses makes use of material learned in the seminars and vice versa. In addition, required workshops, colloquia and lectures are scheduled as needed.

Part-time students may either take the seminar plus an independent reading tutorial or two courses.

SPRING 1979

Seminar Power, Popes and Princes
Courses Financial Management for Community Organizations
Group Dynamics and Leadership
Art and Society
Remembering the Ladies: Women of the Northwest

In Her Own Words: Autobiographical Writing by Northwest Women

FALL 1979

Seminar The Ideal — Utopian Communities
Courses The Design Process
Personality and Culture
Community Politics and Citizen Power
Conflict: Its Nature and Resolution

WINTER 1980

Seminar The Real — Natural and Artificial Communities
Courses Communication Networks and the Community
The Image of the City
Urban Planning
Community Learning Networks

SPRING 1980

Seminar The Clark County "Community"
Course Northwest Literature
The Pioneer Experience
Natural Communities
Urban Studies



Typical Programs

The descriptions below are formulated for fictitious students to give examples of the kinds of programs an individual student may construct under the umbrella concept of Community Studies. In each of the courses, assignments are structured so that students may write a paper defining a particular theory or problem using their major interest as their specific focus, thus further individualizing their education.

Jane Doe

Jane is a woman in her early thirties who must support two small children. She works at a part-time job, has an Associate Degree in Liberal Arts, but would like to prepare for a career in the field of city government administration. She is not sure what specific area most interests her and would like to experiment. In consultation with her faculty advisor, she plans the following program:

Junior Year

Fall Contemporary Concepts of Community and Citizenship
Critical Thinking and Listening
Technology and the 20th Century

Winter Ancient Concepts of Community and Citizenship
Statistics
Community Subcultures

Spring Power, Popes and Princes
Financial Management for Community Organizations
Art and Society

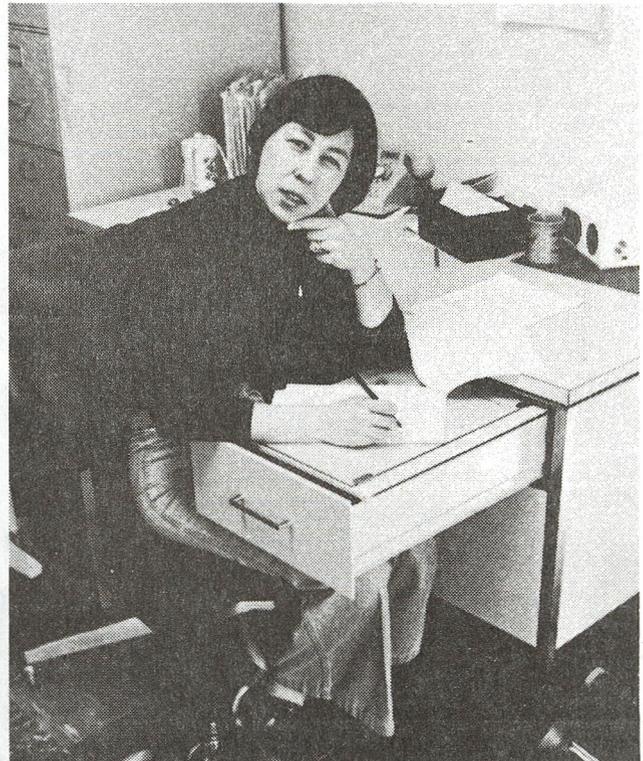
Senior Year

Fall The Ideal — Utopian Communities
Community Politics and Citizen Power
Personality and Culture

Winter The Real — Natural and Artificial Communities
Urban Planning
Communication Networks and the Community

Spring The Clark County "Community"
Natural Communities
Internship with Office of Community Development

Jane has now graduated, and has discovered that she enjoys working in the field of Economic Development. From the contacts she gained during her internship, she is able to find a job in her field.



