

**THE EVERGREEN STATE COLLEGE**



**1977/79 BULLETIN**





DIRECTORY



Society needs trained minds; it needs new information, fresh ideas, and constructive, reliable responses to new problems from citizens capable of dealing creatively and positively with the complexities brought by rapid and massive change. Citizens of this society have their own needs: Flexibility, personal growth, and confidence, as well as a highly cultivated ability to learn new ideas and skills and to master quickly new bodies of information.

These demands shape the nature of undergraduate study at Evergreen which is designed to assist students to continue learning, to continue schooling their intelligences, to continue thinking things out, applying that new learning to the problems of contemporary life. Evergreen integrates formal education with the social, physical, and emotional development of students of diverse ages, cultural and economic backgrounds, interests, and outlooks.

Although Evergreen's academic programs are designed to enable students to sharpen basic intellectual skills, learn techniques for solving problems and develop an awareness of the implications of central human issues, the college places strong emphasis on the interrelationship of fields of knowledge rather than treating academic disciplines as entirely separate.

Evergreen encourages students to assume increasingly greater responsibility for their own work as they progress toward the Bachelor of Arts degree, with their studies matching their interests and career goals. Academic study achieves its best, Evergreen believes, when students can sample a reasonably wide range of actual jobs, working under conditions of genuine responsibility to themselves or as members of teams, subjecting this relevant experience to reflection about themselves and their futures.

Evergreen, in short, intends to develop a learning community that reflects the nature of the real world, where none of the problems humanity faces is simple and where none of the parts becomes, in its own conception, more important than the whole.

## OUR PHILOSOPHY & GOALS





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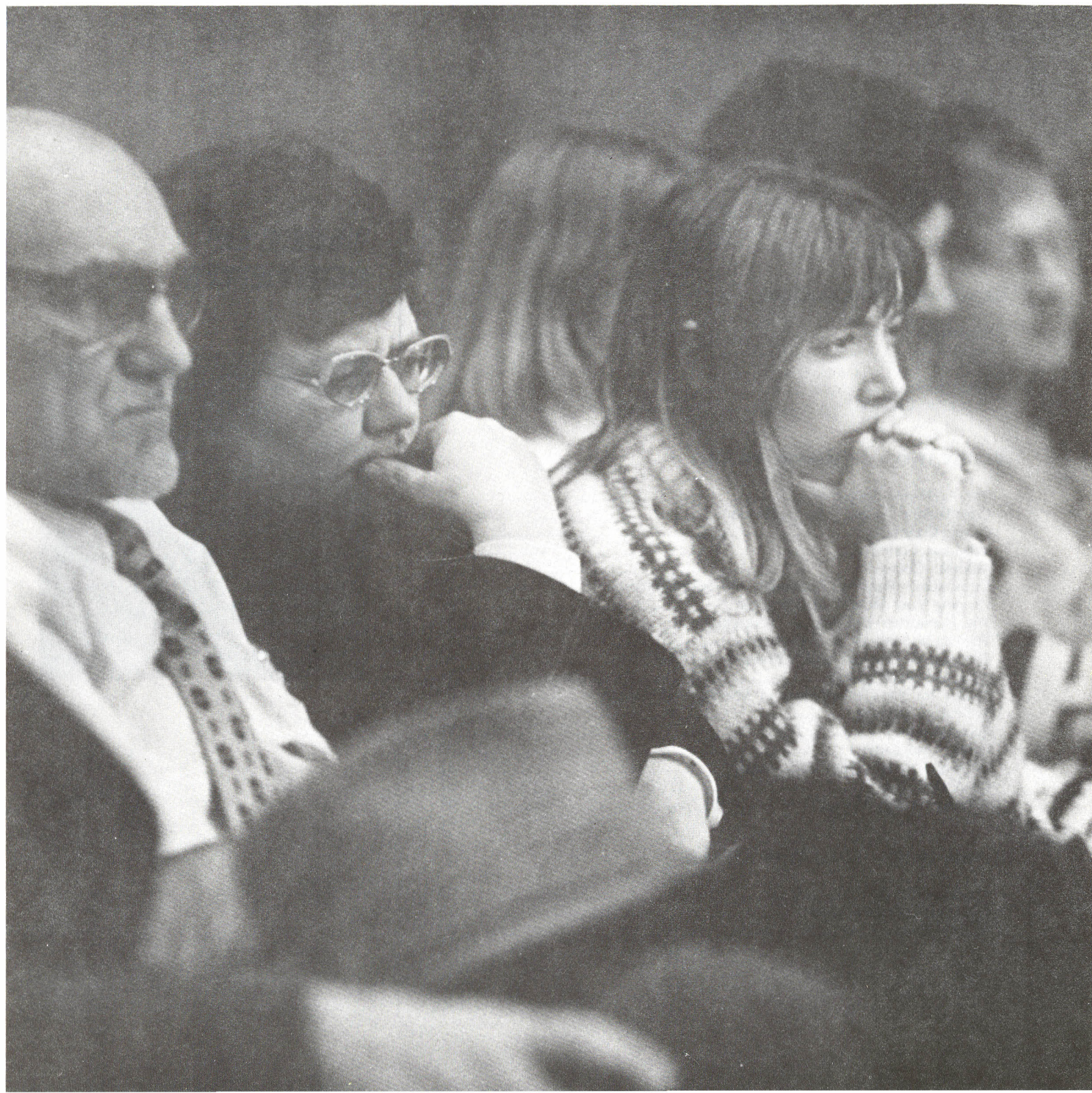
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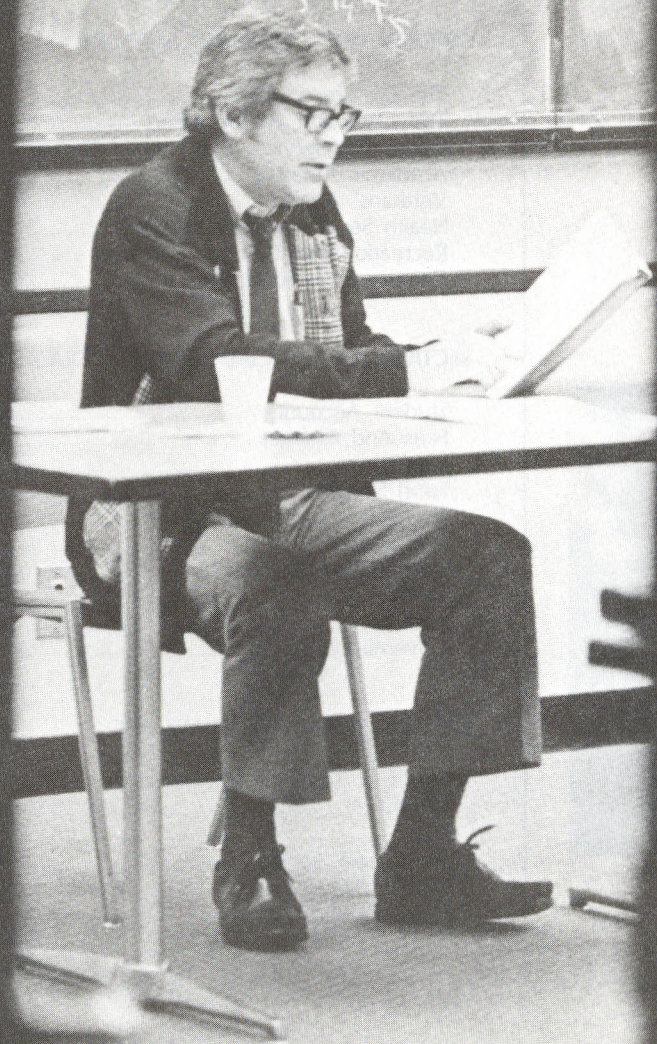
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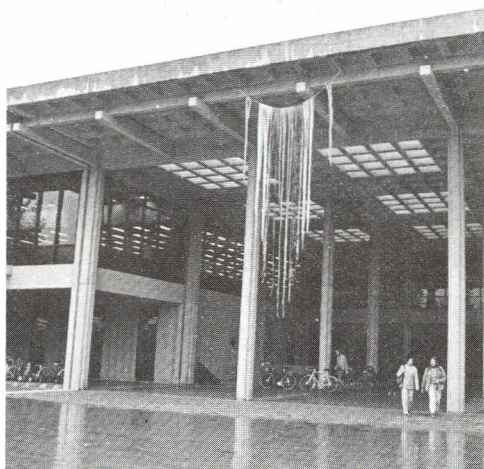


Truth = terminator ? 4  
→ perception in space • 49  
→ day •  $f_i X_i = ?$   
→ linear time = 1  
→ over nature  $\bar{X} = ? \uparrow$   
→ as such  
 $f_1, f_5$





## INTRODUCTION



Evergreen, Washington's newest public four-year college, opened in 1971 and, despite its youth, has compiled a distinguished record of academic achievement and career preparation for its more than 1500 graduates. Evergreen students have continued graduate and professional studies at institutions throughout the country, including many of the most prestigious colleges and universities. Other graduates have moved directly into the working world, some as owners/operators of their own businesses and many as professionals in a variety of vocations in both the private and public sectors.

Evergreen offers the Bachelor of Arts degree to students completing work in dozens of academic fields within the broad categories of natural sciences and mathematics, social sciences, and humanities and arts. Student/faculty ratios of 20/1 provide small classes and close working relationships. A flexible academic program encourages students to directly focus their studies in areas of individual interest. An internship program, by which undergraduates receive credit while testing themselves in the world of work, further strengthens the personal attention offered each Evergreen student.

Evergreen was awarded full accreditation by the Commission on Higher Schools of the Northwest Association of Secondary and Higher Schools in June, 1974. The accreditation report declared Evergreen "a major asset to the higher education of young people in the State of Washington", noting that "Evergreen students seem to be unusually busy, interested and personally involved in their own learning."

The report further indicated a "high level of student engagement with intellectual issues and principles," and that "the college's way of emphasizing students' responsibility for their own learning appears to have evoked authentic self-motivation in most students . . ."

The committee report also noted that "faculty-student relations at Evergreen are remarkably open, friendly and direct." The committee "was impressed by the high intellectual caliber, imagination and personal commitments to teaching of the faculty members..." and found "an unusually serious emphasis on thorough evaluation of each year's educational programs" at Evergreen.



# Admissions

## General Admissions Requirements

The Evergreen State College is concerned with helping prospective students determine whether they can profit from its distinctive program.

## High School Graduates

Normally, any high school graduate in the upper half of the graduating class will be considered for admission. Beyond the high school diploma there are no set requirements for a specific number of high school units or course sequences. Students who do not fall in the upper half of their graduating class will need to show evidence of their ability to succeed at Evergreen by submitting test scores, letters of recommendation from persons who are in a position to give a professional judgment, and other supporting data as requested by the Admissions Office. Test scores most commonly submitted include: The Washington Pre-College Test, the Scholastic Aptitude Test or the American College Test.

## Transfer Students

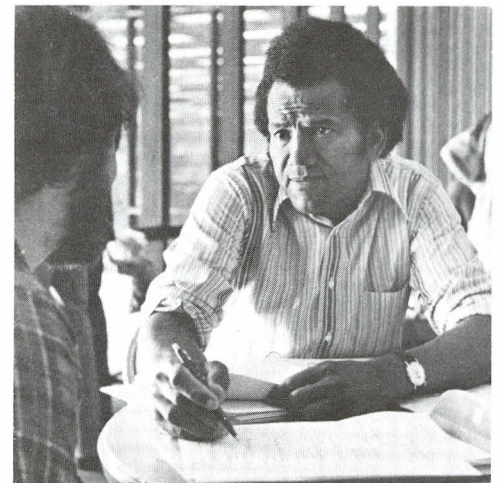
If the applicant from another college or university has successfully completed fifteen or more quarter-hours of credit (or the equivalent), he or she need not submit high school transcripts or test scores. Those who have not successfully completed fifteen quarter hours of college level work will submit high school transcripts in addition to college transcripts.

Credit for work satisfactorily completed at other institutions can be applied toward a baccalaureate degree at Evergreen, subject to Evergreen's requirement of forty-five units for graduation. See the section on "Registration" for further information.

## Part-time Students, Special Students and Auditors

If part-time students do not wish to have academic work apply toward their degree they do not have to complete the application process outlined under the Admissions Procedure section. Entry into part-time work for non-matriculant students is handled directly by the Registrar's Office.

The categories of Special Student and Auditor are designed largely for Olympia-area residents interested in college work but not seeking a baccalaureate







degree. Both categories are generally limited to one unit of study.

Special Students receive credit and a narrative evaluation; they may subsequently apply for admission to degree-seeking status as described under the Admissions Procedure section, after which all previous work would be credited toward the degree.

Auditors receive neither credit nor narrative evaluation and hence no credit can be advanced towards a degree if they later apply for admission to the college.

Study opportunities for Special Students and Auditors are announced several weeks prior to the beginning of each quarter. Registration occurs on the first or second day of each quarter.

### **General Educational Development Tests**

Applications also will be accepted from persons 18 years of age or older who have completed the General Educational Development tests, but have not actually graduated from a high school.

### **Students From Other Countries**

Admissions procedures for Canadian students are the same as those for students from the United States. All others should request special instructions from the Office of Admissions. 1-20 forms will be issued shortly before school begins. Issuance of this form will enable the student to enter the United States for educational purposes only.

### **Admissions Procedures**

We encourage applicants to wait until after December 1 to submit applications for admission for the ensuing Fall Quarter. Applications for admission will be considered until we reach our maximum enrollment. Applicants for subsequent terms during the academic year will be considered as space becomes available.

*All applicants* who wish to be considered for acceptance as fully matriculated students must submit the following items to the Admissions office:

1. The Washington State Uniform Application.
2. The Evergreen State College Supplemental Admissions Form. The supplemental admissions form is an essential part of the admissions



procedure in support of the application. The supplemental admissions form will be sent upon receipt of the uniform application of admission.

3. Official transcripts of all previous college work and, for those applying directly from high school or with less than fifteen quarter hours of college work, a record of completed high school courses, including rank in graduating class.
4. Special Note: Students who have previously attended Evergreen need only submit the uniform application and supplemental form unless they have attended another college during the interim period. In such case official transcripts of work completed since leaving Evergreen must also be submitted.

In addition *students from foreign countries* must submit:

1. Official copies of the student's scores on the Test of English as a Foreign Language (TOEFL).
2. Official copies of Scholastic Aptitude Test scores.
3. Evidence of having at least \$4,000 (U.S.) at their disposal to pay all normal expenses for one year's enrollment at Evergreen, in addition to funds necessary to meet travel expenses.

For those applying *directly from high school*:

Provisional acceptance can be granted on the basis of three years of high school work. Applicants accepted on this basis must submit a transcript showing the completed high school record and date of graduation before acceptance is final.

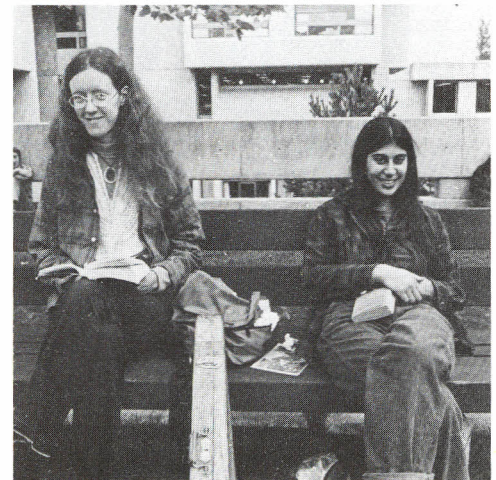
For those *transferring with previously completed college work*:

Transfer students are required to present an official transcript from each college or university they attended. Students must be in good academic standing at the last institution attended. Failure to provide all transcripts to the Admissions Office constitutes grounds for disenrollment. No action will be taken on a transfer application until ALL transcripts or previously completed work have been received. Students entering Fall Quarter who are currently enrolled in another institution must have an official copy of that record sent to the Admissions Office not later than July 1.

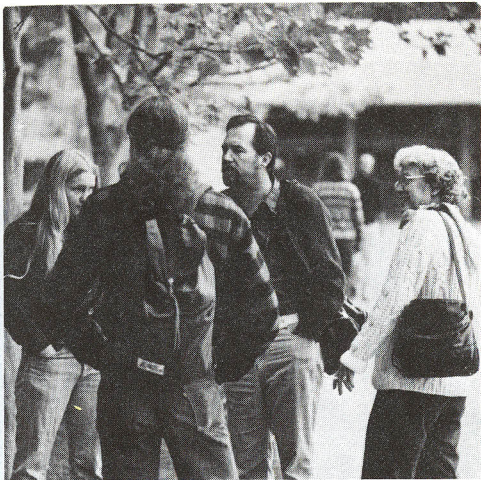
Summer Quarter enrollment does not require completion of the formal admission procedure. It is handled directly through the Registrar's Office.

### **Admissions Notification**

Notification of admissions decisions will be made after a review of the completed application has been made. If, in receiving a completed application, Evergreen determines that a person's enrollment could present a physical danger or threat to members of the campus community, the college reserves the right to deny admission.







1. Upon receipt of a notice of eligibility, the applicant must send an advance deposit in the amount of \$50. The \$50 will automatically be applied to the student's first quarter tuition. This deposit is forfeited if the student fails to register, except for circumstances outlined in the section "Refunds/Appeals."
2. The Health Evaluation Form, enclosed with the acceptance, must be completed by a physician and returned to the campus Health Center, The Evergreen State College, Olympia, WA 98505, prior to the date of registration.

### **Advanced Placement and CLEP**

A score of three (3), four (4), or five (5) on the Advanced Placement Examination of the College Entrance Examination Board will be reviewed by the Registrar to determine the amount of credit to be given. Specific advanced placement in the various academic disciplines will be determined, when such determination is relevant, by appropriate members of the Evergreen faculty. Credit will also be granted on the basis of the College Level Examination Program of the College Entrance Examination Board.

### **Waiting List**

If enrollment quotas are met prior to any given quarter's registration, a waiting list will be established. Students placed in this category must complete admissions requirements identified in the Admissions Procedures section. Acceptance from the waiting list will be determined as space becomes available. September 1 to December 1 are the processing dates for Winter Quarter, and January 1 until March 1 for Spring Quarter.

### **Statement of Records**

Credentials, including original documents submitted in support of an application, become the property of the college. Transcripts of students who do not register for the term which they applied will be held two years before being discarded.

### **Campus Visits**

Personal visits to campus are encouraged. All prospective students and other interested persons are welcome to visit the campus and to discuss Evergreen's program with members of the Admissions staff, students and faculty. Please call (206) 866-6170 Monday through Friday, 8 a.m. to 5 p.m. or write to the Office of Admissions.



# Financial Aid

## General Information

Students who expect difficulty in meeting the costs of college should apply for help through the Financial Aid office. Evergreen's goal is to provide every needful student with sufficient financial assistance to make attendance possible. Awards from the college's aid programs rest strictly on personal need and can only supplement the contribution of the student and his or her family. Assistance may take the form of employment, grants, loans, scholarships, or a combination of these possibilities.

