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2414

THE SHAPE AND CONTENT

By

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## THE SHAPE

### CURRICULAR STRUCTURE

As a result of faculty interviews and some student input, the DTF recommends that some additional learning modes be added to the Evergreen Curriculum at this time. Some of the identified curricular problems to be solved by these additions include:

- 1.) Provide a more effective opportunity for skills acquisition (such as calculus, creative writing, dance, music, etc.) while enrolled in the credit-generating modes of Coordinated Study or Contracted Study.
- 2.) Provide a means for students to learn basic materials in subject areas other than the isolated and inefficient Individual Contract mode, which is the only means available at present. This will also relieve the intolerable burden currently being placed on Individual Contract faculty so that their efforts can be directed toward guiding fewer and more sophisticated contract work.
- 3.) Provide educational opportunities for part-time students - - which largely do not exist at present.

We have sought, and feel that we have found ways to accomplish these ends without disrupting or detracting from the desirable characteristics of the current Evergreen curriculum.

In outline, we recommend the following structural changes:

- 1.) That some (perhaps half) of the Coordinated Studies programs be designed specifically to allow students to take one  $\frac{1}{4}$ -time specialized study outside the program. Coordinated Studies Programs requiring 100% of the student's study time (as currently designed) will be referred to as Type A, and will have a student/faculty ratio of 20/1 as is supposed to be the case now. Those programs designing in a  $\frac{1}{4}$ -time outside alternative will be referred to as Type B, and will have a student/faculty ratio of 25/1. As is the case now, this will continue to be one of the two credit generating curricular modes for full-time students.
- 2.) That the Group Contract Mode be expanded according to certain guidelines specified below, and that these be developed either as half-quarter or full quarter, or in special cases, two or three quarter offerings. As at present, these will be 100% attention modes and will be credit bearing. Student/faculty ratio would be 20/1, pretty much as at present. The intent of this recommendation is to greatly expand the number of short group contracts in order to provide students with a large variety of available academic experiences. These 100% programs will be referred to as Type A Group Contracts.
- 3.) That a part-time Group Contract Mode be developed which will require some 25% of a student's attention, meeting once or twice a week over a period of one full quarter. The subject matter of some of these, at least, would be in fundamental academic work and basic skills; the remainder would be in broader or more advanced subjects and might be designed particularly to be of interest to part-time students as well as regular Evergreen students. For full-time students, credit would be awarded through the Coordinated

Study or Contracted Study in which the student was enrolled. For Part-time students, credit would be awarded directly by the faculty of the part-time group contract. These will be known as Type B Group Contracts and should be planned to have student/faculty ratios as high as 30-50/1; various learning strategies can be employed, depending upon the nature of the subject matter. In any one quarter, these studies will be taught by the Individual Contract Faculty, who will have their Contract loads reduced proportionately.

- 4.) Individual contracts will continue as at present, but will be restricted to advanced work or a pilot contract leading to a full contract, except in unusual cases. No individual contract should be for introductory work or basic skill development (unless impossible to acquire by any other method). This will be a credit bearing mode as at present. Faculty load will be no more than 15 contracts, or 10 contracts and one Type B Group Contract, or 5 contracts and two Type B Group Contracts.

An example model is developed below, based on the current year with 2000 students and 100 faculty. Clearly this sample is not unique.

	# Prog.	# Fac.	S/F	# Stu.	FTE-Fac.	FTE-Stu.
<u>Coordinated Studies:</u>						
Type A 1Q, 2Q, 3Q	6	30	20/1	600	30	600
Type B 1Q, 2Q, 3Q	5	25	25/1	625	25	500
<u>Group Contracts:</u>						
Type A 1/2 Q, 1Q, 2Q, 3Q	25	25	20/1 *	500	25	500
Type B 1Q - 1/2 time	20	20	30-50/1	600-1000 *	6 1/3	150-250
<u>Individual Contracts:</u>						
	200		15/1	200	13 1/3	200
Totals:					100	1950-2050

\* Includes spaces for some 300-400 part-time students.

\* Going to 25/1 here would release 5 FTE Faculty each quarter for curricular development, research, study leave, etc.

The curricular components recommended above would make logical a slight change in the value of the Evergreen credit from 3 to 4 per quarter of full-time study. This change is discussed elsewhere in the report.

