

ROUGH OUTLINE OF RWA'S CURRICULUM DESIGN

(Rationales for all the features that follow are available, but no attempt to explain them will be made here.)

A. Graduation Requirements.

For a four-year student:

- 1) at least 2 quarters of Basic Program (32 qtr hrs)
- 2) at least two quarters of Advanced Program (32 qtr hrs)
- 3) a Senior Project, which summarizes, uses, caps off the four years of study. Artists portfolios, internships, group projects (for example, The Evergreen Album), individual research, and many other things would qualify.
- 4) Submission and completion of an Individualized Plan of Study, submitted sometime during the Sophomore Year, or a "major" if we have them.

For Transfer students, slight variations on this scheme would be demanded.

B. Divisions: the four traditional divisions--Natural Sciences & Mathematics, Social Sciences, Humanities, and Arts.

Basic Programs (Core)  
Northwest Native American Studies

Each Division has a chairperson. The Chairs are responsible for curriculum development and faculty evaluation, with the collaboration of the Deans & Provost.

C. Specialty Areas would continue. Most of our current Specialty Areas fall neatly within only one of the traditional divisions; only two are definitely cross-divisional, and would operate ~~much~~ as interdepartmental majors do everywhere else. New Specialty areas could be added as needed, and moribund specialties could be retired gracefully. The six Divisions would remain throughout any such changes.

D. CURRICULUM DESIGN:

GRAD →

SR	ADVANCED PROGRAMS and SENIOR PROJECTS				NWNAS	OUTREACH (VACUVER TACOMA et al)
JR	NAT. SCI. (Environmental Studies)	SOC. SCI. (Human Health & Behavior)	HUM.	ARTS		
Soph						
FR	BASICS (CORE)					

1) Basic Programs remains much as it is, with (I would hope) some adjustments and improvements.

2) ADVANCED PROGRAMS would have clear pre-requisites (no more than the equivalent of four courses). They would be limited to two faculty, and two quarters in length. At least six of these each year would be genuinely cross-divisional, one each of Nat Sci/Soc Sci; Nat Sci/Hum; Nat Sci/Art; Soc Sci/Hum; Soc Sci/Art; Hum/Art.

- 3) The Sophomore & Junior Years would consist of a mix of programs, small programs, group contracts, individual contracts, internships, courses, and external credit—whatever is needed to get the students from their Basic Programs to their Advanced Programs. I would hope for a marked increase in the number of courses (many achieved by separating out "courses" which are now already taught as parts of programs).

Since the Advanced Programs must have pre-requisites, and we must guarantee that students would be able to take them, even if they enter as Juniors, some part of the planning of the Sophomore/Junior years would be driven by the pre-requisites. But the same logic requires that the pre-requisites be minimal, that many programs would have identical or overlapping pre-requisites, and that the bulk of a student's middle two years must not be occupied by pre-requisites alone. Therefore the portion of the curriculum that must be devoted to pre-requisites is actually rather slight.

- 4) Since all graduating seniors must take at least one Advanced Program, and since we now graduate some 600 students a year—we would need a minimum of 16 advanced programs merely to supply spaces for seniors alone. It is likely that we would actually need to mount some 24 such programs to service our current students. This is a far larger number of advanced programs than we now offer, and there would also be much more variety among them.

- 5) Nothing in this scheme prevents us from offering part-time advanced programs, or weekend-college advanced programs. A major increase in the number of courses would also make life much simpler for part-time students.

- 6) Students in our Outreach Programs are already—by definition—meeting most of these graduation requirements. Students in NWNAS are also already meeting these requirements. The only students who would be seriously disadvantaged are those few who must for some reason take all of their work on individual contract away from the college or any outreach program.

- 7) Perhaps Graduate Students could take Advanced Programs?