Most of the aid offered by the college is open only to full-time students. In order to continue to receive financial aid, a student must complete nine units each academic year and a minimum of three units in a given quarter (the Law Enforcement Education Program and the Basic Educational Opportunity Grant are exceptions to this rule).

The college expects the student's family to contribute as much as possible toward the cost of education, and financial aid recipients are expected to adhere to a modest budget. The partnership into which the college enters in providing financial aid to the student involves a commitment on the student's part to provide a substantial contribution toward college costs from such sources as summer savings. Aid will not ordinarily be awarded to enable a student to pay installments on an automobile, to repay prior obligations, or for long-distance transportation. Students who have chosen not to accept available family aid, and students whose parents, although able, have chosen not to contribute to the costs of college, are eligible to apply for only a few forms of assistance. For instance, a number of on-campus jobs do not require the applicant to demonstrate significant need, nor is stringent need-analysis a criterion for the Federally Insured Loan Program or for off-campus placement.

Students should not rely on the availability of ready employment in the community as a means of financing their education. Although the Financial Aid Office will provide every assistance in locating work, the pool of part-time jobs in the Olympia area is very small and competition is keen. Further, the flexible nature of Evergreen's Coordinated and Contracted Studies program schedule often does not lend itself to the typical "be-here-every-day-at-three" part-time job.

Evergreen students who have temporary financial problems may apply for emergency loan assistance. Any student may inquire about scholarships awarded by off-campus agencies, some of which do not consider need as a major criterion of award. All students are encouraged to seek general financial counseling and help in the personal management of money at the Financial Aid Office. Information on financial aid at other colleges is readily available, as is information on summer





placement. See "Student Accounts/Fees and Charges" in this bulletin for estimates of annual costs for students attending Evergreen.

The Financial Aid Office is unable to assist foreign students. Foreign students must be prepared to cover their total college expenses and travel. Refer to the Admissions Procedures section for further details on requirements for entry.

### **Financial Counseling**

The college makes financial counseling available for any student wishing assistance with family budget management, estimates of college costs, economical food-buying techniques and the economics of study abroad. In addition to individual counseling, the office holds periodic seminars on these subjects. Students who intend to transfer to other schools should seek assistance from this office in obtaining and completing financial aid applications and scheduling interviews with financial aid counselors at their new schools. Veterans with temporary need who are not eligible for institutional aid may receive information on other sources of assistance.

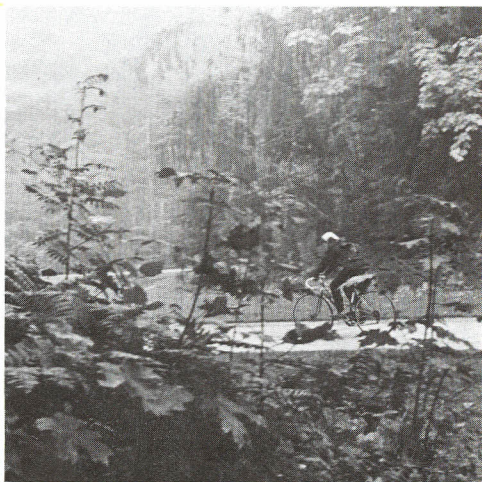
### **Summer Quarter**

Applicants for Summer Quarter assistance can usually rely only on the Federally Insured Loan, employment other than College Work-Study, or other off-campus resources. With the exception of the emergency loans, very little college-administered aid will be available during Summer Quarter.

### **Application Procedures and Deadlines**

Students who wish to apply for financial aid should request application materials from the Office of Financial Aid.

Applications for aid during the academic year should be received by May 15. Needy students applying after May 15 will be aided if funds are available. Applicants will receive acknowledgment when their applications are complete and will be given an estimate of the total of their awards. The specific nature of their awards, however, will not be announced until after June 15. Our deadline of May 15, which allows more students to apply, precludes any earlier award announcements.





## Programs

A brief description of the requirements and regulations attached to each financial assistance program follows. Further details on any program are available from the Financial Aid Office. The college awards these programs individually or in combination depending on the needs of each student.

## Loans

*National Direct Student Loan Program.* This program provides long-term, low-interest, loans for qualified students in any program of study at Evergreen. Terms and conditions include these stipulations: (1) Students may borrow up to \$2,500 total during their first two academic years and not more than \$5,000 during their entire undergraduate careers. (2) Borrowers must be citizens or permanent residents of the United States. (3) Quarterly repayments on the loan begin one year after the borrower leaves school, and the interest begins to accrue nine months after the borrower leaves school at three percent simple annual interest. No interest on the loan accrues prior to the beginning of repayment. Payments are at a minimum of \$15 per month and the loan must be repaid within ten years. Partial cancellation of loans is available to some borrowers including veterans who served in an area of hostilities, and to some students who became teachers of low-income or handicapped children.

*Federally Insured Loan Program.* This program provides loans to students of up to \$2,500 a year through participating banks, credit unions and savings and loan associations. It was designed to aid students from middle-income families who may not ordinarily qualify for college-based aid. The loan is guaranteed by the federal government and the annual interest rate is set at 7 percent.

*Emergency Loan Program.* Funds for this program are donated by businesses, service and professional organizations, individuals in the community, and Services and Activities Fees. The program is designed to aid students who face temporary need by providing loans of up to \$200 for not more than 90 days. Borrowers may apply by means of a personal interview in the Financial Aid Office. Simple annual interest is set at 6 percent. Emergency loan funds available include:

- The Gladys Burns Student Emergency Loan Fund
- The Garrett Heyns Memorial Loan Fund
- The Leona M. Hickman Student Emergency Loan Fund
- The Southwest Washington State College Committee Emergency Loan Fund
- The United Methodist Church Student Emergency Loan Fund
- The Meridith Morris Emergency Loan Fund
- The EJK Emergency Loan Fund
- The Richard C. Watts Memorial Loan Fund





The Donald Heard Memorial Loan Fund  
Temporary Loan Fund Number 1  
The Zonta Club Emergency Loan Fund  
The Job Search Loan Fund  
The Thomas McCarty Memorial Loan Fund

*United States Loan for Cuban Students.* Full-time students who are Cuban Nationals and who are unable (as a result of action by the Cuban government) to receive support from inside Cuba, may apply. The maximum loan is \$1,000 per year; repayment commences one year after graduation at the rate of 3 percent. Students who believe they may be eligible should contact the Financial Aid Office as far in advance of the academic year as possible.

*Leona M. Hickman Long-Term Loan.* The Trust Department of Peoples National Bank in Seattle administers the Leona M. Hickman Loan for male residents of King County enrolled full-time. The student must demonstrate significant financial need and may apply for loans up to the amount of school-related expenses. Applications are available at the Trust Department, Peoples National Bank, or through the Financial Aid Office. The interest rate is 5 percent per year plus a credit insurance premium. Repayment commences upon graduation; interest is paid by the recipient while in school.

### Grants

*Basic Educational Opportunity Grant Program.* This program provides grants of up to \$1,400 (minimum: \$200), but may not exceed 60 percent of a student's need. Information on application procedures is available in the Financial Aid Office.

*Supplemental Educational Opportunity Grant.* This program provides grants ranging from \$200 to \$1,500 but not to exceed one-half of the total amount of the student financial aid provided to the student by the college, to undergraduate students whose need is acute. Students may not receive in excess of \$4,000 under this program during their undergraduate courses of study unless they pursue an approved fifth year of undergraduate study, in which case the maximum becomes \$5,000.

*Washington State Tuition Waiver Program.* By authority of an act passed by the 1971 State Legislature, a limited number of tuition and fee waivers are granted to needy students under the same general criteria as those of the other financial aid programs.

*Washington State Need Grants.* This program is administered by the Washington State Council for Postsecondary Education. Nominations are made by the Office





of Financial Aid for students of exceptional financial need whose family incomes are inordinately low.

*Institutional Scholarships.* Awards from the following scholarship funds are made by the college annually solely on the basis of need; they range in amount from \$75 to \$100 annually:

The Ward Bowden Memorial Scholarship  
The Roger F. Camp Memorial Scholarship

*Donor-Designated Scholarships.* The Financial Aid Office has information on dozens of scholarships awarded by organizations not connected with The Evergreen State College. Announcements of available scholarships are made each winter and further information and application forms are available from this office.

*Law Enforcement Education Program.* The Department of Justice offers a financial aid program to students whose major areas of study are in the fields of administration of justice, law enforcement, or corrections, or who are employed in these fields. Any student currently employed in these fields (in-service) may apply for a tuition grant. In-service or pre-service students may apply for tuition loans if they are enrolled for two units or more. Loan recipients must be enrolled in studies suitable for persons employed in law enforcement. Grant recipients must agree to continue employment in their current law enforcement agency for two years after graduation. Should they fail to do so, the grant becomes a loan repayable at 7 percent per year, with repayment beginning six months after the recipient leaves school. Loan recipients who, after leaving school, are employed in a public law enforcement, correctional, or court agency enjoy a 25 percent forgiveness of the loan for each year of employment up to four years.

*Food Stamp Certification.* The college offers Food Stamp certification for students. This service operates under the supervision of the Washington State Department of Social and Health Services. Bonus amounts may range from \$100 to \$350 per year for qualified students and help to bridge the gap between available student aid funds and student need. Applicants should inquire at the Financial Aid Office.

## **Employment**

*College Work-Study Program.* The college receives states and federal funds to create a wide variety of school year jobs, both on campus and in the community, for students whose financial need is significant. Students may work no more than 70 hours per month and receive compensation from \$2.30 per hour. Every





student in this program must be an American citizen or in the United States on a permanent visa. The college can only offer the opportunity for Work-Study employment; it cannot guarantee employment nor retention of a position. Employment depends on skills and performance and is the prerogative of the employer.

*Part-Time Employment.* The Financial Aid Office maintains a listing, screening, and referral service for part-time positions with employers on campus and in the community.





## Registration

Continuing Evergreen students select their choices of academic programs for the following year during advanced registration, conducted in mid-May on dates specified in the college calendar.

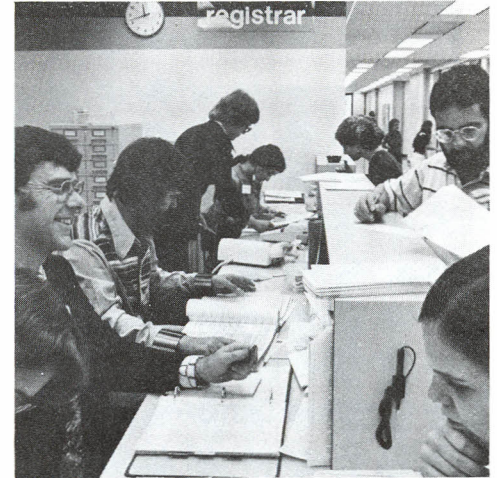
Newly-admitted students will be provided information about registration at the time of their admission to the college. This information will be appropriate to the time of year.

Evergreen's registration procedure requires a great deal of coordination and it also demands a high level of cooperation from students. Consequently, we require that students keep current addresses — even those of short duration — on file with the Registrar's Office from the time of acceptance through their tenure at the college.

Fees must be paid by the deadlines published in the "Catalog Supplement." Only those Advance Registered are billed by mail. All others should pay at the time of enrollment, but no later than the deadline.

Special registration periods will be held for those desiring to enroll as non-degree-seeking Special Students or auditors. Ordinarily, these special registration periods coincide with the opening dates of new quarters, with specific dates announced in both on- and off-campus communications media.

Advance registered students wishing to change program selections should inquire at the Office of the Registrar.





# Academic Calendars

1977-78 1978-79

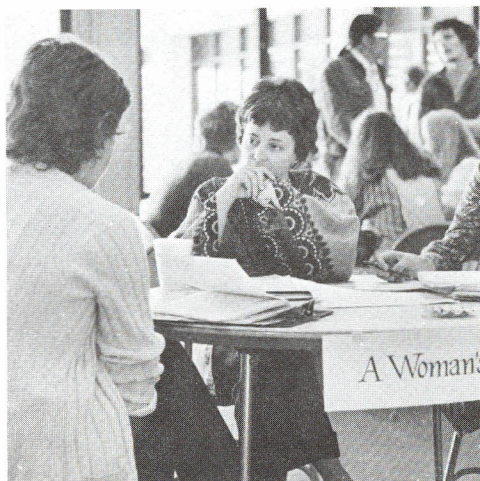
(Dates below indicate the start and finish of regular quarters during the 1977-78 and 1978-79 academic years. Specific dates for holidays, registration periods, special study events will be announced in supplements to this bulletin and through campus media.)

## 1977-78 ACADEMIC CALENDAR

FALL (11 Weeks)	WINTER (11 Weeks)	SPRING (11 Weeks)	SUMMER (1978)	
Sept. 26	Jan. 4	Mar. 29	June 19	Work begins or continues
Dec. 16	Mar. 17	June 9	Sept. 1	Project presentations; Quarter ends

## 1978-79 ACADEMIC CALENDAR

FALL (11 Weeks)	WINTER (11 Weeks)	SPRING (11 Weeks)	SUMMER (1979)	
Oct. 2	Jan. 3	Mar. 28	June 18	Work begins or continues
Dec. 15	Mar. 16	June 8	Aug. 31	Project presentations; Quarter ends





## The Academic Programs

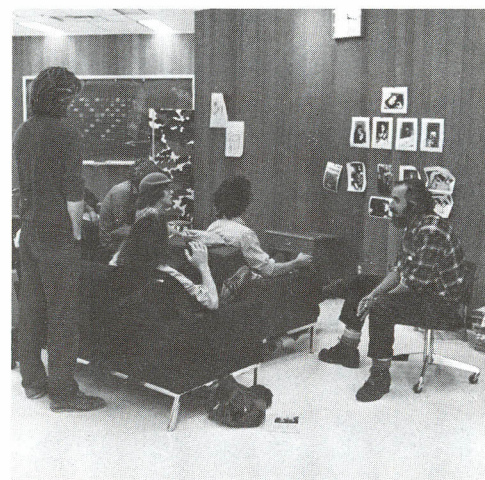
A student coming to Evergreen for the first time will immediately note several striking features of the college's curriculum:

*Small class sizes.* Like other state colleges, Evergreen maintains a ratio of about 20 students to each faculty member. But at Evergreen group instruction is arranged to make that ratio real. Large-section lecture courses are not used. Instead, most group instruction occurs in small, informal seminars of less than 25 students, more often 10 to 15. Faculty members do provide lectures and sometimes — when the subject matter being studied lends itself to a lecture treatment — several seminar groups gather together. But most work at Evergreen takes place in small-group seminar-discussions.

*Interdisciplinary emphasis.* Evergreen does not require students to "declare a major." Instead, each student, in consultation with faculty, works out an overall plan of study with a definite subject-matter emphasis. Group instruction programs are planned with this in mind. For example, a group studying topics in psychology also learns about related topics in biology, sociology or anthropology; a group studying chemistry deals with needed topics in physics and math as well as applications in biology or engineering; a group studying management becomes involved with topics from law, politics, and psychology; and so forth. A student *can* develop a number of combinations not normally available to liberal arts college students. Our experience shows that students with strong interdisciplinary backgrounds have distinct advantages, not only in seeking employment after graduation but also in pursuing post-graduate and professional education. Students wishing to do so, may also develop the equivalent of a traditional liberal arts major. (A list of possible fields for this option follows in a section entitled "Curriculum: Planning, Continuity and Specializations.")

*Theory and practice.* Evergreen has developed a unique blending of academic studies and practical, career- and life-oriented opportunities. Many students spend a part of their college careers in credit-earning internships with business firms, government agencies, etc. (See the section on "Cooperative Education.") Many group instructional programs are problem-oriented, dealing with such issues as the environment, taxation, community organization, urban planning,

## THE LEARNING PROCESS







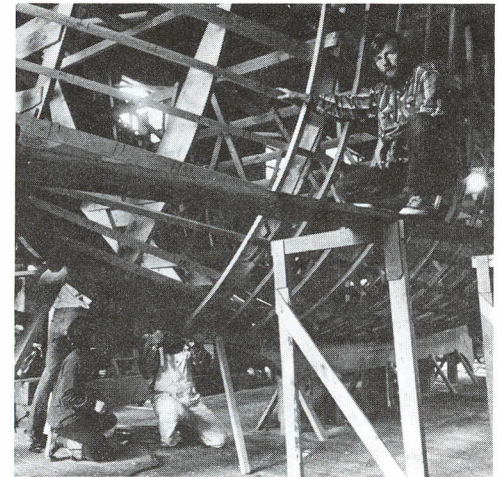


and human services. At the same time, Evergreen maintains a strong liberal arts base. A high percentage of the faculty holds doctorates in fields ranging across the humanities and arts, social sciences, natural sciences, and management/public affairs. An unusually large number of faculty hold advanced degrees in more than one field, or have significant experience outside education, in business, industry, government, and the arts.

*Informality and intensity.* Evergreen's small classes and close student-faculty working relationships create a very informal environment. Since faculty members do not use traditional titles and ranks, most students know their instructors on a first-name basis almost immediately. At the same time, a high degree of intensity underlies the informality. Students and faculty are expected to — and do — work very long and hard at learning. Most group instruction occupies 100 per cent of full-time students' time, further intensifying academic demands. That is, a full-time student typically signs up for just *one* program in a given quarter (not several courses) and devotes his or her full effort to that program. Because of this absence of external distractions and divided energies, students and faculty achieve a very intense concentration on the subjects being studied.

*Structure plus individualized options.* Evergreen graduates are known as highly self-directed people, capable of working without close supervision and able to set goals for themselves. Since few students possess those characteristics when they first come to Evergreen, the college's curriculum intentionally demands development of self-direction. It does not, in most cases, presuppose it. Basic programs — aimed at first- and second-year students — are rather structured. These programs include required reading and writing assignments. They also emphasize development of both the capacity to work independently and to work cooperatively with others. Individual contracted studies, discussed later in greater detail, are available in a wide range of academic fields in each academic year. On the average, about one-fourth of Evergreen's students undertake this type of study at any one time. The vast majority has prepared for such work through group instruction programs. Faculty members screen individual project proposals carefully to make sure that the student is prepared, both academically and personally, for such work.

*Flexibility and diversity.* Evergreen's curriculum provides a wide range of opportunities for a diverse set of students. For example, a *Part-Time Studies Brochure*, published quarterly, lists course-work available for working people who seek to complete their college studies on a gradual basis. The college has developed special programs specifically tailored to the needs of housewives, government workers, and other groups. Many of these programs operate during evening hours to accommodate part-time students. Evergreen's advanced programs have proved especially successful for transfer students, community college graduates, and people who have been away from college for a number of years. It is not uncommon to find within a single seminar group at Evergreen recent high-school graduates, veterans, state agency







workers, women with children in the public schools, and employees of local businesses who have been given released time to complete their college work. Evergreen encourages such diversity, believing that a vital part of college education involves the process of learning to work with, and to understand, a wide range of people from different backgrounds.