Complete definitions of the various curricular components recommended:

COORDINATED STUDIES:

**Definition:** Same as current catalog definition, featuring truly interdisciplinary programs at both the basic and the advanced levels. Faculty planning these programs shall have the option of organizing these as 100% of student time and attention (Type A), or can plan them to allow time for one outside study unit for each student (Type B). In the former case, student/faculty ratio shall be 20/1/ in the latter case 25/1. The DTF strongly encourages programs of one quarter and two quarter length as well as year long programs. Faculty in the shorter programs should move to the contract or group contract mode for the following quarter to provide sufficient options for students completing the Coordinated Study at that time.

**Credit:** Awarded by program faculty, including any work done outside the program in a Type B Group Contract, internship, or other possible learning mode.

**Generation and Approval:**

Coordinated Studies programs will be largely faculty proposed and faculty planned. They will be selected by the Deans after solicitation of appropriate advice.

**Rules governing this mode:**

1. Faculty will be assigned by the Deans.
2. Choice of Type A or Type B will be decided by the faculty planners.
3. In Type A programs, some students may be allowed to audit a Type B Group Contract with consent of the instructors involved, but does not generate additional credit.
4. A design problem for Type B programs is to ensure that all students do find a part-time group contract to fill out the program. In cases where that is not possible, an independent project or study within the program should be worked out. (Corollary: to hold down the total number of Type B Group Contracts, the Deans must hold down the total number of Type B Coordinated Studies as well).
5. The decision on whether or not program faculty may also carry individual contracts is a decision to be made by the program faculty as a group.

TYPE A GROUP CONTRACT:

**Definition:** An introductory or advanced full-time program for one or two faculty and a small group of students interested in working on a specific course of study. A Type A Group Contract can be for one-half, one, two or three quarters. It is the intent to provide a large variety of available academic experiences for students through this mode.

**Credit:** Credit shall be awarded by the Group Contract Faculty.

**Generation and Approval:**

1. Faculty or student generated.
2. Caution should be taken in approving group contracts lasting a full year. Shorter contracts are favored, in order to promote a large number and variety.
3. Deans, with appropriate advice, will select the Group Contracts to be offered.

Rules governing this mode:

1. No permanent Group Contracts - ones which we guarantee will be offered every year.
2. No permanent Group Contract Faculty. Rotation of faculty through modes will continue as in current policy.
3. Deans will limit the number of Group Contracts offered at any one time.

TYPE B GROUP CONTRACT:

Definition: An introductory or advanced study program which meets at a set time (late afternoon or evening) once or twice a week over a period of one full quarter. The content and teaching style will be determined by the faculty.

Credit: 1. For full-time students, credit will be granted through the Contracted Study or Coordinated study in which the student is enrolled.  
2. For part-time students, credit will be granted directly by the instructor of the program.

Generation and approval:

1. Individual Contract Faculty will propose a list of titles they are prepared to offer.
2. Students indicate choices of programs they wish to enter.
3. Deans select the Programs to be finally offered.

Rules governing this mode:

1. There will be no permanent Type B Group Contracts - that is, ones which we guarantee will be offered year after year.
2. There will be no permanent Type B Group Contract faculty.
3. Deans should limit the number of such Type B Group Contracts to be offered at any one time.
4. These programs will be open to auditors by permission of the instructor.
5. Individual Contract faculty who offer two Type B Group Contracts will carry only 5 Individual Contracts; those offering one Type B will carry 10 Individual Contracts; those offering no Type B will carry 15.

INDIVIDUAL CONTRACTS:

Definition: Same as current catalog description, but with emphasis on non-introductory work.

Credit: Awarded by contract faculty leader.

Generation and approval:

The contract is student generated, faculty sponsored, and dean approved.

Rules governing this mode:

1. The faculty for this mode is assigned by the Deans.
2. The contracts should be limited to advanced work or one-month pilot contracts. No individual contracts should be for introductory work or basic skill development (unless impossible to acquire by any other method at the college).

## THE EVERGREEN CREDIT UNIT

The committee recommends:

1. The basic unit of credit is to be calculated on the basis of 4 (four) units per quarter.  
That is --
  - a year-long coordinated study = 12 units
  - a quarter-long coordinated study = 4 units
  - a module = 2 units
  - a "course" = 1 unit
2. Part-time students be allowed to take 1 or 2 units of credit per quarter
3. Translation into quarter hours to be achieved by multiplying our basic unit by 4. That is, one quarter's work (4 units)  
 $4 \times 4 = 16$  quarter hours.
4. The graduation requirement be 48 units.
5. Previous work at Evergreen be retroactively translated into the new units.