John Smith

John is a 45-year-old manufacturer's representative who is successful in his field, but has never had the time or occasion to finish his B.A. degree. He plans to continue with his present career, but would like the degree as a means of broadening his horizons and for his own personal satisfaction. In consultation with his faculty advisor, he plans the following program:

Junior Year

Fall Contemporary Concepts of Community and Citizenship
Images, Forms and Systems
Age of Egalitarianism: 19th Century Reform Communities

Winter Ancient Concepts of Community and
Citizenship
Persuasion: Art or Science
Haven in a Heartless World: Parent and
Child in England and America

Spring Power, Popes and Princes
Art and Society
In Her Own Words: Autobiographical
Writing by Northwest Women

Senior Year

By now, John has discovered that he is fascinated by regional literature and its relationship to the development of the Northwest.

Fall The Ideal — Utopian Communities
Conflict: Its Nature and Resolution
Individual contract studying the Writings of
Early Northwest Naturalists

Winter The Real — Natural and Artificial
Communities
The Image of the City
Internship with the Historical Society
preparing historical pamphlets and ex-
hibits.

Spring The Clark County "Community"
Northwest Literature
Urban Studies

John has now graduated and pursues his avocational interest in regional literature during every available free moment. In the future, perhaps when he retires, he hopes to write a book tracing the attitudes toward ethnic subcultures on the part of the early citizens of the Northwest.

The above are only two of the multitude of possibilities open to a student in the Community Studies program, but they serve to show the extent to which different individuals may follow different paths.

Management and the Public Interest Program

This program is intended to meet the need for an upper division general management curriculum through these program objectives:

1. To confront the major problems of the American economy and to assess the various attempts to solve these problems.
2. To acquire essential management concepts and skills.
3. To understand how organizations work.
4. To examine specific cases of how organizations deal with challenges to meet the public interest in light of both internal and external pressures on business.
5. To assess in an historical, social and political context and in the context of an emerging future the efficiency of the American economic system in meeting the needs of people.
6. To learn the language of business — private and public.
7. To offer focused senior year studies in business or public management issues.

In an effort to meet these objectives, the following topics will be covered in a program designed around a late afternoon and evening classtime schedule.

Development of American Business
Advanced topics in Accounting and Economics
Decision-Making (quantitative methods and computer-based information systems)
Critiques of business and government (with determination of the public interest)
Business and public policy analysis
Applications of behavioral science to the organizational environment
Personnel Management and Labor Relations
Marketing
Corporate and public finance, and
Theories of Management and Organization.

Students are expected to develop communication skills, analytic skills, critical skills and the ability to synthesize while they study in M.P.I. All of these are consistent with Evergreen's education goals. In addition, students are asked to conduct research in both the Coordinated Studies program and in advanced Group Contracts, allowing them to move from concepts to practical application. In such research work students also are afforded an opportunity to develop initiative and to work with others.

Our program explicitly asks students to give serious thought to moral and ethical questions that they will face as they develop their careers. Indeed, the organizing question on which the junior year Coordinated Studies program hinges is such a question: What does it mean for management to act in the public interest?



Students of varying backgrounds and positions find themselves enrolled in Evergreen's management studies programs. People with active working careers, homemakers, returnees to the work force, and traditional college-age students all have studied with M.P.I. in the past three years at the main campus in Olympia. This provided for a rich interchange of ideas and practices.

Students elect to complete their baccalaureate degree with six quarters of M.P.I. for a great variety of reasons, including but not limited to:

to secure an advancement or promotion to a more responsible position, typically having supervisory or managerial components with their present employer (e.g., an agency of the state or local government, or a business firm)

to join with others in forming a small business somewhere in the Pacific Northwest.

to secure a good position in a family or tribal enterprise.

to position themselves for a new job with a private or public employer.

to gain admittance to a graduate school of business, public administration or law.

Preliminary data suggests that students are quite successful in their pursuits.

