

Two principal agenda items will be considered at the next Faculty Meeting, on Wednesday, Jan. 23, 1980 from 3:00 to 5:00 P.M. in CAB. 110. These are:

- 1) Completion of the discussion on enrollment of full-time students in modules.
- 2) Further discussion of the "Designated Degree", as approved by the Faculty last 30 May, paying particular attention to the matters remanded for further consideration.

Current status of each:

- 1) At its October 1979 meeting the faculty reaffirmed its commitment to the principle that each full time student should be engaged in one full time, integrated program of study through either a coordinated study program, a group contract or an individual contract during each quarter of study.

As an implementing directive, at its November meeting, the faculty approved the statement: In exceptional circumstances, Faculty may allow students enrolled in full time programs to take up to four (4) quarter hours of module(s) unrelated to the program theme.

There remains to act on a parallel implementing directive regarding students on individual contracts. The proposed statement for your consideration is as follows: "Full time students on individual contract may, with the approval of the sponsor, take up to four (4) quarter hours of module(s) that may be unrelated to the rest of the contract; and, in addition, may take another four (4) quarter hours of module work provided it bears an integral relation to the core of the contract."

- 2) At its May 30, 1979 meeting the faculty acted upon the CPE Study Group recommendation that two types of degrees be awarded: the Evergreen Degree granted for a self-designed program of study which is to include a Demonstration Project at some time during the Junior or Senior year, the purpose of which is to present tangible evidence of one's academic achievements at Evergreen; and the Designated Degree which specifies the Advanced Specialty Area with which the student has chosen to associate and which represents the completion of a special set of requirements defined by that Specialty Area. The critical vote on this was 33 to 11.

Two issues were remanded for further consideration: 1) the question of how to set standards and procedures for determining successful completion of the demonstration project; 2) the extent to which requirements for the Designated Degree would require prior CPE approval and would thereby lock us into a fixed curriculum. We tried, unsuccessfully at the November Dean-Faculty Group meetings, to discuss the first of these. But the discussion kept slipping over to the second. We will therefore try to discuss the Designated Degree issues first this month.

The CPE was unwilling to make any blanket statement about approval until we present them with the details of each of the Designated Degree requirements for each Specialty Area. Otherwise they were generally supportive of our giving some type of named degrees. They are more favorable to degree titles that have meaning outside Evergreen than to those which are very specific to our own vernacular.

To improve the quality of the discussion, I have been asked to repeat here the main arguments of last May concerning these degrees. Quoting from the Study Group Recommendations for the arguments in favor:

Main Recommendation: Evergreen will continue to offer its present "open" degree. This degree, which we will call "The Evergreen Degree", granted for a self-designed program of studies, is the one which ranks first in our thinking and is one of the attractive features of the College. This degree should be augmented, however, by a number of other degrees with designated titles corresponding to the Interdisciplinary Specialty Areas. These degrees will indicate that the student has fulfilled the requirements of the Specialty Area for a designated BA or BS Degree.

Rationale: The present Evergreen Degree is desirable because it affords maximum student initiative. It also allows great flexibility—it allows older students to return to college or continuing students to change goals without having to backtrack through a labyrinth of requirements such as they would encounter