Subsequent sections of this bulletin spell out details of Evergreen's curriculum. If you are new to the college, you should read these descriptions carefully to get as clear an idea as possible of the major modes of study at Evergreen — Coordinated Studies, Group Contracts, Individual Contracts, and Modular Courses. Basically simple to understand, each bears some similarity to the types of courses and programs you might find at other colleges. Taken together, however, they represent a unique way of organizing college studies.

### **Some Important Curricular Definitions**

Most college catalogs and bulletins list numerous courses which are repeated yearly. These are grouped under broad headings (usually called "divisions") and are further subdivided into "disciplines" or "major fields." Students normally take four or five courses at one time, some in a single major field, some outside.

We use a simpler scheme at Evergreen. Most students enroll in a *single* program each quarter, rather than just signing up for a number of courses. And the programs fall into just three classifications: (1) Coordinated Studies, (2) Group Contracts, and (3) Individual Contracts.

*Coordinated Study:* A group of faculty (three to five) and students (usually 60 to 100) studying a common theme or problem together using ideas and materials from several "major fields" (disciplines). Coordinated Studies are offered at both Basic and Advanced levels.

*Group Contract:* A smaller type of program, usually one or two faculty with, at most, 25 to 45 students, involving in-depth study of a single topic. As a rule, only one or two "major fields" (disciplines) are involved — depending on the educational background of the faculty members. Group Contracts involve work at an advanced or intermediate college level.

*Individual Contract:* A negotiated agreement between a single student and a faculty member for a fixed period of study, normally one quarter. Learning goals and methods of evaluation of the student's work are spelled out explicitly in a written contract worked out in advance. In general, individual contract work is intended to be advanced and specialized.

For full-time students, any of these three "modes" requires a full-time

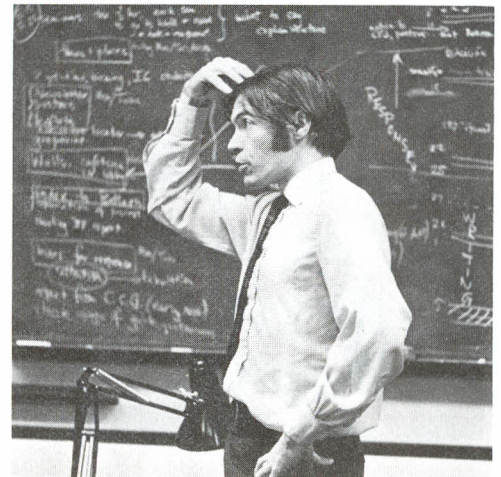


commitment. *Students do not take four or five different, unrelated subjects at once.* The basic idea at Evergreen is to combine subjects in a meaningful way. Coordinated Studies emphasize this kind of integration by including relevant material from several fields to help students understand a concept, problem, or technique. At Evergreen, we believe that education and learning are fundamentally concerned with mastery of concepts, problems and techniques which are rarely confined within the arbitrary boundaries of "academic disciplines."

Study in group contracts and individual contracts gives students the opportunity to specialize. This corresponds to "majoring in a subject" at other colleges. Evergreen students also receive many unique opportunities for unusual specializations not included among traditional "majors." The aim of getting a good general education — handled elsewhere through complex systems of course requirements — is achieved at Evergreen by encouraging all students to spend at least one year in Coordinated Studies. All programs feature writing, reading, discussion of ideas, and other academic activities.

Group contracts and coordinated studies share a common feature: close working relationships between a small group of students (15-20) and a faculty member. In this respect, Evergreen more closely resembles a high-tuition private college than a public institution.

*Modules:* In addition to the three major modes of study — Coordinated Studies, Group Contracts and Individual Contracts — Evergreen also offers an array of late afternoon and evening courses called *modules*. Credit given for a module equals one-fourth of a full-time load (that is, one Evergreen unit = four quarter credits). These courses are designed primarily for part-time students. Full-time students may enroll in a module provided they obtain the approval of the faculty who supervise their Coordinated Study, Group Contract, or Individual Contract work.





## Coordinated Studies: An Explanation

What are Coordinated Studies Programs? How do they differ from courses? What will it be like to be a member of a group engaged in an integrated program of study rather than to be taking a number of separate classes in separate subjects?

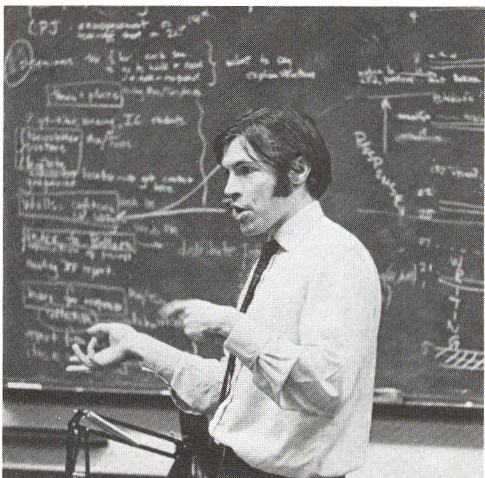
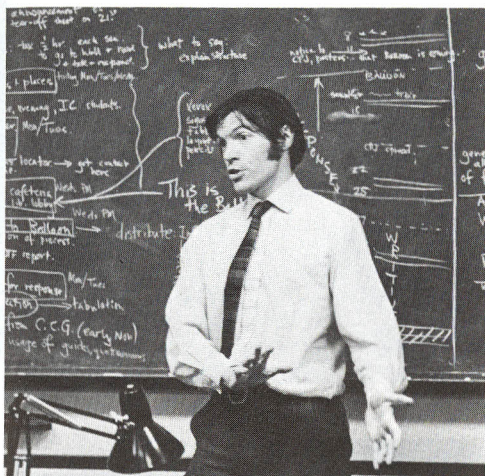
Coordinated Studies programs are small. They usually involve 60 - 100 students and three to five faculty members. The relatively small size of the programs makes a number of benefits possible — close relationships among students and faculty; opportunities for genuine collaboration in learning; and a sense of responsibility for one's work.

The faculty in a given program come from many different backgrounds and bring their special experience to bear in a common effort to cut across the usual boundaries between academic disciplines. Students join them to define problems, to develop skills, to search for answers. The programs now being offered, like those which will be offered in the future, explore some of humanity's most urgent problems and its most highly-prized values.

Instead of studying biology, sociology, or political science merely as separate fields, you will work on central problems or themes. For example, students in the *Life and Health* coordinated studies program — described more fully later — concentrated on such central problems and themes as the organization of health care delivery in America, and the explosion of theoretical knowledge in the biological sciences as it relates to possible future changes in medicine. Students in such a program are responsible for engaging actively in regular discussion. Instead of accumulating bits of data in an attempt to "cover a field", you will be responsible as an Evergreen student for putting ideas to use.

You will write, rewrite, polish, and then present what you have learned to the faculty members of your group and sometimes to the students as well. You will accumulate a portfolio of evaluations and examples of what you have really accomplished. You will have an opportunity to participate in field trips, expeditions, research projects, internships, and in overseas programs.

Finally, instead of taking four, five, or six unrelated courses — with few links between them and no single faculty member truly responsible for helping you make sense of all that you are learning — *you will study in one coherent program at a time*. You should have time to concentrate on your work without the distractions of competing and unrelated assignments. And you should be constantly relating various kinds of specialized research techniques to the central concerns of the program.





A Coordinated Studies program has a comprehensive design, planned by the faculty, and a required set of activities. Together, students and faculty work through readings, discussions, lectures, field assignments, and critique sessions. The program has a logical structure. And it is demanding. Coordinated Studies programs emphasize commitment and effort by both faculty and students.

### **The Common Reading List**

Each Coordinated Studies program — in addition to a common schedule of large and small-group meetings — has a required reading list. Program faculty members read all of them with you, no matter what professional fields they may represent. In addition, individual students are encouraged to explore other books and articles, according to their interests and individual projects, and to report what they have found to their seminars. Some of the books required by your program will be very difficult. You will be expected to read all of them carefully, to reread them, to try to understand them, and then to discuss them in the seminar groups of your program.

### **The Seminar**

The heart of each Coordinated Studies program is a small-group discussion, the seminar. A seminar is not a rap session, and it is never easy. A seminar is a small, dedicated group of very different human beings helping each other learn, helping each other understand a book, or helping each other grapple with the meaning and implications of a difficult idea. It will succeed only if all its members search together, work together, and learn together. When it works well, it is unforgettable. You should think about the seminar very carefully. Imagine yourself meeting often with a small group that expects every member to be an active participant. There is no place to hide. You must have read the book or completed your assigned project. You will have to expose your ideas, ask for help, give help, think aloud. You will be questioned, asked to explain and to analyze. The usual tactics for beating the system will not work, because the contest will be between you and the book, you and the project, you and the idea — not between you and another person. There will be pressure. It will come from the other members of your seminar who need your help and from the urgency of the problems at hand. Close, cooperative work is involved. But the rewards and sense of fulfillment come in when you ...

- leave a discussion in which you really learned something;
- get better at saying what you really mean; and
- see how people's diverse backgrounds give you a richer perspective on the topics discussed.







## **Lots of Writing**

Coordinated Studies programs provide a valuable approach to the teaching and learning of how to write well. Whatever you may do after college, the ability to write well — and the ability to discuss ideas intelligently in a group — are critical to a successful life. In Coordinated Studies, both students and faculty do a lot of writing: short essays to start discussions, critiques, notebooks and journals, reports, and position papers — perhaps fiction, poems, and plays when a different sort of discourse is needed.

Each student is expected to revise and to polish his or her work. The best work done in seminars may be presented to the whole Coordinated Studies group. You will be expected not merely to acquire information but also to learn how to communicate your thoughts. It will take much practice and a willingness to seek and to use criticism, but the results will be worth it. People who need special assistance with writing skills may obtain help through the Center for Development of Reading and Writing, described elsewhere in this Bulletin.

## **Continual Evaluation**

You will not compete for letter grades or a grade-point average at Evergreen, but you will have to work hard and well to receive units of credit and to keep up with your program. Because each program is small and intimate, continual and careful evaluation of each student's learning becomes possible. The faculty members of the team can watch the progress of students and judge their work closely. It's natural to want to do well since the success of the program depends on cooperative effort. Students often evaluate each other's contributions and general progress. Papers are rewritten, projects repeated and improved, failures rejected, and success recognized. But you will not be working against the others in your group, nor will the faculty members be your adversaries.

## **A Typical Work Week**

Scheduling from program to program varies greatly. In a week's work, however, you may expect to spend between 16 and 32 hours in contact with members of the faculty, and you may need to be present on campus (or for off-campus assignments) every day. Your personal plans must, of course, take into account these facts of educational life. A typical Coordinated Studies program distributes its time something like this:

At least once weekly an assembly is held for all members of the program. This lasts for several hours and may include a lecture followed by discussion, a symposium, a film, a slide show, a live or recorded performance of music, a play-reading or poetry-reading, a general discussion of an assigned book,



or sharing of student written work. There will be several meetings of your seminar, a group of ten or twelve, perhaps on Tuesday, Wednesday, or Thursday. Some programs may require that you belong to two small groups — one interdisciplinary seminar directed to the common reading list and another project group or skills workshop in which you can pursue special interests.

There will be an individual conference or very small group conference with the seminar leader about your written work or projects. Some programs will also recommend conferences between students for mutual critiques.

Films, concerts, other performances and exhibits offered to the whole college will provide occasions for further small-group discussions within your program. There will be time allotted to field-work, special research, and project development in open periods during the week or concentrated on one day, perhaps Friday, so that you can carry the work on into the weekend if necessary.

In between these activities, you will be expected to do a good deal of preparation on your own — including reading, library or laboratory research, writing, and so forth.

As you consider the demands of such a schedule, you should bear in mind that participation in a Coordinated Studies program usually is a full-time workload. The demands upon you will be coherent and related, but there will be demands. This means a direct and heavy personal responsibility on your part, for if you do not prepare your work and meet your deadlines, neither your seminar nor the total program can be a complete success.

### **Entry and Exit**

A Coordinated Studies program is designed as a coherent whole. It may be designed to run for one, or two quarters, one or even two years. You should plan to start with a program, stay with it, and complete it. In any tightly-knit work group, there will be stresses and strains. Learning groups are not exceptions. But the rewards of total participation will more than compensate for the temporary wrangles. In fact, learning how to deal with temporary wrangles is important.

Students should consider their program preferences carefully and begin to identify first, second and third choices well before the registration period at the end of each quarter. Evergreen makes every effort to match interests of students with available programs, but it is important to have several choices in mind, not just one. Faculty members and the Office of Academic Advising stand ready to help students with this process.





Some programs which run for three quarters or more will allow a limited number of students to enter by special permission in the second quarter and perhaps even in the third quarter. Conversely, students who discover that they just do not want to do or cannot do the work of a program will be helped to find a more satisfactory alternative, either in another Coordinated Studies program or in Contracted Studies. If students fail to meet their responsibilities to programs, they will be required to leave. If students have irreconcilable problems in particular seminars but wish to continue as members of the programs, they can request to join another seminar.

### Teamwork

You should be aware that faculty members directing a Coordinated Studies program not only will concentrate on all the required books along with you. They also will carry on their own regular faculty seminars, in which they will "deeply probe the subject" and assist each other to be more useful to you. They will be learned persons, bringing a good deal of experience to the common effort. But, more important, they, like you, will be learning. Combining the functions of teachers, counselors, and co-workers, they, like you, will be totally absorbed in the task at hand.

### Types of Coordinated Studies Offered

Evergreen offers about 20 Coordinated Studies programs each year. Most are full-year programs. Each has a distinct interdisciplinary theme. The themes may vary from year to year, depending on student interest and available faculty expertise. The curriculum always contains certain types of programs:

#### 1. *Basic Programs Which Presuppose No Prior College Work*

About a fourth of the Coordinated Study programs fall in this category. They are designed to provide a basic orientation to study at Evergreen and to prepare students for more advanced work. These programs slant toward liberal arts and explore themes which include topics from the humanities and arts, social sciences, and natural sciences. We plan the following programs for 1977-78:

<i>Title</i>	<i>Subject Areas Emphasized</i>
Autobiography	Humanities, History, Communication
Health, Individual and Community	Natural and Social Sciences
Human Growth and Development	Social Science and Humanities
Nature and Society	Natural and Social Sciences
Political Ecology	Natural and Social Sciences
Self-Expression in Society	Art, Humanities, Social Science

We expect to add additional titles with subject-matter emphasis in both introductory environmental studies and management studies. A new set of themes





will develop for 1978-79, but students can expect to find essentially the same range of subject-matter areas.

### 2. *Intermediate Programs*

Nearly half of the Coordinated Studies offered each year fall into this category. Some prior college background or an exceptionally strong high school background is presupposed. Many of the programs have specific entrance requirements. Programs planned for 1977-78:

<i>Title</i>	<i>Subject Areas Emphasized</i>
Alienation and Freedom	Social Science
Chautauqua	Art, Communications and Humanities
Environmental Design	Natural and Social Sciences
Foundations of Natural Science	Natural Science
Foundations of Performing Arts	Arts and Humanities
Foundations of Visual Art	Art
Liberation: Male and Female	Humanities and Social Science
Management and the Public Interest	Management Studies, Social Science
Marine Studies	Natural and Social Sciences
Peace Studies	Humanities and Social Science
Public Administration	Management Studies, Social Science
Unmasking Human Nature	Humanities and Social Science

Again, we expect additional titles for 1977-78. The 1978-79 programs will emphasize the same range of subject-matter fields but the specific themes will vary from those listed here.

### 3. *Advanced Programs*

Most advanced work at Evergreen is done in Group Contract and Individual Contract settings. However, a few advanced coordinated studies are offered on interdisciplinary themes each year. These presuppose considerable college background and are designed primarily with third- and fourth-year students in mind. Programs planned for 1977-78:

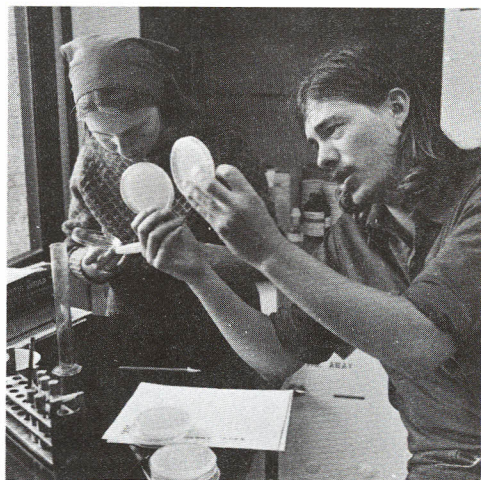
<i>Title</i>	<i>Subject Areas Emphasized</i>
Environmental Analysis and Planning	Natural and Social Sciences
Ritual Process and Cultural Dynamics	Art and Social Science
Seven Ages of Man	Natural and Social Sciences, Humanities
Social Origins of Art and Ideology	Social Science, Humanities, Art

### **An Illustration**

Evergreen does not simply repeat Coordinated Study programs in the same form year after year. Program themes vary and new topics develop according to student interest and new developments, both in academic fields and society at







large. To illustrate how this works — and to gain a more detailed picture of how Coordinated Studies are organized around a theme — read the following program from the college's 1976-77 curriculum. The program, entitled *Life and Health*, involved studies in both the natural and social sciences. The program description from the 1976-77 *Catalog Supplement*:

#### *LIFE AND HEALTH*

Fall, Winter, Spring/Basic/Four Units Each Quarter

Coordinator: Dr. Burt Guttman

Enrollment: About 80 students. Registration Open.

The theme of this program is the human organism in health and disease. The human organism is an anatomical being that must be properly exercised or it will fall into disrepair. It is a physiological being that can become unhealthy if it is improperly fed or invaded by pathogenic microorganisms or if some internal mechanism fails. It is a psychological being that must adapt and react to biosocial events. It is a cultural being that may start to depart so drastically from the norm of its culture that it becomes dysfunctional. And it is a member of a population of similar beings that continually changes and tries to adapt to environmental stresses.

This program will serve students who simply want an introduction to the natural and social sciences, since materials for understanding the human organism will be drawn from both. The interrelationships among all subjects, as they relate to our theme, will be stressed continually. In our study of human gross anatomy and physiology, along with genetics, we will first concentrate on the normal function of the organism; we will then see what happens when control mechanisms fail and a disease begins. At the same time, we will examine healthful ways of living — ways of trying to prevent disease through regimes of nutrition and exercise. In our study of psychology, we will first try to understand how human beings learn, behave, and perceive their world; then we will ask how these normal processes fail in various personality disorders. We will try to relate this study to the physiological study, to understand how the nervous system operates. Here we will introduce other relevant topics, such as the physics of vision and of hearing. We will spend some time examining the development of a child into an adult, both as the biologist and the psychologist view the process, and we will ask about the factors that make for a healthy, functional person. Finally we will look at the ways human beings adapt to their social and physical environment, in the way the anthropologist sees these processes. We will include as much laboratory work as possible to support these studies.