Course Offerings

A full-time student in the M.P.I. program must take the core seminar, theme and supporting lectures, and two courses each quarter. The seminar is an interdisciplinary session designed to give students theoretical material and demanding practice in the skills of writing, listening, group research, analysis and critical reading. The seminar is supported by workshops, colloquia, and lectures. Each of the courses explores complementary areas of management.

Part-time students are expected to participate only in core seminars and lectures.

Some students may find it useful to elect or substitute courses in the other upper division Vancouver program or even at the Olympia campus.

This design of study contemplated for 1979-81 is:

FALL 1979

Seminar Business, Government and Society
& *Lectures* Organizational Theory
Courses Managerial Accounting or Governmental Accounting
Systems Analysis and Organization Theory

WINTER 1980

Seminar Organizational Behavior & Communication
& *Lectures* Managerial Psychology
Courses Personnel Management/Labor Relations
Marketing

SPRING 1980

Seminar Business Policy & Strategy
& Lectures Public Policy & Strategy
Courses Corporate or Public Finance
Computers and Information Systems

FALL 1980

Group Contract in Decision-Making concentration in either private or public business
Internships

WINTER 1981 & SPRING 1981

Advanced studies in Management through Group or Individual Learning Contract; e.g., Accounting, Finance, Metropolitan Issues, Managerial Economics, Ethics in Administration
Internships



Admissions

Admission to the Evergreen-Vancouver program requires an Associate Degree or the equivalent of 90 lower division quarter credits. Students must complete the Washington State Uniform Undergraduate application, and have their previous transcripts forwarded to the Director of Admissions, The Evergreen State College, Olympia WA 98505.

Evergreen has a liberal policy on the acceptance of credit from other colleges and universities. Courses offered in degree programs in accredited schools should transfer, with these exceptions: "D" and "F" grades are not acceptable for transfer; physical education activity courses, remedial and high school equivalency courses do not transfer.

Students who have an associate degree in a technical or vocational field may be admitted to the Upside-Down Degree Program, and will be required to gain a broad liberal arts education in their final two years of college.



External credit options are available to those students who have had significant learning experiences while not enrolled in regular academic institutions. The student may document those experiences and gain up to 12 additional units of credit (one full year).

College Level Examination Program (CLEP) tests are also available as a means of accelerating progress

towards a degree. Vancouver students should pay particular attention not to duplicate credit already earned in their first two years of study. One or two Evergreen units are awarded for each test completed successfully. CLEP brochures are available in the Evergreen-Vancouver office; tests are administered on the Olympia campus.

A minimum of 180 quarter credit hours (45 Evergreen Units) is required for graduation. In order to receive a degree from Evergreen, students must complete a minimum of 48 quarter credit hours (12 Evergreen Units) within the program. No external credit will be accepted in lieu of this basic residency requirement.

Full-time and part-time Options

Evergreen awards credit in 4 hour blocks, called units. A full-time student is enrolled for either 4 units (16 credit hours) or 3 units (12 credit hours). Part-time options (1 or 2 units) are possible, but must be approved by the program coordinator.

Tuition

| | |
|-------------------------------------|----------|
| Resident, full-time | \$206.00 |
| Non-resident, full-time | 661.00 |
| Vietnam veteran, full-time | 162.00 |
| Resident, half-time (two units) | \$123.00 |
| Non-resident, half-time (two units) | 396.00 |
| Resident, one unit | \$ 83.00 |
| Non-resident, one unit | 265.00 |

Financial Aid

A variety of financial aids, Veteran's Administration and work-study positions are available to qualified students. Applications are available at the Evergreen-Vancouver office.

Handicap Access

Evergreen-Vancouver provides accommodation and access for handicapped persons in studies and other campus events. Contact the Handicap Access Coordinator, Anne E. Turner, 1002 East Evergreen Boulevard, Vancouver WA 98663, (206) 696-3080.