were they to change majors in a traditional college. It is because of the Evergreen Degree and the self-designed program of studies which it permits, that many students are attracted to the College. On the other hand, its indeterminacy may be one of the features of the College which prevents our attracting more students. The C.P.E. Report notes that there is a certain "disenchantment" in the air about "the over-optional life" -- whereas ten years ago, many students would have felt most free when presented with the widest array of options, now there is a tendency for many students to feel most free when presented with fewer but clearer choices, with the long-range consequences more clearly indicated. The case for Specialty Area degrees is that they would make the College more attractive by giving students a useful answer to the question, "What are you studying at Evergreen?". Our inability to suggest clear answers to such a question both inhibits applicants and confuses many of our enrolled students. We admire the courageous student who does not need a prepackaged answer to this question, and for that student we shall continue to offer The Evergreen Degree. But there is a certain unpopularity of schools in which there is no visible designation of what one is studying. Such circumstances are widely believed to be out of synchronization with a tight economy, a fairly high unemployment (or underemployment) rate among the educated, and a general sense of the narrowing of viable career options (e.g., in the field of education). We must at least give students the option of having a name for what they are studying and a name for what they can claim to have mastered at the baccalaureate level. In our previous discussion of "curricular predictability", we did not wish to organize the curriculum around the four divisions, and we have already eliminated traditional departments and "majors" in favor of an interdisciplinary orientation. The remaining possibility is to offer designated degrees in our areas of interdisciplinary strength. Students might do well to answer the question of "What am I studying?" with the reply that the "specialize" (rather than "major") in one of these.

Special Points:

1. The Specialty Area degrees shall be equal in value to the Evergreen Degree, and neither is intended to be regarded as superior or inferior to the other; rather, they are equally valid pathways suited to different individual student's ways of navigating the academic world.
2. The Evergreen Degree shall, as at present, bear no institutional designation of subject matter.
3. All students seeking The Evergreen Degree are required to complete successfully some project demonstrating their competence at some point during the junior or senior year.
4. The "demonstration project" will provide students with an opportunity to develop and present a project, research report, recital, exhibit or some other tangible evidence of their academic accomplishments at Evergreen. The particular mode of study in which they are enrolled when they complete their demonstration project should not matter. For purposes of planning, completing and presenting their project, the student will work closely with his or her faculty advisor. The faculty advisor, in collaboration with colleagues who are working directly with the student, will determine when a project has been satisfactorily completed.
5. The Specialty Area degrees shall be designated as "B.A. in European and American Studies", "B.A. (or B.S.) in Environmental Studies", etc. Some of the Specialty Areas may wish to shorten or clarify their titles (B.S. is Scientific Enquiry, for example).
6. The Specialty Areas shall determine the requirements for their own degrees, within these limitations:
  - a) Minimum Requirements: One year's advanced work within the Specialty Area at Evergreen.
  - b) Maximum Requirements: No Specialty Area may ask a student to spend more than two years (six full quarters) fulfilling Specialty Area requirements. This provision applies to the total amount of required work both inside and outside the Specialty Area.
  - c) Prerequisites: Specialty Areas may state prerequisites for entry and advanced programs.
    - 1) Specialty Areas may not require enrollment in any particular Basic Program as a prerequisite for entry into the Specialty Area. They may require a

particular skill, e.g. basic college mathematics, for admission to the entry level program, and this skill may be acquired through a Basic Program; but it must also be available as a course.

- 2) Specialty Areas may require the entry program, or equivalent work elsewhere, for admission to some advanced programs; and they may stipulate some advanced programs as prerequisites for others. The Specialty Areas may not, however, "sew up" all of their advanced offerings so that they become completely unavailable to the rest of the student body. The deans shall monitor this situation so as to maintain a balance between the values of openness of programs and necessity of prerequisites so that advanced studies may proceed.

Principal arguments in opposition:

1. Existence of the Designated Degree may downgrade the status and value of the Evergreen Degree.
2. Setting up and maintaining the curriculum which would provide the Designated Degree year after year would rigidify each Specialty Area too much. It may prove difficult for students to cross Specialty Area boundaries with the prerequisite system as proposed.
3. The Designated Degree will tend to departmentalize the College.
4. Several of the Designated Degrees would be meaningless in the world outside of Evergreen.
5. We need to address the question of standards for success of a Demonstration Project so that we can decide if a student has satisfactorily completed the work required for the Evergreen Degree.

I would like to ask each Dean-Faculty Group to engage in preliminary discussions on the Designated Degree issue at its Wednesday, January 16 meeting. This will allow us to have a more focussed and definitive discussion at the General Faculty Meeting on the 23d.

Thank you for your patience.

*Byron L. Youtz*  
Byron L. Youtz, Provost.