

*P. graduate study
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*Ed,
This is what we want to discuss with you tomorrow
Richard*

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THE EVERGREEN STATE COLLEGE
OFFICE OF THE PRESIDENT AND PROVOST

A PROPOSAL CONCERNING IMPLEMENTATION OF GRADUATE STUDY
AT THE EVERGREEN STATE COLLEGE

Now that TESC has been accredited it seems reasonable to begin planning for the orderly introduction of graduate studies at the College. Expectations of constituents currently served by, or hoping to be served by, the College are already pressing us toward this direction. Moreover, the founding of the Office of External Credit should allow us to move in this direction in flexible and imaginative ways. The following are offered as potential guidelines for the initial stages of planning graduate programs of study:

1. Graduate study at TESC must not become the tail that wags the dog. The healthy undergraduate programs presently underway should remain the primary instructional operation of the college.
2. The achievements, talents, training and philosophies of the present faculty are sufficient to weld graduate study into the College. There is no need for separate "graduate" faculty. We understand that the constraints of ultimate accreditation of graduate study at Evergreen may invite us to devise some such administrative mechanism as "rotating chairs", in order to follow this guideline.
3. Group contracts, individual contracts, and advanced coordinated studies programs are obvious entrees into graduate work. Adequate curricular modes of instruction are already operative. There is no need to initiate a separate "graduate track".
4. The College should avoid the establishment of titular graduate programs which could start a momentum toward the development of professional schools. Such titles as "Public Affairs" should be avoided. The

graduate degree should simply be the M.A. as the present undergraduate degree is simply the B.A. Let the Portfolio reflect areas of specialized achievement as it presently does at the undergraduate level. We have already begun to see our students succeed in using their portfolios as effective levers in opening up unusual avenues of entrance into graduate work and professional employment.

5. While we should endeavor to serve a primarily local constituency we should resist pressures to tailor the designs of our graduate programs to parochially perceived professional needs. Rather we should hold the designing of graduate studies to the criterion of their making adventurous contributions to the improved quality of graduate education as perceived in an historical perspective.

6. For example, pursuant with the College's established emphasis on artful teaching, the principle of "learning by teaching" might be the central pedagogical thrust of our graduate programs. Graduate students would be selected who have developed teachable areas of practical expertise (say in government or the health sciences) and would proceed to add appropriate scholarly dimensions to those areas of expertise by teaching them, in close consultation with their Evergreen faculty sponsor or sponsors. Following this line of vision, a variety of exciting possibilities comes into view for bringing our graduate and undergraduate offerings into fruitful arrangements of cross-fertilization.

7. Finally, we believe that the establishment of a DTF would not be an effective way to begin the planning of graduate studies. By definition.

In this particular venture, following what seems to be one of the residues of consensual wisdom articulated at Fox^U Worden, what is exactly not called for are task forces that have agreed to disappear; what is called for are proposals developed out of voluntary initiative in informal faculty seminars by interested groups of congenial faculty who are prepared, if called upon to do so, to implement their proposals.

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