Because this is a basic program, we will devote a lot of time to developing the fundamental skills of analysis and expressing ideas orally and in writing. We will do this through reading, analysis, and writing focused on important matters related to our theme: ethical issues in modern medical practice; the threat and promise of biological engineering; becoming a person in modern society; and distinguishing fact from fantasy in healthful life styles and in therapy.



To explore these issues, we will use such books as: Camus, *The Plague*; Dubos, *The Mirage of Health*; Zinsser, *Rats, Lice, and History*; Maslow, *Toward a Psychology of Self*; Plath, *The Bell Jar*; Gardner, *Fads and Fallacies*; Ramsey, *Fabricated Man: The Ethics of Genetic Control*; Roueche, *Eleven Blue Men*.

Students should expect to do extensive reading and writing and learn to deal with these issues seriously.

Subjects emphasized include: biology, psychology, anthropology, writing; some math, physics and chemistry.

Program is preparatory for careers and/or further study in: Intermediate science (e.g., Foundations of Natural Science), professional work in natural science, social science fields, all health professions.

Math, chemistry modules recommended. Contact coordinator.

The program attracted a wide variety of students interested in biology, psychology, anthropology, the health professions — and some who were not entirely clear about their eventual goals but who found this general theme interesting. Note that students in *Life and Health* were encouraged to take a concurrent modular course in mathematics or chemistry.

You will notice that *Life and Health* does not appear among 1977-78 programs. The program entitled *Health, Individual and Community*, however, will cover much of the same ground. But it will have a stronger emphasis on the social and community aspects of health than did *Life and Health*. This provides a good example of how Evergreen's Coordinated Studies programs are adapted year to year to meet emerging student interests and new issues in society at large.

Detailed descriptions — like the one reproduced above — for all of the programs Evergreen offers will be found in the annual *Catalog Supplement*, published in January each year.







## Group Contracts

Much of the previous material about Coordinated Studies also applies to Group Contract work at Evergreen — small groups, employing seminar-discussion techniques, study a common theme for a quarter, two quarters, or a full year on an intensive, full-time basis.

The difference is that Group Contracts typically have only about 25 to 45 students, working with one or two faculty members, and their topical focus is more specialized and advanced. Many fall within a single disciplinary area (for example, psychology or biology). Some are problem-centered and interdisciplinary. For instance, one recent group contract dealt with problems in the area of community organization and community advocacy. The faculty members' areas of expertise were law and urban planning.

Many of the group contracts involve field work, lab research, studio art, dramatic performance, or film-making. Some include off-campus internship components (see the section on Cooperative Education). The full-time commitment of students proves to be especially valuable here. An entire group contract — students and faculty — possibly might spend a week, two weeks, or even a quarter, away from campus without having to worry about missed classes, etc. Similarly, research projects carried out on campus can be worked at intensively without distraction and interruption. Advantages for student learning are enormous. The work of a number of Evergreen's group contract students has been judged by external experts to be of graduate-school caliber — a fact we attribute at least partly to the opportunity to go farther and faster than the usual class scheduling methods would allow.

Group contracts are sometimes organized to meet the needs of a specific clientele who either cannot come to campus or who are restricted by their employment to an irregular schedule. In recent years, for instance, Evergreen has offered a group contract for state and local government employees who could only attend college on a part-time basis. Scheduling of seminars, classes, and lectures was tailored to fit their work schedules and agency released-time options.

About 25 group contracts operate in any given quarter. Several new groups begin each quarter, while others conclude. Detailed descriptions of the group contracts planned for a given school year are published in January in the *Catalog Supplement*. Occasionally, new group contracts are planned and developed during the school year, when interest warrants and adequate planning time can be arranged.

The following list of titles and subject-matter areas covers the planned group contracts for the 1977-78 academic year. A number of other titles will be announced in the *Catalog Supplement*, as will titles for 1978-79. You can expect



that, within any two-year period, the range of available group contracts will cover just about all of the areas of expertise represented in our faculty (see Faculty Roster at the back of this book). In particular, students interested in developing interdisciplinary concentrations in the areas of:

Environmental Studies,  
European and American Studies,  
Expressive Arts (Visual and Performing),  
Human Development and Its Social Context,  
Life and Health: Individual and Community,  
Management and Public Affairs,  
Marine Sciences and Crafts,  
Northwest Native American Cultural Studies, and  
Political Economy

can expect to find relevant opportunities in group contracts every year. The partial listings for 1977-78:

#### *ARTS*

Art History  
Basic Art Design  
Exploring Native American Art  
Music History  
Music Theory and Composition  
Performing Arts  
Three-dimensional Art  
Two-dimensional Art

#### *HUMANITIES*

American Studies  
Foreign Language  
Literature  
Philosophy  
Writing (e.g., journalism, expository,  
creative)

#### *SOCIAL SCIENCE*

Anthropology  
Counseling  
Economics  
History (e.g., American, European)  
Political Science  
Psychology  
Public Policy

#### *SCIENCE*

Advanced Field Biology  
Alternative Energy  
Earth Environments  
From Cell to Organism  
Humane Engineering  
Marine Organisms  
Molecular Biology and Biochemistry  
Natural History of Washington  
Unified Physics, Chemistry, and  
Mathematics

#### *OTHER*

Communications Media  
Environmental Education





## Individual Contracts

Individual contracts can provide uniquely flexible opportunities for learning. At the same time, they are difficult and challenging. A full-time individual contract should receive as much of your energy and attention as a Coordinated Studies program, a group contract, or full-time studies at another college. Contracts work best for imaginative and resourceful students who have well-defined goals in mind and can pursue them with a minimum of supervision.

Each faculty member assigned to sponsorship of individual contracts will be able to carry, on the average, no more than fifteen contracts at a given time. A few other faculty and staff members may be able to sponsor one or two contracts. To qualify for the opportunity of working on an individual contract, you should be prepared to demonstrate to a prospective sponsor that you have a strong project in mind and that you are capable of working, for the most part, on your own initiative. You will be responsible for carrying out what you have agreed to do.

Our experience so far suggests that individual contracts will normally be most useful for advanced students continuing their studies at Evergreen. If you will be entering Evergreen for the first time, you should plan to begin with a group activity rather than with an individual contract. (Exceptions will normally be made only for older and more experienced students who cannot, because of obligations off campus, enroll in Coordinated Studies programs or Group Contracts.)

If you can negotiate a contract, your faculty sponsor will work closely with you in organizing the work initially and in evaluating it at completion. But during the run of the contract, you should expect to meet for an intensive working session with your sponsor for one and only one full hour a week. Some individual contracts may fall naturally into small clusters and lead to additional meetings of small groups; but you should be aware that the sponsor's duties in preparation, working sessions, and evaluation of all students — as well as other commitments to the college — will severely limit the time he or she can spend with you each week. You should not expect that your sponsor will have answers to all your questions or that your sponsor will do your project for you. But you should expect that he or she will know how to help you find answers.

As you move from a Coordinated Studies program or a terminating Contracted Study to a new contract, you should obviously make full use of the advice of your current seminar leader or sponsor. You should take a hard look at where you have been and where you want to go. Because any contract will be worth not less than one Evergreen unit (i.e., 1/45 of the total credit required for graduation), you should prepare for a new contract as carefully as you can by preliminary discussions with your prospective sponsor.





You should be prepared to ask some hard questions. You need to be sure that both you and the faculty member agree about what is to be done. And you need to be sure that what you are seeking to do is realistic, given your abilities and the college's resources. As in all other sorts of contractual arrangements, you should plan for the strongest possible results for your investment of time and energy. However long the contract may run, whatever credit is to be awarded, and whether it is simple or complex, you will be devoting your full concentration to it and should make the most of it. It will be your total academic assignment until you have completed it.

What can you do under contract? The range of possibilities is very large, so long as the necessary resources are available. Reading projects in history, philosophy, literature, government, sociology, economics, scientific theory, and so forth; research projects entailing the collection, processing, and interpreting of data from documentary or laboratory or field investigations; mathematics; computer languages; creative work in visual art, film, photography, music, playwriting, poetry writing, short-story writing; biological or archeological expeditions; apprenticeship in a newspaper office or governmental agency; internship as a teacher's aide or helper in a welfare agency; career-learning in a business office or industry — all of these are possibilities.

If your contract will involve career-learning off-campus, it should also provide for reflective analysis. It should either combine the internship with reading and reporting assignments, or fit the performance of the career-learning duties into a larger project which begins with background research and ends with comprehensive reporting. You should identify a prospective sponsor and work with him or her at each step in arranging an internship through the Office of Cooperative Education.

A student who tries to line up internship arrangements *before* conferring with faculty members about possible sponsorship frequently runs into difficulties.

*Negotiating a Contract.* The Office of Academic Advising maintains lists of faculty who have contract openings available and the fields of specialization in which those faculty can sponsor you. This is a good place to begin when you seek to negotiate a contract.

Another important first step is to set down *in writing* a description of what you want to study or do under your contract. Include some sample reading materials you would hope to cover — or better, a full reading list. This requires doing a bit of preliminary research in the Library. Students often find that such work helps them develop a clearer idea of what they ultimately want to study. Also include any evidence you think a potential sponsor should have about your capacity for self-direction and your ability to set your own goals and work toward them.





Next, contact the faculty who appear to have the right kind of expertise. Appointments are best, since discussion of a possible contract may take considerable time. It is courteous — and helpful in getting the best hearing for your proposal from the faculty member — to send along a copy of what you have written before the interview. You should bring your portfolio or relevant samples of your earlier work — or drop them off prior to the interview.

If you and the faculty member agree on doing the work together, you next should draw up the formal contract — which must be typewritten — for the faculty member's signature. You should review the form with the faculty member before trying to type a final version. You need to be sure you've agreed on all elements of the contract — for example, on the methods of evaluation and the responsibilities of the faculty sponsor.

If you find that your proposal is unsatisfactory to the faculty member, you have the option of trying another potential sponsor. A wiser course of action is to explore with the first faculty member the reasons for the rejection in order to get clear what his or her objections are. Taking the proposal to another person probably will yield further frustration unless modifications are made to meet legitimate objections.

Be prepared to spend some time in the negotiation process. "Getting a contract" is not an automatic process and no one can guarantee success for you at the outset. Some Evergreen students compare the process to job-hunting — and the analogy is not a bad one. People who learn how to handle the business of contract negotiation successfully at Evergreen definitely pick up skills which are desirable later in life.

Yet most contracts — and literally hundreds develop each quarter — are established with ease and carried out very successfully. You can expect Evergreen teachers to be friendly, helpful, and frank in the process of negotiation.

In preparing a contract, you and your sponsor work out:

A short title for the project.

A statement of what you wish to learn through it and why.

A description of any previous experience you have had which relates to this project.

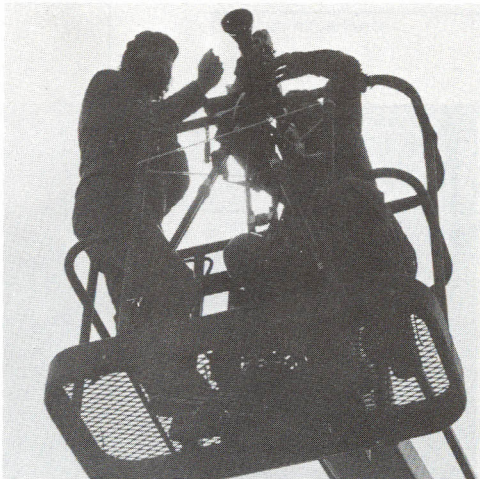
A summary of the activities which will take place — the materials and techniques you will study; the methods you will use; the facilities or locations you will be working in; the people who may be working with you.

The support to be provided by the sponsor (and other "subcontractors" on or off campus whose assistance is essential to the project).

A description of how you and your sponsor will evaluate the work.

Arrangements for access to laboratory facilities or special equipment.

A rough estimate of the duration of the contract, under the assumptions that four Evergreen units should represent one quarter of full-time effort but that





contractual credit is awarded for the successful performance of the project, not for the amount of time spent on it.

When a project involves travel expenses, living expenses off-campus, and any other special costs, you should demonstrate that you can defray such costs and do what you have contracted to do.

*In filing a contract, one point remains firm:* the two important signatures on a contract are yours and your sponsor's. Neither should give a signature easily. If you cannot, or are not willing to try to live up to the contract, then do not sign it. If the faculty member advising you has doubts about your ability or motivation, then he or she should not sign the contract.

### **Completion and the Portfolio**

The contract is not complete until you and your sponsor have evaluated what you have accomplished, how well you have accomplished it, and what kind of progress your work represents for your academic career. The sponsor will also transmit the remarks of any subcontractors who have supervised part of your work.

The official transcript — the permanent record which represents each student's academic career at Evergreen — will be especially important for those engaging in large amounts of Contracted Studies. Because there will be no standard program descriptions to serve for easy reference, the contracts themselves and the accompanying evaluations and samples of work will constitute the evidence for what you have done. Your entrance into advanced programs will depend upon the strength of your past performance. Your ability to negotiate future contracts for more specialized work also will depend upon what your portfolio tells your new prospective sponsors about the quality of your earlier contracts.







The Evergreen State College · Olympia, Washington 98505

## INDEPENDENT STUDY CONTRACT

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				Units of credits	
Student ID Number	Last Name	First	Initial	Fall	
Sponsor No.	Sponsor			Wtr	
Short Title	Date began		Expected completion	Spr	
Subcontractor(s)			Title (if relevant)	Smr	
Purposes:				Total	
				Category	

---

Previous experience:

---

Activities under this contract:

---

Support by the Sponsor and Subcontractor(s):

---

Procedures for evaluating completed contract:

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Does this contract require the use of special resources, facilities and equipment, or carry special legal implications?  
(If yes, attach explanation.) Yes  No

---

Student signature	Date	Sponsor signature	Date
Signature(s) of Subcontractor(s)		Date	
Dean of Group signature		Date	



## Modular Courses

As a complement to Coordinated Studies, Group Contracts, and Individual Contracts, Evergreen's curriculum also includes a number of late afternoon and evening courses. These courses have proven especially attractive to part-time students, special students, and auditors from the Southwest Washington area. Each course carries one Evergreen unit of credit (=4 quarter credits). A schedule of these courses is published each quarter in the *Part-time Studies Brochure*. More than 40 courses are offered each quarter. Enrollment varies according to student and community interest.

Full-time students also have found modular course offerings attractive and useful. Many full-time programs (but not all) provide opportunities for students to take a module concurrently. This is noted in the description of the program in the *Catalog Supplement*. Permission of the program coordinator or contract sponsor is required for a full-time student to take such a modular course.

Modular courses are designed to meet a number of needs:

1. Many modules are offered by the faculty of Coordinated Study and Group Contract programs as a required component of one or more programs. When the topic is of sufficient interest to people outside the program, the module is opened to wider enrollment.
2. Some modules are designed specifically to meet needs of part-time students from the community. We have planned a number of courses to fit the schedules and career needs of working people in business, state agencies, local government, and so forth.
3. A few modules each quarter cover subjects in which the cumulative nature of the subject matter makes the modular course format especially suitable. For example, modules in mathematics, music theory, and several foreign languages are regularly available.

A full-time student wishing to enroll in a module should arrange to do so with his or her program coordinator or sponsor. The module teacher will send an evaluation of the student's work to the coordinator or sponsor at the end of the course. The coordinator or sponsor, in turn, will include this information in the overall evaluation for the quarter before sending a student's record to the Registrar.

Part-time students may enroll directly in modules. Permission of the module instructor may be required to satisfy prerequisites. The work of part-time students will be evaluated by the instructor in the usual way (see *Evaluation, The Portfolio*). Evaluations will be forwarded directly to the Registrar for inclusion in the student's permanent transcript record. Evaluations of student work in modular courses are characteristically brief — one or two paragraphs — and speak exclusively of





students' mastery of subject matter. Evaluations are not filed for students who audit a modular course.

A part-time student may enroll for one-to-three modules per quarter. *Given the expectations and demands of Coordinated Studies, Group Contracts and Individual Contracts, full-time students should not expect to take more than one module as part of their program.* And in programs where 100 per cent involvement is required, no modules may be taken. In exceptional and extraordinary cases, a full-time student may be permitted to take more than one module in a given quarter with permission of his or her faculty sponsor and the Office of the Academic Dean. However, this study option is normally discouraged by the college. Petition forms may be obtained from the Office of the Academic Dean.

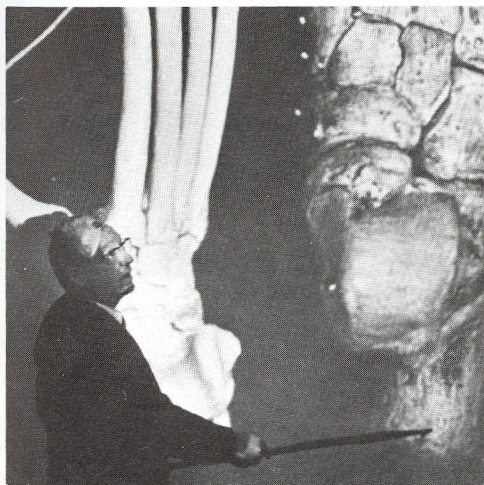
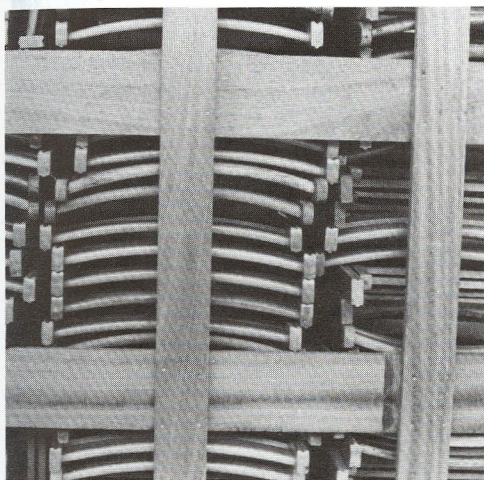
The following list of titles includes most of the modular offerings of 1976-77. We expect a number of new and added offerings in both 1977-78 and 1978-79. Many of the courses listed below will be repeated in those years, depending on student interest and availability of suitable faculty. For details, consult the *Part-time Studies Brochure*, published quarterly and available in late summer from the Office of Admissions.