Calendar

| | Classes begin | End of quarter |
|--------------|---------------|----------------|
| Spring, 1979 | March 28 | June 8 |
| Fall, 1979 | October 1 | December 19 |
| Winter, 1980 | January 7 | March 21 |
| Spring, 1980 | March 31 | June 11 |

Address

1002 East Evergreen Boulevard, Vancouver, WA 98661.

Office Hours

Monday through Friday, 8:30 a.m. — 4:30 p.m.

Phone

Vancouver 696-3080 or 699-1269
SCAN 534-1269
Clark College extension 269

Faculty and Staff

Community Studies Program

1978-79

Lin Foa, coordinator and faculty member in Humanities; B.A., Italian, University of Michigan, 1971; M.A., Integrated Humanities, San Francisco State University, 1970; Ph.D., Aesthetics and Interdisciplinary Education, Emory University, 1977.

Richard Brian, faculty member in Mathematics; B.S., Physics, Grove City College, 1953; M.A. Mathematics, University of Maryland, 1959; Ph.D., Mathematics Education, University of Maryland, 1966.

Virginia Darney, faculty member in Women's Studies and American Studies; B.A., American Literature, Stanford University, 1965; M.A., Secondary English Education, Stanford University, 1966; M.A., United States Studies, King's College, University of London, 1972.

Ronna Loewen, faculty member in Communications; B.S., Speech and Theater Arts, Portland State University, 1966; M.S., Speech/Communications, Portland State University, 1969.

1979-80

Ronna Loewen, coordinator and faculty member in Communications; (see above description).

Virginia Darney, faculty member in Women's Studies and American Studies; (see above description).

Phil Harding, faculty member in Architecture; B., Architecture, University of Oregon, 1963; M. Architecture, University of California at Berkeley, 1970.

Management and the Public Interest

1979-80

Gayle Rothrock Boyle, coordinator and faculty member in Management; B.A., American Civilization, Mills College, 1968; M.P.A., Public Administration, University of Washington, 1974.

Gary Ray, faculty member in Management; B.A., Mathematics, University of California at Santa Barbara, 1965; M.A., Economics, University of California at Santa Barbara, 1972; Ph.D., Economics, University of California at Santa Barbara, 1976.

Student Services and Community Liaison:

Anne E. Turner

Vancouver Advisory Board

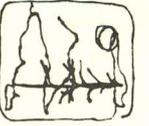
Ellis Dunn
Helen Dygert
Larry Hobbs
John Lee
Ron Morrison
Dean Mosier
Sue Mulligan
Joanne Peekema
Sally Petersen

Contacting Evergreen

Persons with inquiries about admissions and other elements of the Evergreen-Vancouver program should contact the Evergreen-Vancouver Office, 696-3080 or 699-1269, or stop by the Vancouver campus, 1002 East Evergreen Boulevard, Vancouver, between 8:30 a.m. and 4:30 p.m. weekdays.

Persons with inquiries about other Evergreen services in Olympia may contact the following offices by phoning their numbers below or writing the office, c/o The Evergreen State College, Olympia, WA 98505.

| | |
|----------|-------------------------------|
| 866-6312 | Academic Advising |
| 866-6295 | Academic Deans |
| 866-6400 | Academic Vice President |
| 866-6500 | Administrative Vice President |
| 866-6216 | Bookstore |
| 866-6193 | Career Planning and Placement |
| 866-6391 | Cooperative Education |
| 866-6000 | Directory Assistance |
| 866-6565 | Development Office |
| 866-6072 | External Credit |
| 866-6205 | Financial Aid |
| 866-6290 | Handicap Coordinator |
| 866-6300 | Information Center |
| 866-6250 | Library |
| 866-6100 | President's Office |
| 866-6180 | Registrar |
| 866-6530 | Recreation Center |
| 866-6254 | Veterans' Affairs |



**The
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Vancouver, WA 98661

Non-Profit
Organization
U.S. POSTAGE
Olympia, WA
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