## THE CONTENT

### CURRICULUM CONTENT AND RELATED MATTERS

1. This committee reaffirms the statement of the original catalog (p.92) that "...we shall never pretend that we have something for everyone." It is neither practical nor desirable to try to offer everything to everybody.
2. Curricular offerings can be considered to fall into one or more of four major areas: Arts, Humanities, Natural Sciences including mathematics, and Social Sciences. The committee, and those they polled, were in strong agreement that Evergreen should emphasize the interdisciplinary approach to all of these content areas, and that all should be primarily taught as integral parts of interdisciplinary programs. We are opposed to the development of discipline departments at Evergreen.

In order to meet the requirements of the expressed curriculum emphasis on interdisciplinary programs, we recommend the faculty body come to consist of roughly equal numbers of faculty in each of the four areas. The committee recommends that faculty be hired on an area basis only, that specialties within an area be considered of less importance.

3. THE ARTS: The arts, like the other content areas, should primarily be taught as integral parts of interdisciplinary areas. This means that arts faculty, because they will be involved in interdisciplinary programs, will not be able to meet some requests for art skills instruction arising in other contexts (e.g., art for recreation). Therefore these needs will have to be met in other ways (student co-op with student instructors, etc.).

Especially in the arts, some effort should be made to hire people on a 1/2 or 1/3 time basis to provide a wide range of specific skills offerings.

#### 4. INTERDISCIPLINARY PROGRAMS

- A. BASIC INTERDISCIPLINARY PROGRAMS. What kinds of basic interdisciplinary programs do we need to offer to meet the needs of students who will go on to do advanced work in each of the four areas?

Each year offer one basic program weighted in favor of each of the areas with substantial contribution from other areas.

Duplication of programs: the above four programs can be duplicated if there is enough student demand; other programs could be duplicated if student demands warrant.

Attention should be given to making sure that many basic programs contain "search for identity" components.

Good programs can be repeated one, two or three times, but not then immediately again.

We urge the deans to seek advice (student, faculty, and other) in program selection each year.

- B. ADVANCED INTERDISCIPLINARY PROGRAMS. By a vote of 12-2 the committee recommends that the college adopt, as a part of the curriculum, a limited number of advanced, in depth, interdisciplinary, ongoing programs. Some of the committee members indicated the faculty they polled favored the suggestion, some indicated the faculty they polled were not in favor of the suggestion and some members did not obtain this information from the faculty they polled.

The selection of particular programs deserves considerable attention and is left by this committee to another group. The following two proposed programs will serve as examples of the type of program meant by this recommendation. The two programs are only given as examples and are not specifically recommended by this group.

#### EXAMPLE

##### Program I

##### Pacific Rim Studies

A repeating series of interdisciplinary programs in the various culture areas around the Pacific Rim --

China  
Japan  
Indochina (S.E. Asia)  
Polynesia  
Australia - New Zealand  
Latin America (Chile, or Peru, or Columbia, or Mexico)  
perhaps USSR; Canada/Mexico

These would each be offered once every four years, so that any student would have an opportunity to take any one.

Each program would involve history; music and arts; literature; social structure; politics and economics; relations with the U.S., and specifically the State of Washington. Each program would involve a second year of overseas experience.

It would require hiring some faculty with training in these areas; music, art, language materials, investments; heavy library acquisitions; probably a maintenance of contacts in the host countries.



## EXAMPLE

### Program II

#### Lower Puget Sound Program

Program would consist of an ongoing environmental study of lower Puget Sound with emphasis on marine sciences - earth science, biological science, physical and biological oceanography. Faculty, students and activities in the project would change from year to year, often quarter to quarter. Sample program activities might be a group contract on the geophysics of lower Puget Sound, a group contract doing a comparative survey of polluted and non-polluted beaches, a group contract measuring physical parameters over several years involving different groups of students each (quarter or year), numbers of students on individual contracts doing individual research projects; students from coordinated studies programs learning and using techniques of water analysis, and practicing them by taking data at the college beach, etc.

Such a program would require long range planning so that the appropriate necessary facilities, equipment and library resources could be acquired. It would not be practical or economical to tool it up for merely a year.

Organization of the program as a project-topic-inquiry-centered activity with different activities each quarter would preserve desired flexibility and curricular variety while giving some secure assurance to students of the offering of in-depth activities within the area of marine studies.

Finally, as a unique feature of this particular proposal, pedagogical advantages would accrue in terms of excitement and interest of students by virtue of their involvement in an on-going project in which the majority of input increasing and accumulating every year would be the result of student work. New student projects could spring from old student projects and the development of the program in time could in this sense be significantly student-determined.