#### ARTS

Advanced Audio Recording Techniques  
Architectural Design  
Basic Audio Recording Techniques  
Beginning Acting  
Beginning Photography  
Dance Performance  
Elementary Harmony  
History of The Theater  
Intermediate Audio Recording Techniques  
Intermediate Ballet  
Intermediate Harmony  
Life Drawing  
Motion Picture from Script to Screen  
Music Cultures of the World  
Music Fundamentals  
19th and 20th Century Art  
Photography: Perception and Execution

#### HUMANITIES

Basic Russian  
Beginning Chinese  
Beginning Japanese  
French, First Year





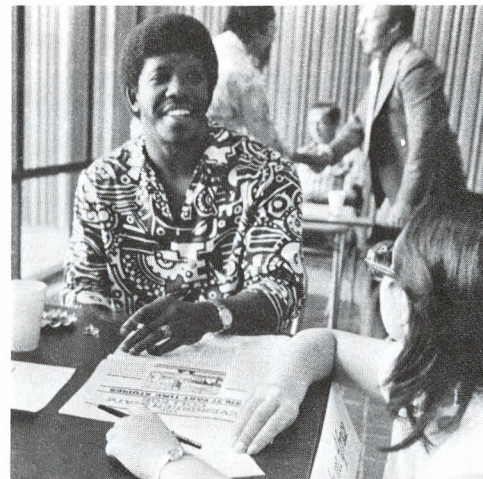
French, Second Year  
French, Third Year  
History of Greece  
Journalism of Politics: History on a Day-To-Day Basis  
Literature of Existentialism  
Modern Greek Language  
Motion Picture from Script to Screen  
Spanish, First Year  
Spanish, Second Year  
Spanish, Third Year  
Spanish, Fourth Year  
Writing: For People Who Don't Write Well (Or At All) And Who Are Committed To Working On It

#### *NATURAL SCIENCE*

Basic Ecology  
Calculus I  
Calculus II  
Catastrophe Theory  
Field Botany  
General Biology I  
General Biology II  
General Chemistry  
Introductory Biostatistics  
Introductory Chemistry  
Introductory Oceanography  
Introductory Physics  
Marine Botany  
Marine History  
Marine Mammal Phenomenon  
Mushrooms of the Northwest  
Navigation  
Origin of Life: An Astronomical and Biological Perspective  
Plant Physiology  
Precalculus Math  
Scientific Writing  
Soil and Water Engineering

#### *SOCIAL SCIENCE*

Foundations of Applied Psychology  
Games Nations Play  
Introduction To The Criminal Justice System  
Introduction to Political Economy  
Journalism Of Politics: History On A Day-To-Day Basis





Law and the Environment  
The Legislature and the Legislative Process  
Social Statistics  
Thinking About Crime  
Women and the Law

*OTHER MODULES*

Ajax Compact II/You and the Future  
Between the Covers, Or How To Find What You Need In The Library  
Business Communications  
Contemporary Issues In Language and Thought  
Cartoons and Comic Strips As Social History  
Computers and You  
Governmental Accounting  
Intermediate Accounting  
Logical Thinking  
The Nature of Humankind  
Public Budgeting System





## Curriculum: Planning, Continuity & Specializations

This section describes the process by which curriculum is planned and carried out and contains information regarding a number of specializations possible at Evergreen.

### Curriculum: How It Is Made

Evergreen's enormously flexible academic program enables the curriculum to be molded and changed over a period of years in order to meet new student needs and to utilize new information arising from scholarly research.

Yet, as explained in the previous section on Coordinated Studies, there is also a considerable amount of continuity from year to year, allowing students to anticipate what will be available and to plan their selection of programs and contracts accordingly.

Curriculum planning — the designing of Coordinated Studies, and Group Contracts, and Modular Courses — is a major responsibility of the Evergreen faculty. Students participate actively in this process, too. And the faculty weighs student interests heavily in selecting themes, topics, readings, assignments, etc. But, essentially, the development of curriculum is a faculty responsibility; and all students who enroll here should be in basic agreement with this institutional tenet.

At present, planning takes place each year for the offerings of the next two years. Offerings for the first of those two years are spelled out in their entirety. Offerings for the second year are identified as to theme and general subject areas, but details are left to the following year's planning and some "space" is left for programs which can be added then.

We strongly encourage student participation in this planning process. A number of programs initiated by students have been activated, particularly in the area of group contracts. New students need to keep in mind, however, that planning and developing a new Coordinated Study or Group Contract requires a great deal of work. It takes determination and patience—plus the willingness to cooperate and compromise with faculty and fellow students — in order to get your idea off the drawing board and into action.





## Operation of Programs

Once underway, a Coordinated Studies or Group Contract program is *not* subject to replanning. Occasionally, portions of programs are open to student participation in detailed planning, but most programs are fully designed in advance. Faculty are held responsible by the Academic Deans to stay as close to the plan originally submitted as is humanly possible. This guarantees that students get the program originally announced in that year's *Catalog Supplement* — not a variation of it invented at a later date. Faculty are expected to be responsive to student needs as a program unfolds, but changing the structure or content of the program is to be undertaken only when it is clear that nothing else will suffice.

In Coordinated Studies programs, faculty sign a Covenant among themselves regarding the way in which they will conduct the program. In many programs, a second agreement or Covenant is prepared by the faculty, outlining student rights and responsibilities. These documents have proved to be very important in the settling of disagreements. Most Coordinated Studies run smoothly and efficiently. But should an occasional problem arise, the existence of a Covenant affords vital guidance in bringing any dispute to a happy resolution. Faculty Covenants include a set of procedures by which program changes are to take place when that is necessary.

In matters of program operation, faculty carry final responsibility in seeing that the curriculum plan is carried out. Faculty also bear final responsibility in all matters of academic credit — that is, the faculty member's decision to award credit or not to award credit to a student cannot be overruled.

Students have a right and responsibility to evaluate the work of their faculty sponsors and seminar leaders. These evaluations are used by the Academic Deans, along with other information, in assessing whether or not faculty are retained. Students should complete an evaluation of any faculty member with whom they work *after* decision has been made on credit. This eliminates any suggestion that the award of credit may have been influenced by the student's evaluation of the faculty member and allows students to give a frank critique of a faculty member.

Both students and faculty have rights of academic freedom at Evergreen. This means that no student may be denied credit because of political, religious, or other beliefs. The student will often be required to prove that he or she *understands* positions other than his or her own. But no academic program may require or presuppose acceptance of a particular doctrine or position.

In the case of individual contracts, unforeseen circumstances may make it necessary to alter the original terms of the contract in mid-quarter. When this is done, an amended contract is submitted to the Registrar, replacing the original.





As in the case of the original contract, both parties must agree to and sign the revised contract. Approval of an Academic Dean is also required.

### **Continuity, Advanced Specialities**

Effective with 1976-77, Evergreen began developing a more continuous set of offerings in certain advanced interdisciplinary speciality areas. Each area encompasses several academic disciplines. Students can expect that coordinated studies and group contracts relevant to each of the areas will be available on a regular and continuing basis.

The following list of areas does not include all the possible interdisciplinary combinations a student can find at Evergreen. It does, however, represent the areas of greatest strength in the college's faculty, facilities, and curriculum. Each advanced speciality area is described briefly. More detailed information regarding each area may be obtained from the Office of Academic Advising.

### **Environmental Studies**

Human activities and natural processes are inextricably and intimately entwined: we face both the danger of fatally damaging our planet and the opportunity to manage our interaction with the natural environment to ensure a prosperous survival. Evergreen's interdisciplinary approach to learning permits us to avoid the jurisdictional and conceptual boundaries that in the past have isolated researchers, policymakers, and citizens from one another and led to piecemeal, unbalanced, and shortsighted interventions in nature.

The ecosystem and its human political, economic, and social analogs, and the processes, spontaneous or willed, by which they evolve jointly provide the main conceptual focus of this speciality area. The main focus of applications involves the management of environmental resources, whether wild or domesticated, protected or exploited. Within a general geographic emphasis on the Pacific Northwest, students will be able to work on some or all of the following:

*Ecosystem Studies:* Work on the plant and animal ecology of wild\* areas, terrestrial or marine, and on their maintenance, protection, and preservation.

*Planning and Environmental Design:* Work on designing the human presence in the natural environment establishing proper patterns for settlement, preservation, and exploration, and devising methods for implementing and evaluating these patterns.

*Alternative Agriculture:* Work on the ecology of cultivated areas, on theoretical and experimental foundations for innovative methods of cultivation and animal husbandry, and on the proper relation of agriculture to society.





## European and American Studies

This study area will help students understand who they are, where they have come from, and where they are needed. It will demonstrate the inter-relationships between politics, sciences, economics, arts, literature, and the history of ideas. It will challenge students to become responsible adults, providing a context against which career decisions and other life choices may be measured.

Major themes such as the relation of the individual to the Western cultural tradition, the rival claims of the public and private realms, the rise and fall of social classes and the men and women who make them, the clash of ideologies and mythologies, and the literary and other artistic expressions of experience provide the subject matter of European and American Studies.

Although this study involves an examination of the individual human condition in relation to Western cultural tradition, it also, of necessity, affords an examination of many non-Western subcultures which make up and have influenced the development of Europe and America.

## Expressive Arts

Expressive Arts will focus upon the progressive development of students' skills and concepts in the practice of such arts as theater, music and creative writing, 2D and 3D visual arts, photography, dance, filmmaking, and audio graphics. As students gain technical mastery in one or more of these arts through theory and practice over an extended period of time, they will also learn to synthesize and express subjectively their responses to life through these art forms. Students developing skills in a variety of media will join for integrated studies about the ways in which human experience and expression occur. At the most advanced levels, students from a variety of artistic disciplines may come together to cooperate in the creation of quality productions which combine the arts in traditional and/or experimental ways. Others may pursue such theoretical considerations as the relationship between science, psychology and the aesthetic experience.

Whereas traditional arts programs often teach technique without content and divide arts which should collaborate, this speciality area will stress the interconnections between the arts, and between art and ideas. Students will grow in ability to express themselves and communicate with others by practicing one or more art forms in a context which will allow for the cumulative development of requisite skills. Students will learn how design elements which are shared by all of the arts find articulation in specific arts. Artists will learn how society influences what they do and the ways in which they do it. Artists and others will learn how the arts reflect society, criticize society, sometimes predict what





the future of a society will be, and often suggest creative solutions to social problems.

### **Human Development**

Students working in the Human Development area will cultivate their abilities to interpret their lives to themselves and to others. By coming to terms with the past, they will learn to understand and accept the events of their lives, using this wisdom to experience more fully future developments.

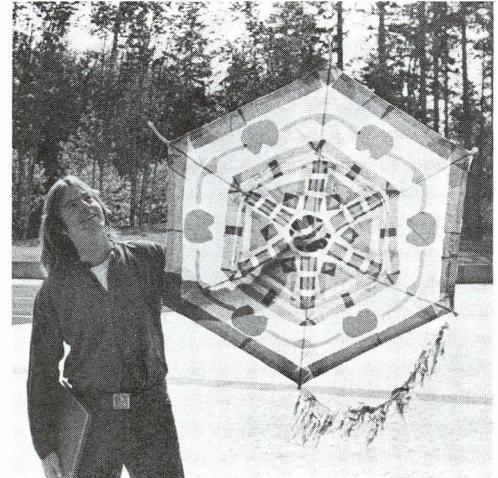
Studies will focus upon people as individuals and as relating members of human groups. Evolutionary and historical perspectives will be combined with problematic issues of contemporary human development such as human sexuality, the family, prolonged adolescence, old age, and the effects of increasingly rapid cultural evolution on personality development. The peculiarities and problems encountered at various stages of the life cycle will be studied, as well as the tensions created when the idiosyncracies of a personality must be fitted into a prescribed social role. Further, the relationship between symbols and social structures will be addressed through the study of art, literature, ideology and religion.

Readings in the social sciences, biology, and the humanities will be a part of this program, which also will include internships in local human service agencies. The sequence of study will prepare students for further study in education, child and mental health related fields, psychology, sociology, philosophy, biology and anthropology.

### **Life and Health: Individual and Community**

This specialization will integrate the biological, chemical, and laboratory skills required for various of the medical and allied health fields, with the political, social, economic, and psychological aspects of health care. People interested in all aspects of health care will be united in the same study program. Most careers in health-related fields require students to progress to further work and certification at other schools. The different aspects of medical work tend to become isolated from one another in both the training and professional life. While at Evergreen, you can work in a program sequence that brings them together as much as possible.

Students will develop a basic understanding of the natural sciences, as well as an ability to tackle problems and find solutions. By working with other people interested in health care they will learn the important social, political, and ethical questions involved in this changing field today. In short, they will be in a unique position to become both practitioners and changers of all aspects of health care.





Further work leading to certification at other schools will give students a variety of career options including the allied health fields; medical or nursing school; graduate school in nutrition; biochemistry; public health; developmental biology; etc. An individual can very well emerge from this program with a broad social and economic view of the entire medical field.

### **Management and the Public Interest**

This program will address the growing concern about the ability of the American business system to meet the public's needs. Evergreen is in a unique position to stimulate some serious discussions on this issue because, unlike traditional institutions which offer the student only one point of view — usually in defense of the business system — the program's interdisciplinary approach will examine both sides of the argument. Both critics who feel that the modern corporation will serve only its own interest, and proponents of free enterprise, who assert that business is meeting its social responsibilities, will be studied.

Management will address this debate by understanding how business works, why it works (or does not work) and the alternatives available.

Attention will focus upon Southwest Washington, with Tacoma and Olympia as special targets. The program is designed for part-time students from off-campus, as well as for full-time students; hence, many activities will occur in the late afternoon and evening. The program concentrates on the public sector and the small business segment of the private sector, with the latter serving as the "practicum lab". But the conceptual framework will span all public, private and educational sectors.

Students emerging from this program will be in a better position to seek the kinds of work consistent with their personal criteria; and those already holding jobs will find this program an excellent opportunity for professional and personal development.

### **Marine Sciences and Crafts**

Modern maritime problems present a classic example of modern man's self-defeating behavior and the value choices confronting us. This advanced interdisciplinary study sequence will examine the relationship between mankind and the sea — the history, the literature, the crafts, the technology, the science, the politics which will help to clarify our present dilemmas and strive toward alternative futures. Evergreen's unique curricular structure, location and facilities make it possible to provide both an integrated view and an in-depth experience in many aspects of Marine Studies. The work will be both practical and theoretical, centering on real world problems and issues and emphasizing the development





of knowledge and skills which will make it possible to approach these problems realistically but far sightedly. We will combine a study of the past with planning for the future. An ecological concern will be cultivated, along with the practical questions of living on and from the sea. We will develop skills in the laboratory, at the drawing table, in the wood shop and on the water. Particular emphasis will be placed on the study of Puget Sound and Northwest waters. Thus, this speciality area should be of particular interest to Native American students because of the work available in various aspects of aquaculture, shellfish studies, seacoast management, marine fisheries, etc.

Students completing this program will be in a position to seek a variety of marine related work options or to continue in advanced study in the marine sciences or marine arts.

### **Northwest Native American Cultural Studies**

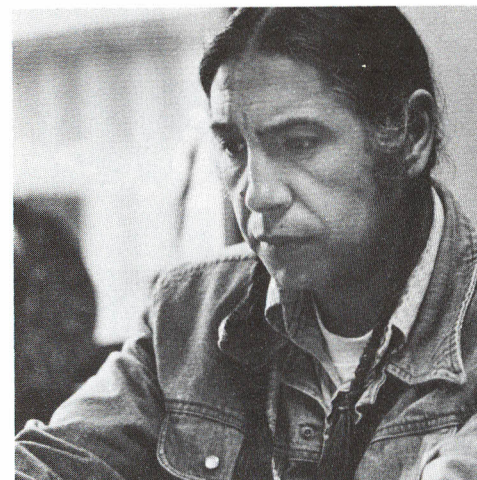
This interdisciplinary area should serve two rather different student clientele – Native American students who are interested in understanding, preserving and developing their unique cultural heritage in the Northwest, and non-Native students who are interested in anthropology, ethnohistory, economics, expressive arts, technology and the dynamics of culture change, through an investigation of Pacific Northwest Native American cultures.

Native American communities increasingly seek means for self-determination and cultural revitalization. Native American students seek skills which will allow them to provide leadership in the context of their traditional values. Specific skills sought include those needed for community controlled educational systems and understanding treaty law and tribal government. This program will respond to those needs.

Both Native and non-Native American students are interested in the methods and theory of anthropology and culture history. The Northwest offers unique opportunities for the study of prehistoric migrations to the New World, human ecology, acculturation – including the impact of contacts with Russia, the fur trade, and the gold rush, and the impact of the pipeline on Alaskan Native communities. This program provides rich opportunities for field study and internships throughout the Northwest.

### **Political Economy**

Political Economy allows us to address questions of wide scope – questions concerning total societies, their transformations, and the varieties of individuals that inhabit them – and to study these questions in the same perspective. In most traditional institutions, disciplines involved with political economy are treated







as separate and discrete bodies of knowledge. In this program the student will acquire the broad connective conceptions, methods, and interpretative ideas that serve to orient one to various ways of looking at and analyzing social realities.

Political Economy will focus on the economic and political history of the United States and of other industrialized nations; the problems of developing nations as they undergo the process of industrialization and their relations with industrialized nations; an understanding of the historical contexts in which the theories studied are/were developed and applied; and the application of the political and economic theories studied to the examination of contemporary economic, political and social problems.

By understanding the mechanics of historical change and the institutional contradictions of industrial societies, students will better understand the connections between the patterns of their own lives and the course of the larger society. Ultimately, students who take programs in this area should become better prepared for careers in critical work and public life.

In addition to interdisciplinary areas of concentration students may pursue advanced study concentrations *within* a number of specific disciplines at Evergreen. Detailed advisory information on each of the following disciplines — plus a number of others — may be obtained from the Office of Admissions. Students considering eventual graduate or professional school work after graduation are especially encouraged to read this information carefully and discuss it with faculty members.

### Disciplinary Specializations

American Studies	English	Oceanography
Anthropology	Film and Filmmaking	Philosophy
Architecture	Foreign Languages	Photography
Art	General Liberal Arts	Physical Science
Biology	General Science	Political Science
Business	Geography	Psychology
Chemistry	Geology	Pre-Law
Communications	Health Sciences	Social Work
Computer Science	Pre-Dentistry	Sociology
Corrections	Pre-Medicine	Third-World Studies
Counseling	History	Urban/Environmental Planning
Drama/Theater Arts	Literature	Writing
Early Childhood Education	Marine Biology	Women's Studies
Economics	Mathematics	
Environmental Studies	Music	



## Planning Your Studies at Evergreen

The range of choices open to students pursuing studies at Evergreen is extremely wide — wider than at most colleges of comparable size. The college's unique interdisciplinary focus allows students over a four-year period to develop combinations of subjects not available in traditional majors.

Taking advantage of these opportunities, however, calls for careful planning and goal-setting by students. Faculty members stand ready to help students with this task. But, in the end, only you as a student can decide where you are heading in the long run. There is considerable urgency about setting your goals as early as possible — certainly these should be well worked out by your third year of college.

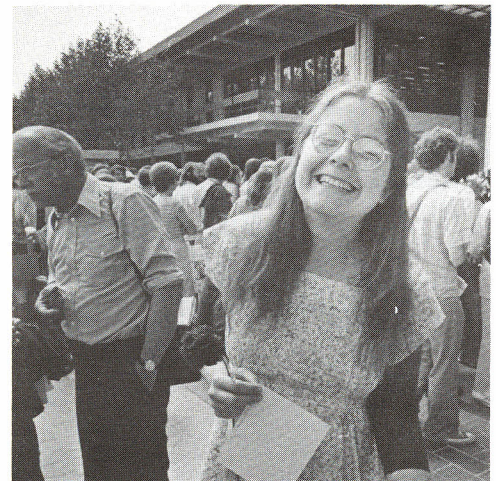
On the other hand, it is not wise to become too specialized too early. An intellectually well-rounded student — one who has encountered college level studies in a wide range of fields — is in a better life-long position than one who concentrates too closely on a single career possibility.

You should plan ahead year-to-year while at Evergreen in order to select programs and contracts which add up to a coherent whole. Don't be afraid to branch out from time to time into new and unfamiliar subject areas. And spend time talking with faculty, career and academic counselors about your plans.

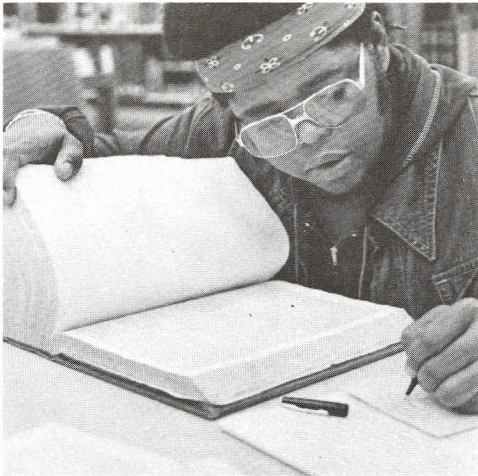
To give a clearer idea of how students at Evergreen develop a focus for their studies, we have assembled the histories of several students who have graduated from the college. You will note that some have come rather close to developing majors of a more or less standard kind. Others have worked out unique patterns not normally available at liberal arts colleges. The areas in which these students chose to study were only a few among hundreds available during the time they attended Evergreen. We have selected them merely to show you how it is done and to indicate the kind of planning you should be thinking about in selecting programs.

**Student "A"** (entered as a freshman from a Washington High School). Interested in Communications.

- First Year: Coordinated Study revolving around sociology, political science, and government.
- Second Year: Contracted Studies of News Media and Government.
- Third Year: Contracted Studies and internships involving print and broadcast news and cinematography.
- Fourth Year: Television internship and individual studies in broadcast journalism, communications and the electronic process.
- Graduated: Now employed as news reporter for metropolitan TV station.







**Student "B"** (entered as a freshman from a Washington High School). Interested in Public Administration.

First, Second,

Third Years: Coordinated Studies centering around history, political science, economics, literature, and minority affairs.

Fourth Year: Group Contracted Studies in economics and minority affairs; individual studies in reading and mathematics; half-year internship in state government.

Graduated: Now employed as Administrative Assistant to City Commissioner, Portland, Oregon.

**Student "C"** (transfer student). Interested in Urban Planning.

First, Second

Years: Studied at other colleges, transferring to Evergreen as a junior.

Third Year: Coordinated Study involving urban planning, architecture, economics, and environmental concerns.

Fourth Year: Group contracted study in Urban Planning, including extensive field work as member of a student planning team studying the relocation and reconstruction of a Washington city. Also served as student intern with small (population 6,000) Washington city.

Graduated: Employed as Associate Planner by city sponsoring the internship. Now Director of Planning for the same city.

**Student "D"** (entered as a freshman from a Washington High School). Interested in science and computing.

First year: Coordinated studies in natural and social science involving chemistry, physics, biology, research and systems analysis, political science and statistics.

Second Year: Coordinated Study of physics, mathematics, chemistry, biology, and computer sciences. Individual studies in science, data structures and processing.

Third Year: Individual studies in advanced mathematics, kinetics, and computing.

Fourth Year: Advanced research in computing; group contract in philosophy.

Graduated: Accepted through international competition as one of three new enrollees for graduate studies in artificial intelligence at the prestigious University of Edinburgh, Scotland. Also has accepted a job with the advanced study program.



**Student "E"** (entered as a freshman from a Washington High School). Interested in Law.

First Year: Coordinated Studies revolving around philosophy, psychology, sociology, education, and political science.

Second Year: Advanced-level Coordinated Study of political science and literature.

Third Year: Group Contracted study of economics, plus individual and group studies of history.

Fourth Year: Internship as Administrative Assistant in educational organization.

Graduated: Now attending the University of Washington Law School.

**Student "F"** (entered as a freshman from a Washington High School). Interested in restaurant management.

First and

Second Year: Coordinated Studies program combining academic and practical study of the nature of the learning process, led to creation of Mobile School Unit staffed by students to supplement educational resources of five elementary schools in college service area.

Third Year: Advanced Coordinated Study program involving ecology, economics and urban planning. Later completed contracted studies in planning.

Fourth Year: Internship and individual studies in restaurant management.

Graduated: Now employed as manager of Olympia-area restaurant.

**Student "G"** (transfer student). Interested in business administration and travel.

First and

Second Years: Studied at another college for two quarters. Transferred to Evergreen as a third-quarter freshman, and entered coordinated studies program contrasting the culture, language, history, and traditions of Japan with the West. Program involved one-year study in Japan, requiring language skill development and ability to adapt to living with host families and working in Japanese business.

Third Year: Group and individual contract work in economics and business.

Fourth Year: Intensive Japanese language study and internship in business.

Graduated: Currently employed as operations manager of an American touring corporation based in Washington State.







**Student "H"** (transfer student). Interested in business management.

First Year: Studied at another college, transferring to Evergreen as a sophomore.

Second Year: Coordinated Studies program studying social and natural sciences and with emphasis on development of mathematical and communication skills.

Third Year: Advanced Coordinated Studies program examining business management in various settings.

Fourth Year: Group and individual contract work in social services management, economics and management consulting.

Graduated: Employed by Seattle business firm as a management consultant.



## The Humanities & Arts

Evergreen offers Humanities and Arts students unusual opportunities to develop skills while examining the context and content of today's world. Stressing the intricate relationships of academic disciplines, and providing opportunities for in-depth study and skills development, the college serves the needs of both the generalist and the specialist. Evergreen students are exposed to the history, literature, and culture of other nations and other historical eras, in order that they might better understand and reflect upon civilization — its origin, development, and future. Within this "global" structure, Evergreen offers students opportunities to specialize in the fields of their choice, to develop technical skills through "hands-on" experiences, both on and off campus, and to master the arts of learning which will serve them well for their lifetimes.

Most of Evergreen's *Coordinated Studies Programs* (team-taught, theme-oriented enterprises) involve some aspects of the Humanities and Arts; and several each year aim specifically at the world of the humanist and the artist, at the crucial roles played by both in today's world. These programs stress the reading of good books, the art of seminar-ing on the issues in those books, and the careful writing of journals, essays, and research papers.

Students in areas of the Humanities and Arts find opportunities for more specialized work in their fields through *Contracted Studies* — either in a small group (15-20 students and one professor) or on an individual basis. These programs are designed primarily for advanced students who have already gained a solid foundation in the humanistic and artistic fields of their choice, and who wish to concentrate on specific problems and goals.

*Group Contracts* enable students to form cooperative teams to create, explore, perform, and learn together. For example, students guided by two faculty members in Theater and Dance spent an entire academic year working together in the manner of a professional theater company. They staged two major drama/music/dance productions and presented children's plays at schools throughout Thurston County, Washington, mastering the arts of acting, public speaking, dance, set construction, costume design, and theatrical makeup. Twenty other students traveled to Italy for six months' study of European film production; others from several different groups sponsored the first major West Coast Women's Arts Festival, drawing to the campus poets, speakers, craftswomen, artists, designers, and illustrators.

Opportunities for complete immersion in humanistic and artistic specialties abound at Evergreen when students undertake *Individual Contracted Studies*, where they work on independent projects with the help and guidance of a single faculty member. Past individual studies have occurred in these and other fields: Philosophy, Cinema, Journalism, Music, Crafts, Painting/Printing, Sculpture/Ce-





amics, Literature, Art History, Design, Foreign Languages, Photography, Linguistics, Radio/TV.

Evergreen also offers an array of *Modular Courses* in the Humanities and Arts. In the past, these quarter-long programs have offered work in such topics as follow (and many more): "Thomas Hardy and D.H. Lawrence", "Approaches to Shakespeare", "History of American Cinema, 1919-1941", "The Ceramic Process", "Godard, Resnais and Truffant", "Primitive Art", "Beginning Photography", "Ethnomusicology", "Philosophy of Religion", "Search for Meaning", and "Introduction to Philosophy".

Humanities and Arts students may also wish to include the Evergreen *Internship* option in their course of study. Through the Office of Cooperative Education, students may apply their emerging skills by interning at newspapers, radio and TV stations, galleries, museums, theaters, and studios across the state and across the nation. Evergreen students have worked, for example, in a Los Angeles graphics arts studio, a Seattle marine museum, for the Seattle Opera, a New York City black theater, a Northwest drama studio, and at the Vancouver Playhouse. In addition, they've studied electronic music with Seattle musicians, written for many of the state's leading daily and weekly newspapers, and worked as news reporters for Seattle television and Olympia radio stations.





## The Social Sciences

Since Evergreen's curriculum aims at an intricate blending of study modes and academic disciplines — meeting the needs of both generalists and specialists — we try to offer students in the Social Sciences some solid opportunities to sharpen practical and intellectual skills, as well as to learn techniques for solving real problems in this era of unprecedented social change. We hope to encourage personal flexibility and to stimulate student curiosity through exploring the new, while retaining — and treasuring — our knowledge of the old. Evergreen also provides an academic climate in which students interested in the Social Sciences may see how its disciplines relate to each other, as well as to disciplines within the Natural Sciences, Mathematics, Humanities, and Arts.

Each year, *Coordinated Studies Programs* explore various issues in the Social Sciences. These programs operate at both basic and advanced levels, and normally not in isolation from the concerns of other disciplines and divisions of human knowledge. Recent programs — carrying such titles as "Paradigms in Crisis", "The Individual in Contemporary Society", "Democracy and Tyranny", "Environmental Design", and "Power and Personal Vulnerability" — were among the most successful ever offered at Evergreen.

Through *Contracted Studies*, Evergreen has historically made a concerted effort to offer high-quality work in the Social Sciences. *Group Contracts* have involved classroom studies in the theories and concepts of the various Social Sciences, while often engaging students in direct problem-oriented research, either on or off campus. For example, one group of urban planning students and their professor worked with federal, state, county, and municipal officials to develop a master plan for the relocation of the town of North Bonneville, Washington, which faced displacement by the construction of a new powerhouse at Bonneville Dam. Another group, under contract with public agencies, conducted a survey and developed plans for a comprehensive mental health, mental retardation, drug abuse, and alcoholism program in Cowlitz and Wahkiakum Counties in Southwest Washington. Still another operated a mobile school unit to help broaden the curriculum of five small rural school districts in Thurston County. And a group of economics students planned and coordinated the Northwest Symposium on Latin American Affairs, a major event which drew public and private officials and nationally-known academicians to campus.

Opportunities for complete immersion in a speciality area of the Social Sciences abound at Evergreen through *Individual Contracts*, where students work on independent projects with the help and guidance of single faculty members in such areas as History, Anthropology, International Relations, Government, Psychology, Political Science, Corrections, Education, Non-White Studies, Sociology, Urban Planning, Economics, and Counseling.



Evergreen's *Modular Courses* give opportunities for Social Science students to refine and further specify their studies as a complement to their work in regular programs and contracts. In the past, these quarter-long programs have carried such titles as "Urban Planning", "American Education", "Sociology of Everyday Life", "Varieties of Contemporary American Childhood", "Sino-Soviet Relations", "Economics", "U.S. History", "The Soviet Union Today", "Introduction to Philosophy", and "The First Amendment: Freedom of Speech".

Finally, the *Internship Program*, coordinated by the Office of Cooperative Education, provides Social Sciences students opportunities to practice their emerging skills in the offices of public and private agencies throughout Washington and, frequently, elsewhere in the country. Evergreen students have been placed as political aides in cities and counties, as paraprofessional counselors and teaching assistants in schools and mental health centers, as designers of recreational programs for cities, as law enforcement officers, as scholarship winners in the yearly New York City Urban Fellowship Program, as legal assistants to lawyers and judges, as labor relations interns, and as trainees in dozens of other Social Science categories.





## The Natural Sciences & Mathematics

In the Natural Sciences all kinds of Evergreen students — from thoughtful generalists to committed specialists — work side by side with faculty biologists, chemists, marine scientists, ecologists, physiologists, earth scientists, mathematicians, applied scientists, and computer specialists in a variety of programs that enliven academic activity on campus while relating it to the natural world around us. Programs emphasize collaborative team efforts and integration, rather than the isolation of subject matter specialties. Studies range from exhaustive readings to hands-on research; from thorough team investigations in the laboratory or on field trips to individual projects; from the development of skills and techniques to the practical application of theory through career-related internships; from deep specialization to a broad union with the Arts, Humanities, and Social Sciences.

Most of Evergreen's interdisciplinary *Coordinated Studies* programs have some aspects of scientific study woven into their fabrics. But many, particularly those featuring advanced work, relate exclusively to the sciences. For example, the *Foundations of Natural Science* program offers a unified course of study designed for students planning to move into advanced and specialized work in mathematics, physical science, or biological science. It also allows students to fulfill needs in the area of pre-medical training. Past and present science-oriented students in *Coordinated Studies* have teamed for exciting, collaborative work in a variety of basic and advanced programs. In addition to offering general studies, these programs have allowed students to deeply pursue specific aspects of science in line with individual academic interests and career plans.

*Contracted Studies* programs in the sciences focus on either small group endeavors or on individually-sponsored academic work. As with most contractual offerings at Evergreen, these programs aim at students who have already completed basic, more general studies. Reaching into various scientific disciplines, for example, we have offered some of the following small *Group Contracts*: "Seacoast Management", "Marine Life and Water Quality", "Basic Skills in Science and Technology", "Molecular Biology", "The Evergreen Environment", "Biochemistry and Bacterial Physiology", "Photosynthesis", "Scientific Revolutions", "Dynamic Systems", "Optics", "Nisqually Delta", "Northwestern Forests", "Nature of Visual Images", "Community Health Problems", and "Applied Research and Internships."

Both science-centered *Coordinated Studies* programs and advanced-level Group Contracts allow students great access to extensive laboratory facilities on campus and/or field sites for in-depth research and project work. For example, the final project of the "Basic Skills in Science and Technology" program involved the design, construction, and operation of a small solar energy plant. When the Port of Olympia contracted with the "Marine Life and Water Quality" program to undertake a study of southern Puget Sound's marine environment, students





moved from the laboratory to the field for practical application of what they had learned in these and other cases. Scientific knowledge thus moved from the textbook to the harsh testing ground of a genuine problem requiring a solid solution.

*Individual Contracts* play an integral role in Evergreen's range of science offerings, providing opportunities for complete immersion in an area of scientific specialization. Students, working on independent projects with the help and guidance of a single faculty member might expect to negotiate a contract in the following kinds of fields: Microscopy, Biology, Genetics, Physics, Chemistry, Computing, Nutrition, Evolution Theory, Ecology, Microbiology, Physiology, Calculus, Entomology, Botany, Agronomy. The list is by no means all inclusive.

*Modular Courses* in the sciences are also available to students who wish to integrate such work into their total programs of study (preferably through enrolling for them as adjuncts to their regular work in Coordinated Studies and Contracted Studies). In the past, these quarter-long programs have included such titles as "Calculus of Elementary Functions", "Introduction to Genetics", "Introductory Physics", "Introductory Chemistry", "Organic Chemistry", "Philosophy of Science", "Survey of Oceanography", "Elementary Mathematics", "Electronics and Instrumentation."

Evergreen also offers students the opportunity to gather much information in the sciences and build many of the skills necessary for tackling various problems in science by using *Self-Paced Learning Units*, available in the SPLU Lab. Here, students can use slides, tapes, films, and computer programs developed or adapted by Evergreen faculty members through a National Science Foundation grant. For example, skills for microscopy or concepts necessary for an understanding of photosynthesis can be gained as needed by the individual student — and at his or her own pace.

Finally, Evergreen students can negotiate *Internships* in the sciences (through the Office of Cooperative Education), gaining chances to practice their emerging skills in the laboratories and field stations of public foundations, museums, business and industry, and federal, state, and local science agencies. Students have interned with such agencies as the Chicago Field Museum, the Oregon Museum of Science and Industry, Batelle Northwest, the Smithsonian Institution, the Wyoming Field Institute, as well as other public and private agencies concerned with forestry, ecology, natural resources, health care, and a whole range of other science-related interests and concerns.



## Cooperative Education

As an Evergreen student, you will have opportunities to combine your study with practical on-the-job experience related to your academic program or career interest. These opportunities are important for several reasons: First, practical experience can enhance and augment the knowledge you have gained in the classroom by providing you a chance to test and consolidate it; second, these opportunities will enable you to explore a variety of possible career fields and to make an early decision concerning the career of your choice; and finally, you will be able to gain valuable on-the-job experience in your chosen career at a time when such experience will be most meaningful and helpful to you.

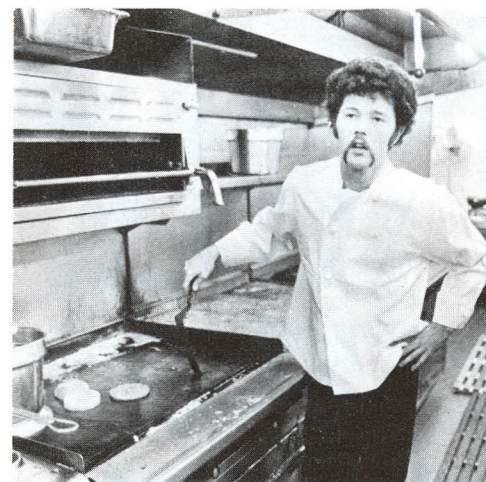
The Office of Cooperative Education has been organized to assist you and your faculty sponsor in locating and arranging practical work experiences to match your program of study and your career interests. Working with your faculty sponsor and with representatives of business, industry, government and community organizations, your Co-op coordinator can help you to locate and arrange credit-bearing internships, community service volunteer experiences or career learning placements, counsel you on matters relating to internships and other field experience and help you to resolve any problems that may arise during the course of your placement. To assist you, your faculty sponsor and your coordinator, the office provides a wide range of information and supportive services.

Co-op program activities include internships, community service volunteer experiences and career learning placements.

The Evergreen Cooperative Education Program is designed to be flexible and elastic, to fit hand-in-glove with the academic curriculum, supplementing it, enhancing it, expanding it. The Co-op philosophy at Evergreen is based on the overriding conviction that real learning cannot usefully be separated into "academic" and "practical" components, the one occurring before graduation and the other occurring after the student has re-entered the "adult" community. Rather, as an Evergreen student you shall have the opportunity to develop very early the full range of skills and talents required of today's educated adult. The college urges you to make the most of this opportunity while you are at Evergreen. But we urge you, also, to consider your objectives carefully and to decide whether you are willing to put into your Co-op experience whatever is needed to make that experience productive and worthwhile.

### Internships

Internships are program related work experiences wherein the primary objective is learning and personal growth. You may elect to intern full time or part time for periods ranging from a few weeks to a year or more, depending upon your



academic program, your career objectives, the nature of the particular internship you have negotiated, and the arrangements you have agreed upon with your faculty sponsor. Although internships may carry a stipend or salary — again, depending upon the circumstances — in many cases they do not.