This proposal would imply hiring faculty with competence in marine, earth, physical and life sciences: e.g. a geochemist, geophysicist, biologist with specialization in aquaculture, etc.

C. NOTE TO THE DEANS: The preceding proposals have strong implication for faculty hiring. Attention must be given to hiring people who can and will eagerly teach in interdisciplinary programs, which will continue to be the major teaching mode.

5. GRADUATE STUDIES

We as a group feel that it is the sense of the faculty that we do not favor the introduction of a standard graduate program. Roughly 43 out of 97 faculty polled favor no graduate school at least within the next four years. The remaining group either expressed positive or ambiguously positive feeling about developing unique graduate programs unique as to style of program offered, location, curriculum or special features. We recommend that a DTF be appointed to further study this issue and make recommendations by March of 1973.

6. COOPERATIVE EDUCATION

This committee recommends that we continue our commitment to a strong off-campus program as a valuable addition to the other educational modes available at Evergreen.

7. FOREIGN LANGUAGES

This committee strongly recommends total immersion as the primary method of language instruction at Evergreen. We are unsure about the methods involved and feel that there is some danger that total immersion might produce permanent faculty that is a department; therefore, the total immersion language should be designed in such a way so as not to have a faculty group permanently assigned to language instruction.

8. ETHNIC STUDIES

In order to respond to the expressed needs of non-white people, the College must:

- (a) Offer work in all of its modes that will help non-white students develop academic skills.
- (b) Offer regular work in contracts and coordinated studies that will be first-rate studies of non-white cultures.
- (c) Offer only those contracts and coordinated studies that include in their design and operation, where relevant, non-white cultural experience and information in their proper context.
- (d) Recognize its obligation to the non-white communities it serves by providing leadership (administrative and faculty support) and resources (careful consideration in recruiting and funding) in continuing action programs that directly address the expressed needs of those communities, even when those actions and programs run counter to the larger society's values and opinions. Continuing action program is meant to imply one that is not planned to end at a definite time.

Submitted by: Willi Parsons  
Rudy Martin  
Dan Chang  
Mary Nelson

Unanimously approved by the group.

9. WOMEN

We recommend that all contracts and coordinated studies, in their design and operation, consider how the experience and position of women in society relates to the subjects of those contracts and coordinated studies.

## SKILLS

This committee supports the continuation of the learning resources group and its support by 06 budget. We recommend that there be further discussion by the deans about the function of learning resources, specifically its expansion to include skill development (what skills), languages, self-paced learning, testing (credit generating and/or diagnostic), all college colloquia and symposia, lectures, courses, short modules, etc.

A significant number of students come to Evergreen who do not have, to a greater or lesser degree, the requisite skills to do college level work. In the future the number of these students will be too large to be handled entirely by the Learning Resources Center. This means that the problems must be handled within programs. Insofar as faculty must be willing to participate in teaching in all program modes, the responsibility for teaching basic skills will regularly fall on all the faculty. It should therefore be required that the authors of every basic coordinated studies program submit with the description of that program, and carry out in the operation of the program, a plan for providing the students with requisite basic skills including writing, reading, and when appropriate, basic mathematics. In addition, all programs should clearly specify which other specific skills will be taught within the program and advanced programs requiring specific skills must specify how these skills can be acquired.

The proposal was raised that faculty be required as a matter of hiring or retention to participate as members of the learning resources center. Some members of the committee were not in agreement with this position.

### ADVISING/PATTERNING/PLANNING (ACADEMIC)

We recommend adoption of a two-week period in which program and contract faculty advise their students on how to proceed through their education at TESC. This period should be prior to the beginning of fall term, and it should accomplish the following objectives:

- (1) Provide students a long-range context in which to perceive that year's work.
- (2) Provide students an early opportunity to do some concrete preliminary thinking about how to follow the particular study in which they are engaged.
- (3) Provide faculty with ideas, partly gleaned from students' expressed interests, for future program development. This has obvious implications for the next year's catalogue.
- (4) Provide the college with critical information that will help document the validity of its faculty hiring pattern or weaknesses in it.

### PLANNING IN THE FUTURE

In order to provide some structural and content guidance for the college, but also to retain the desired flexibility, we recommend that a student-staff-faculty committee be formed every two years to evaluate the curriculum and to propose whatever changes they deem necessary. We think that planning longer than four years into the future would tend to ossify the curriculum, and that it should be avoided. Facilities planning for more than four years into the future should be based on information derived from curricular planning.