Your first consideration in deciding whether to seek or accept an internship should be the nature and quality of the learning experience involved. The internship experience should not be viewed as an alternative to your academic program but should be seen as a logical extension and continuation of it, enhancing it, augmenting it, helping you to translate what you have learned in the classroom into real, productive, tangible results. As an intern, you will have the opportunity to measure your abilities and skills in the most important place of all — the real world in which you will be working and earning and growing for the rest of your life. But you will also have a responsibility, both to yourself and to the college, to insure that your internship experience is a valid, creditable learning experience, that it does not become simply a way to avoid the rigor of academic disciplines, that it remains more than just a job.



Normally, Evergreen interns receive full academic credit for full-time work in the field. Many variations on this may be arranged, including full-time work with a part-time academic component and, for part-time students, part-time work with no distinctively separate academic component. The best combination to match your academic and career objectives should be worked out in advance between you and your faculty sponsor.

Evergreen interns must be enrolled in one of the college's three major modes of study: Coordinated Studies, Group Contracted Studies or Individual Contracted Studies. The rules, covenants and requirements of both the mode and the particular program in which you are enrolled will determine your eligibility to do an internship. If you are enrolled in a Coordinated Studies program or a group contract, you should not plan to intern unless your program has included internships in its planned activities. If you are enrolled in Individual Contracted Study, you may wish to plan an individual internship as all or a substantial part of your learning contract or you may wish to include a minimal number of hours of internship activity as a supplement to your readings, discussion and other activities. Regardless of the mode of study in which you are enrolled or the number of hours you plan to commit to internship activities, you must have approval in advance from an Evergreen faculty sponsor in order to receive academic credit for your field experience. You must also clear any proposed internship with the Office of Cooperative Education, complete an internship Agreement form and register your internship with the office.

You should notify the Co-op Office well in advance of the quarter in which you plan to intern. As soon as you have contacted the office, you will be assigned a Co-op Coordinator who will counsel and advise you on matters relating to your internship, assist you in locating and arranging an internship and work with



you and your faculty sponsor in resolving any problems that may arise during the course of your internship. Your Co-op Coordinator can also assist you in locating a faculty sponsor if you do not already have one.

Evergreen students have interned in a variety of career fields, including among others:

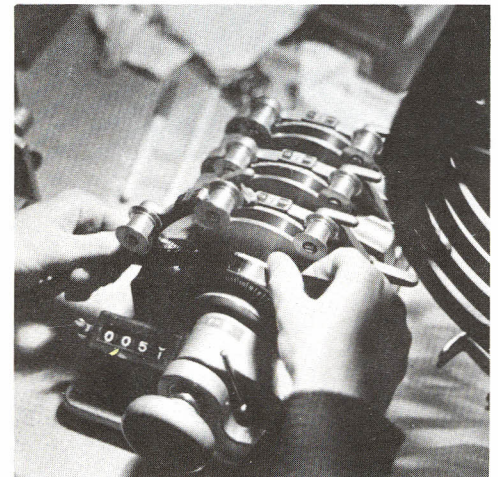
Business	Community Organization
Law	Science
Public Administration	Mental Health
Management	Medical Technology
Political Science	Communications & Media
Recreation	Computer Science
Graphic Arts	Corrections
Fine Arts	Education
Advertising	Counseling
Public Relations	Juvenile Rehabilitation

Students and employers in all of these fields have found the internship experience to be a viable, productive means for bridging the gap between theory and practice, between campus and community, between classroom and job. But students have also found that to be most effective as an educational instrument, the internship experience must be a carefully planned and fully integrated component of the larger, broader, long-range academic program. And they have found that a worthwhile internship experience means hard work. Before deciding whether or not you wish to intern, you should carefully consider your academic and career goals, the extent to which you are willing to commit yourself, and the results you anticipate in return for your effort.

### **Career Learning Program**

The Career Learning Program provides an opportunity for you to enter a planned learning sequence in preparation for a career. The sequence includes workshops on career education and skills development, career exploration through internships and volunteer assignments, subject matter education and, for third- and fourth-year students, carefully structured alternating six-month career learning field placements designed to enable students to make the difficult transition between college and employment. Because Career Learning students go through intensive on-campus preparation before beginning their field placements, they can usually expect to receive a stipend for their work in addition to academic credit for the knowledge and experience they have gained.

The Career Learning Program represents a new option for students at Evergreen – an option combining many of the college's existing resources with several new ones in order to provide a more effective approach to career development.





You may apply for the Career Learning program anytime before the first quarter of your senior year, but the earlier you become involved, the more opportunities you will have for career exploration. If you feel the program has something to offer you, and if you are willing to work hard and plan your curriculum in advance, the Co-op office and others committed to supporting the program will work closely with you to help you identify and achieve your career objectives.

### **Community Service Volunteer Experiences**

While at Evergreen, you may wish to volunteer your services to the community without pay and without credit. You may feel that you will derive adequate satisfaction from simply knowing that you have contributed in some measure to the improvement of the world around you or from knowing that you have added in some measure to your own personal growth. If one of your objectives is to render service to others — and if, for one reason or another, you do not expect to receive academic credit for your efforts — the college encourages you to become active as a community service volunteer.

Not everyone should become involved in community service. Volunteer work requires the commitment of time, energy and development of trust.

When someone is hurting, begging off because of other priorities can damage that trust relationship and destroy the good that has been done. But if you feel you would really like to help, if you feel that you would like to give your time and talents to one of the many social or community service organizations in the community, then there is a need for your services.

If you wish to be a community volunteer, the Co-op Office can help you in many ways. The office maintains complete listings of agencies and organizations needing volunteer assistance. The office is in direct contact with many of these agencies on a regular, routine basis and can provide you with information about their activities, their objectives and their specific needs. The office can also counsel and advise you on the amount of time and effort which you might plan to invest without interfering with your academic program and other commitments.

Community service volunteers are needed for hundreds of worthwhile projects. Depending upon your interests and talents, you may wish to: collect and distribute food to a needy family; sponsor a person on parole or in prison; read for the blind or senior citizens; stuff envelopes; answer phones or canvass door-to-door for fund raising campaigns; or perform any of a host of other tasks that need doing somewhere, for someone — now.

In addition to placing Evergreen students both on and off campus, the Co-op Office assists volunteers from the community in identifying meaningful ways to serve the college. Community involvement in the college has strengthened the



ties between the college and its neighbors and has helped us all to gain a deeper understanding of one another. Like the student volunteers, volunteers from the community have discovered that commitments of time and energy cannot be taken lightly. But many have found the deep satisfaction that comes from doing a job that would not otherwise have gotten done, a job that perhaps no one else could do.

If you have any questions about internships, career learning or volunteer activities, write or telephone the Co-op Office, Lab 1000, Telephone (206) 866-6391.

## Center for the Development of Reading & Writing

The Center for Development of Reading and Writing provides limited basic help for students who need skills development in reading and writing. This work is offered mostly for academic credit — through seminars, modules, and self-paced learning units of various types. The program's central goal involves service to students who need to develop their verbal abilities — not only for purposes of doing better and more satisfying college work, but also to lay some groundwork for the broader purposes of enhancing their creative, societal, and human potential through the development of these two vital tools of communication. The current coordinator is Dr. E. Jackson Webb (Member of the Faculty — Literature and Linguistics). Office: Library 3409. Phone: 866-6464.



## Self-Paced Learning

Two self-paced learning centers are located in Phases I and II of the Laboratory Building at the college.

The self-paced learning approach allows students to learn in an individualized, personalized way, basic skills, concepts, and even the content of traditional course subject matter at a mastery level of their own choosing and at their individually chosen rate of progress. A SPLU (Self-Paced Learning Unit) is a self-contained instructional package dealing with a single unit of subject matter.

Basic materials including slide-tapes, film loops, movies, videotapes, laboratory experiments, workbooks, programmed texts, and computer-assisted programs are available in such diverse areas as physics, psychology, biology, chemistry, sociology, arithmetic, language study, music theory, photography, drafting, mechanical drawing, algebra, and basic statistics.

Faculty and students, with the help of a sizable grant from the National Science Foundation, are adapting commercially-available learning materials and are developing self-paced learning units suited to student needs. For example, anyone who wishes to invest the time and energy can learn basic geology or college biology through work in the SPLU Center.

The Self-Paced Learning Centers are open six days a week. Calculators, typewriters, microscopes, balances, fume hoods, drawing sets, and many other learning tools are readily available to students, as are as computer terminals, oscilloscopes, gas chromatographs and even radiation counters. Many Evergreen students find it a place to learn things not available in regular curricular offerings, or as a supplement or alternative to teaching and learning approaches being used by a regular program.

Students, with help of a faculty sponsor, may develop credit-earning study programs incorporating extensive self-paced learning. Experience to date has revealed that success in this learning mode requires a high level of self-discipline and strong motivation toward mastery of the skill or concept to be learned.





## Public Events

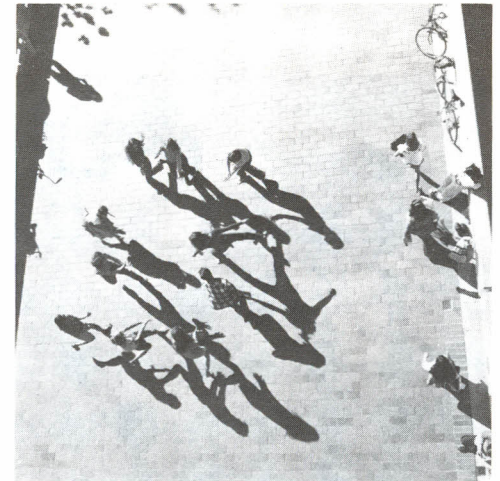
Evergreen provides a good number of public presentations for the community. Such offerings are usually related to academic programs and other on-going campus activities and usually grow out of the day-to-day concerns of students, faculty, other staff, and residents of the surrounding region.

Most of these events are open for the whole campus and the community beyond the campus. Some of them are generated directly from the work of Coordinated Studies programs or participants in learning contracts. Others are produced by special interest groups of students, faculty, other staff, and friends from the surrounding community. Some are presented by visiting artists and scholars; but, whenever possible, visiting performers and lecturers do not appear on campus for the events alone. Instead, their visits are incorporated into the programs of Coordinated and Contracted Studies or the interests of clubs and other groups. The visitors are available for discussions, conversations, master classes, and specific teamwork. They provide larger contexts in which the public events themselves have greater meaning.

Because the academic programs of Evergreen are more than usually flexible and responsive, we are often able to arrange public performances as more than "extracurricular activities," rehearsed for or attended separately from the normal day's work. Instead, we incorporate them into our programs or even plan new academic programs to produce them. For example, we have offered a Theater/Dance group contract aimed at both instruction and production, and designed for about 40 students and two faculty members. Such a team can work out assignments as actors, technical staff and production staff. The team can concentrate on studying thoroughly; reading a play, other works by the playwright, predecessors and contemporaries; studying theatrical techniques; but always sharing in the total project. At the culmination of the program come the performances of the play on campus and perhaps even "on the road".

Extend this procedure into performances of music and dance, or into shows of visual artworks and mixed-media productions, and you will get some idea of how we connect the study of the arts with the practice of the arts. Think about how other kinds of programs and contracts and club activities can lead to lecture-demonstrations, documentary films, presentations of slides, video tapes or audio tapes, symposia, or conferences, and you will understand how groups can make their ideas count on the campus and in the larger community.

In addition, Evergreen students find much activity in the performing arts within the Olympia area, including local theater and music groups and the productions of visiting groups brought by the Governor's Festival of the Arts and the Community Concerts Association. Arrangements are also possible through the Olympia Opera Guild for reduced rates for performances of the Seattle Opera. The arts are alive and growing in Western Washington, and Evergreen is becoming a new focus for this work and enjoyment.





## Foreign Language Study

Evergreen recognizes at least three types of needs for training in foreign languages:

1. The student preparing to study or to work abroad will need strong competence in the spoken and written language of the country to be visited.
2. Some students will need to acquire much skill at reading a foreign language and some conversational skill in order to pursue their chosen patterns of study.  
They may, for example, wish to read literary works in the original languages or to deal with secondary sources in foreign languages relating to their main interests.
3. Some students who may already have invested substantial effort in the study of a foreign language may wish to keep up or improve their fluency. They may even wish to concentrate their studies upon a foreign language or upon comparative linguistics.

There are no "language requirements" at Evergreen, except as they might arise naturally from one of these needs. For instance, students desiring to participate in a program including study abroad, such as "Russia-USSR (1976-77)," are required to gain competence in the language before they go.

Evergreen intends to satisfy student needs for foreign language training a number of ways:

We are already able to provide group tutoring and skills workshops in certain languages, among them French, German, Russian, Spanish, and Italian. We also provide auto-tutorial and person-to-person studies in a variety of languages. These may be pursued over a long period of time and recognized by tests administered for credit by examination.

Regularly-offered Modular Courses complement language instruction offered within Coordinated Studies and Group Contract programs. In 1976-77, modules were offered in Basic Russian, Beginning Chinese and Japanese, First through Fourth Year Spanish and French, and Basic Modern Greek.

We want foreign language study at Evergreen to include not only the usual European languages but also certain Asian and African languages if staff, facilities, auto-tutorial resources and interest permit.



# External Programs & Study Abroad

## External Programs

Evergreen has provided a limited number of older students with the opportunity to earn credit through learning experiences not requiring their presence on the campus all or most of the time. These students have generally combined opportunities for learning in their present employment with opportunities for academic study under Evergreen sponsorship in individual contracted study (see Cooperative Education and Contracted Study). Though limited in the number of students for which it can provide these opportunities, the college is committed to reaching communities which do not have direct access to campus-based educational opportunities. Students who are interested in combining learning opportunities on the job with academic study under Evergreen sponsorship should:

Seek support from their employers for such an undertaking.

Locate an Evergreen sponsor who can provide the necessary experience and time, assist in contract negotiations, and provide the guidance and evaluation essential to the successful completion of the study.

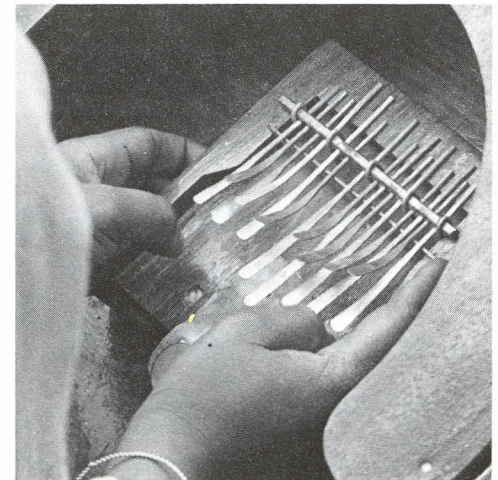
Work closely with the prospective Evergreen sponsor in selecting an on-the-job field supervisor to serve as a subcontractor.

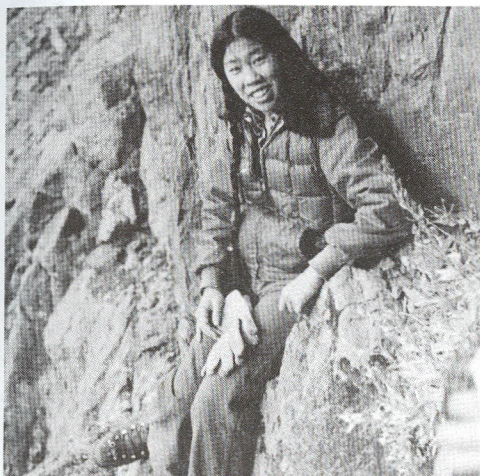
Recognize that in seeking degrees, step-by-step negotiation of Contracted Study and program affiliations will be necessary to determine any need to spend time on the campus in pursuit of the degree.

Many of Evergreen's off-campus-based programs have operated as Group Contracts in response to needs of those who, for one reason or another, cannot travel to the campus. For instance, the new 1976-77 Human Services and Human Personality program, based at Clark College, Vancouver, Washington, serves persons employed in the Vancouver area and unable to travel to Olympia. Other such programs have included specially-designed offerings for state and local government employees in Olympia and for groups employed in the Tacoma area. Groups wishing to discuss possible offerings designed specifically to meet their off-campus college study needs should contact the Academic Deans for information.

## Study Abroad

Evergreen intends to provide opportunities for many students to study foreign areas and cultures at first hand. We shall offer some Coordinated Studies programs which will first immerse students in the language, history and culture of a foreign land and then enable them to continue their studies in the foreign land itself. We shall provide other opportunities for less formal and perhaps briefer periods of study abroad in conjunction with programs or projects





developed at Evergreen. In Contracted Studies, it will be possible for teams of fifteen students and one instructor to work abroad for full credit while still remaining enrolled on the Evergreen campus (for example the "Study in Nepal" Group Contract of 1975-76, and the "Africa" program of 1976-77).

When we cannot provide such opportunities directly, we shall help students to enroll in programs operated by other institutions and agencies. Generally, if students need foreign study in connection with some project essential to their education, we shall attempt to facilitate this study.

### **Registration for Students Studying Abroad**

Students should do the following prior to their departure from Evergreen for study in other countries:

1. Pre-register on program selection card, with signatures of student and faculty advisor.
2. Process status changes: i.e., change of units, withdrawal or leave during the course of the year, graduation, extension beyond 45 units.
3. Make sure address on file at the Registrar's Office is CORRECT. This is absolutely necessary for billing.
4. Secure necessary certification if V.A. or Social Security Benefits apply.
5. For students needing financial aid, give signatures on loans, file statement of intent, etc., in advance.

These details can be handled in advance, but the responsibility for initiating action rests with the student. Inquires should begin at the Registrar's Office.



## Graduate Study

During the 1977 Legislative Session, Evergreen requested authorization to offer studies leading to the Master of Arts degree. If authorization is granted, the college would begin offering programs for a limited number of students (approximately 40), beginning in the Fall of 1977. The graduate program would be based on Evergreen's experience with interdisciplinary undergraduate study and preliminary plans are being drawn up on that basis. For further information write to the Office of Admissions.

## A Note on the Allocation of Resources

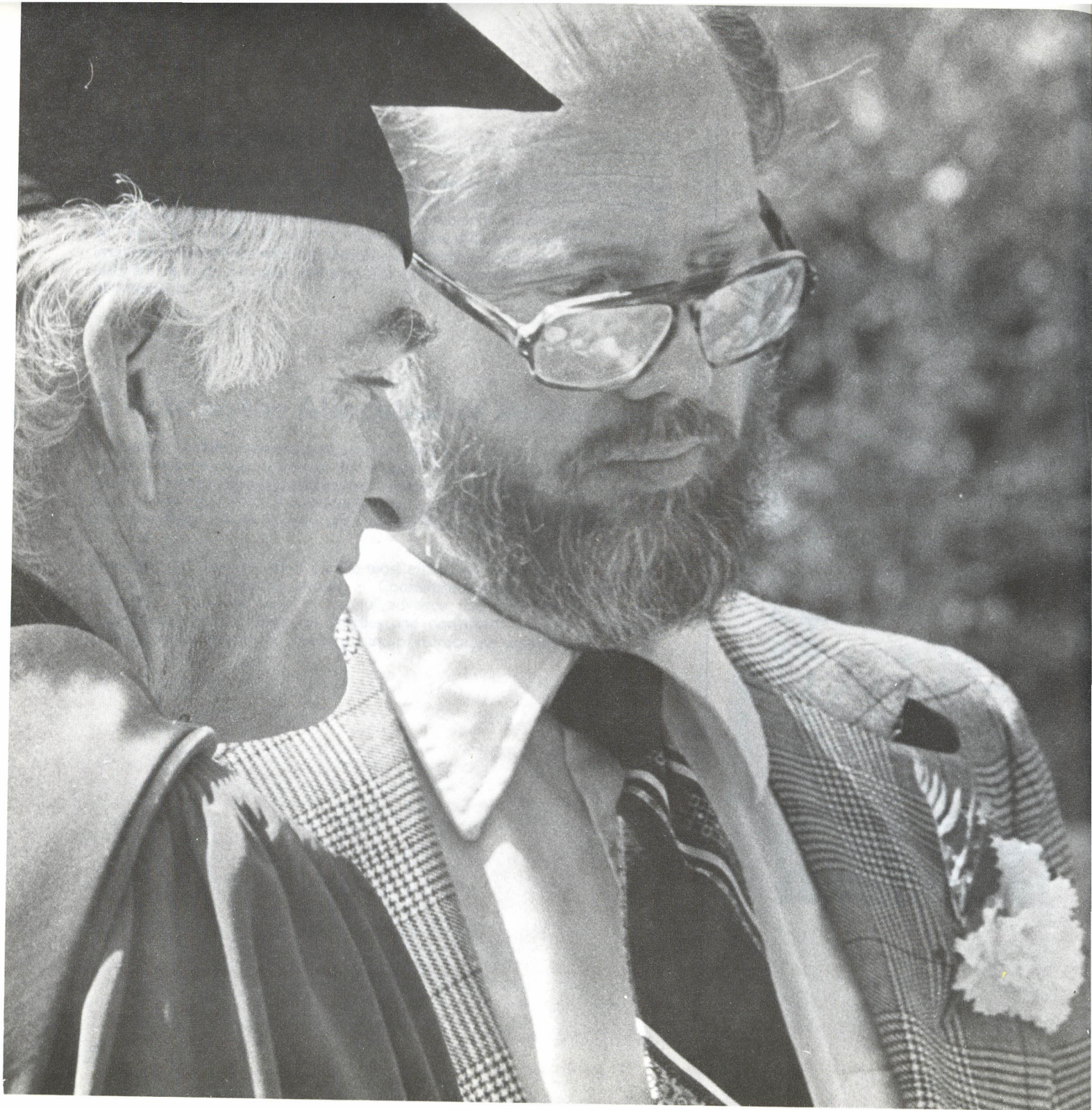
Equipment, facilities, space, faculty energy, and staff support are still in limited supply for many areas of interest. Some facilities are still being built. Equipment related to them is not yet available. Our faculty, though versatile, is still relatively small. Therefore, it is and will continue to be unrealistic for a student to assume that everything she or he may want should be available at any time.

Resources can serve the most people most effectively when they are allocated by the academic deans to groups — Coordinated Studies teams and Group Contracts — on the basis of careful advance planning. Therefore, deans, coordinators, and overseers of facilities and equipment will give priority, in assigning resources, to the needs of group instructional activities.



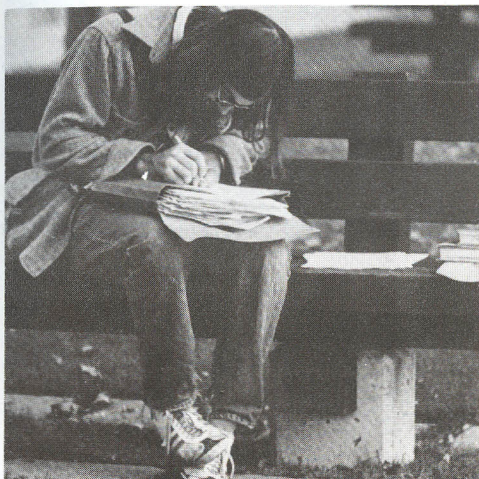








# ACADEMIC PROCEDURES



## Academic Credit

The Evergreen student will accumulate academic credit for work well done and levels of performance reached and surpassed. Only if a student fulfills academic obligations will full credit be entered on the permanent academic record. Otherwise there will be either no entry or the recording of fewer units of credit to represent what was actually accomplished.

For the purposes of transferring credit and of comparison with the programs of other institutions, one Evergreen unit should be considered as equivalent to 4 quarter hours or 2.67 semester hours. An Evergreen student can enroll for not more than four Evergreen units per quarter. (NOTE: Through 1972-73 Evergreen students worked in a pattern by which thirty-six units were required for graduation and each unit was considered as equivalent to five quarter hours at other institutions.)

## Graduation Requirements

The minimum requirement for awarding the baccalaureate degree is forty-five units of credit. Students enrolled in full-time work through four years at the college would normally accumulate forty-eight units. Students engaged in a sequence of study which would accumulate more than forty-eight units should contact the Registrar to initiate a petition to extend their work beyond the 48 units.

Any student transferring from another college must earn at least twelve Evergreen units before becoming eligible to receive the Evergreen degree.



# Non-Traditional Credit

## Credit by Examination

Evergreen will help students to accelerate their progress toward a degree by recognizing credit-worthy but hitherto unaccredited achievements in learning.

Students should pay particular attention to the College Level Examination Program (CLEP) of the College Entrance Examination Board. So long as they do not duplicate Advanced Placement or transfer credit for introductory work in the designated areas, students entering Evergreen may offer acceptable scores for the CLEP General Examinations to the Office of the Registrar. For each of these tests successfully taken, Evergreen will award two units of credit.

The College Level Examination Program also offers a variety of Subject Examinations to test competence at more advanced levels.

Information regarding CLEP is available from the Office of the Registrar. These offices will assist students in determining eligibility for CLEP-generated credit.

A student should be clear about eligibility before taking the examinations.

## External Credit

The college has established an Office of External Credit. The faculty/counselor in that office will assist older students returning to college with work or independent study experience in documenting that experience so as to demonstrate competence and petition for academic credit. Such credit will not be granted for attainments which have already been recognized by awards of credit elsewhere. The Office of External Credit has available summary statements of Evergreen's external credit policy and procedures. Students who believe that they might have experience which could generate academic credit should begin an inquiry with the External Credit Office. A fee structure for external credit is currently being developed.





## Transfer Credit Policy

### General Policies

Evergreen has a liberal policy on the acceptance of credit from other colleges and universities. The maximum credit that can be transferred is 33 Evergreen units (= 132 quarter credits or 88 semester hours). The maximum amount of credit that can be transferred from two-year colleges is 23 units (= 90 quarter credits) total.

The procedure for transferring credit is to supply transcripts of all previous work at the time of application for admission. The Office of the Registrar will evaluate the credit and supply you with a report after you are admitted.

Policy varies slightly depending on the kind of institution from which you are transferring and the kinds of course work involved. In general, courses in which a D or F grade was received are not acceptable in transfer, nor are P.E. activity courses, remedial courses, or high-school equivalency courses. Some vocational courses are transferrable, others are not. This is discussed further below.

If you are transferring from a four-year accredited college or university — one that offers a Bachelor of Science or Bachelor of Arts degree towards which you were working and is approved by the appropriate regional accrediting association — all of your work (with the exceptions noted above) should be transferrable.

Graduates of two-year accredited community colleges holding the Associate of Arts or Association of Science degree are automatically awarded 23 units of transfer credit. This policy is one established under guidelines set by the Washington Intercollege Relations Commission. Graduates who hold two-year degrees such as Associate of Technical Arts, Associate of Applied Science, or Associate in General Studies, are invited to Apply under Evergreen's "Upside-Down Degree Program."

Credits earned at non-accredited institutions, technical institutes, military schools, art and music institutes, foreign colleges and universities, and proprietary schools (such as business colleges and correspondence schools) are evaluated on a case-by-case basis by the Registrar. The principle which is used is that the work done should be equivalent to work for which a four-year college or university would normally give credit toward the B.A. degree.

Students who have completed some work at an accredited two-year college but who have not earned a degree may transfer any courses which that college designates as "four-year college transfer". This designation must appear either



in the transcript, in the college's catalog, or in an official letter from the institution. If a question exists whether a particular course is "transferrable" or not, it is the student's responsibility to provide evidence that the college from which he or she is transferring considers the course to be a legitimate part of its transfer curriculum. This policy applies particularly to so-called vocational or technical offerings of the two-year colleges.

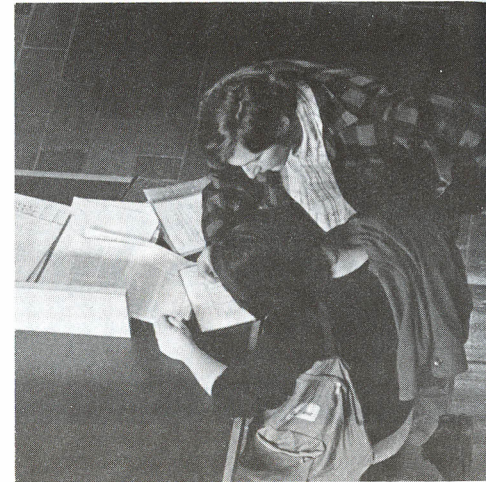
### Upside-Down Degree Program

There are numerous technical two-year college programs which are not normally transferrable to four-year colleges. However, it has been our experience that many people who complete those programs can and do wish to continue on to a Bachelor of Arts Degree. The Upside-Down Degree Program is designed to allow that in many cases. It is restricted to people holding degrees such as Associate of Applied Science, or Associate in Technical Arts, from accredited two-year colleges.

The procedure for enrolling as a B.A. degree candidate in this program is as follows:

1. Apply for admission in the usual way, indicating "Upside-Down Candidate" on both the Washington Uniform Application Form and Evergreen's Supplementary form.
2. Once accepted for admission, a small committee, including two faculty members, will be appointed to review your plans for a B.A. Before you formally enroll, the committee must approve the two-year curriculum you select. Then, transfer credit will be awarded for your previous work up to 23 Evergreen units (90 quarter credits) maximum. Any subsequent changes of your plan also will need committee approval.
3. When you have completed your two years of study at Evergreen as agreed upon with your committee, you will be recommended for a B.A. degree. If you do not complete the two-year work for any reason, your transfer credit will not be listed on an Evergreen transcript (except for portions of it which would have been accepted in normal transfer). If you do complete the prescribed two-year program, your vocational-technical major will be considered as fully acceptable toward an Evergreen degree.

In general, you should expect that the committee approving your plan of study will insist upon a good deal of work in liberal arts-oriented Coordinated Studies and Group Contracts. The point of this is to assure that your level of general education is comparable to other B.A. recipients.



### Miscellaneous Policies

Evergreen accepts credits earned in pass-fail courses and portfolio evaluation systems.

Evergreen accepts credits earned through the College Level Examination Program (CLEP) so long as scores are at the 50th percentile or above, and do not duplicate credit earned at other institutions including Evergreen credit equivalencies. Other national credit-by-examination options are reviewed on a case-by-case basis. Evergreen will not accept credit twice for the same course work.

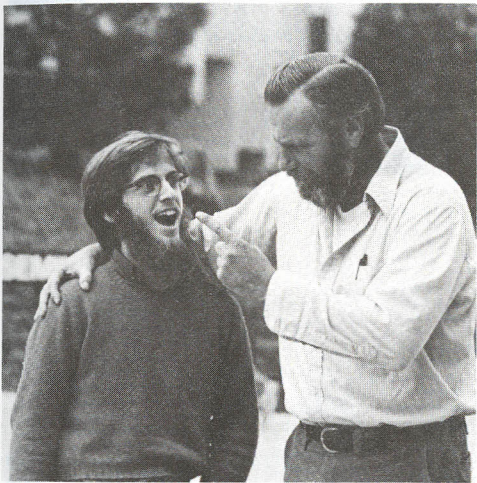
Evergreen grants credit for work experience only through its External Credit program.

Evergreen will accept credits earned 10 or more years ago, but persons presenting such credits are strongly advised to petition to take more than 48 Evergreen units before graduating in order to update earlier work. (Students may disclaim credit 10 or more years old upon agreement with the Registrar.)

A transfer student must present records of *all* previous college work at the time of admission.

Students may not transfer credit earned at other institutions while concurrently enrolled full-time at Evergreen.

Evergreen uses the following formula for converting semester and quarter hours to Evergreen units: semester hours  $\times$  1.5 = quarter hours  $\div$  4 = Evergreen units.





# Academic Standing

## Full-Time and Part-Time Status

For the purposes of fee-collection, Evergreen counts those enrolled for either *three* or *four* units of credit per quarter as full-fee-paying students. (The Veterans' Administration, and other agencies should consider this to be the acceptable rate for full-time study.) Those who enroll for only *one* or *two* units of credit per quarter are considered *part-time students*.

Those who enroll as *part-time students* will work most frequently in modular courses. Part-time students may enroll in some Contracted Studies, on individual projects or as participants in groups, earning one or two units of Evergreen credit per quarter. Watch for announcements of part-time study offerings just prior to registration periods.

*Full-time students can be enrolled in only one credit-generating program of study at a time.* Part-time students may enroll in two (one unit each) modules.

## Leaves of Absence

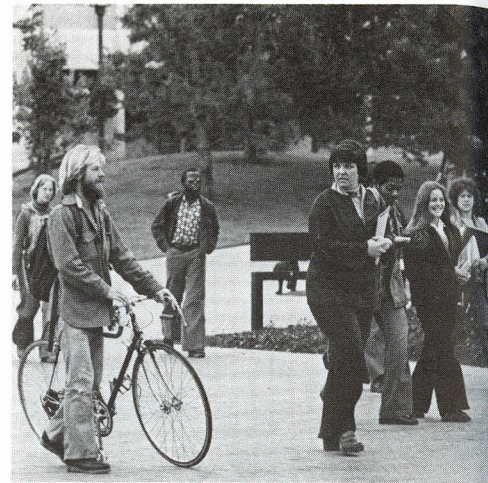
Students who have been regularly admitted and need to "drop out" for a while are eligible to apply for a leave of absence. A leave of absence may be no longer than one year. Application for a leave of absence is initiated in the Office of the Registrar. Students who have not enrolled in a program/contract by the enrollment deadline are considered to be on leave.

## Deceleration

A student may officially reduce a credit load during a quarter with the approval of his/her Coordinator/Sponsor.

## Acceleration

Normal academic progress for a full-time student entails enrolling for no more than *four* units of credit per quarter, or twelve units per regular academic year. Students may accelerate only by enrolling for a fourth quarter of study each calendar year (i.e., in the summer session).



Any increase in the numbers of units for which a student is registered must be submitted to the Registrar no later than the sixth class day of any quarter.

### Academic Standing

Since The Evergreen State College follows a "credit/no entry" system of maintaining student records, a student's transcript contains only information regarding the work he or she has successfully completed. Some recognition, of a non-punative but consultative nature, needs to be made of the student who is not making satisfactory progress as defined below. The following stages of academic standing have been designed to allow the student having academic difficulties the maximum amount of advice and counsel in resolving those problems. At the same time, it acknowledges that if a student is unable or unwilling to do his or her best work at Evergreen, then that place should be given to someone else.

During any quarter a student who is in danger of earning less than the registered amount of credit should be notified in writing of that danger by the faculty sponsor or program coordinator.

1. Academic Warning — A student who earns fewer than three-fourths the number of units for which he or she is registered in three successive quarters will receive an academic warning from the Deans, a copy of which will also go to the student's current or pre-registered coordinator or sponsor. This warning will strongly encourage that the student seek counseling from a member of the faculty or from staff in the Office of Counseling Services.
2. Required Leave of Absence — A student who has received an academic warning and who, at the end of the subsequent three quarters has earned fewer than three-fourths of the possible units registered will be required to take a leave of absence, normally for one full academic year. The action of requiring a leave of absence is subject to consideration by the Deans before it becomes effective. Re-entry at the end of the leave is contingent upon the student's supplying to the Deans evidence of readiness to assume responsibilities.

A student returning from a required leave of absence will be expected to make normal progress toward a bachelor of arts degree. Failure to do so will warrant academic review by the Deans, and possibly dismissal on academic grounds.

3. Exceptions to the above will be allowed in cases of verified illness or other circumstances beyond the control of the student.





A special case may occur from time to time when a student simply cannot match interests with what Evergreen can offer in teaching, facilities, or other resources. When it becomes apparent during an advising period prior to formal registration for a new quarter that a student cannot continue in a current Coordinated Studies program or contract, find a place in another program, negotiate a new contract with any faculty or staff sponsor, or decelerate progress to work only in a modular course for one unit of credit, then he or she will not be enrolled for the new quarter.

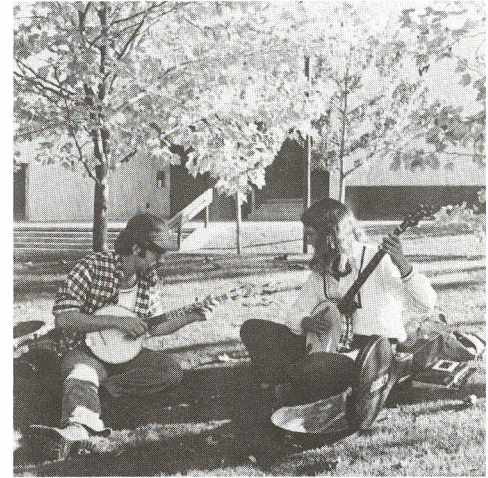
## Policy on Completion of Academic Work

### I. Completion of Work

- A. A student will complete his/her study program and submit all written materials, including self-evaluation, by the ending date of the program or contract, as specified in writing at the beginning of the program or contract. If a student changes his/her program before the originally specified ending date, the ending date for the old and new programs will be given on the change of registration form submitted to the Registrar's Office.
- B. A written evaluation of the student's work by faculty or staff sponsor is to be submitted to the program secretary no later than two weeks after the ending date of the program or contract.

### II. Incomplete Status

- A. If a student fails to complete his/her work on time (see I.A.), the faculty/staff sponsor must either:
  1. grant partial or no credit on the credit report provided by the Registrar's Office; or
  2. submit an "Incomplete Form" (also available from the Registrar's Office). This form, a copy of which is to be sent to the student immediately, will contain a summary of the policy on Incompletes and spaces for: a description of the work to be completed, a specified completion date not to exceed two months and the signatures of the student (optional, but strongly encouraged), and the sponsor. This is the student's only official notification of the Incomplete status.



- B. If the Incomplete has not been removed within two months, the Registrar will make an entry of "No Credit" in the student's academic record (but not on the student's transcript). Approximately two weeks before such action is taken, as a matter of courtesy the Registrar will remind the faculty/staff sponsor that this action is about to be taken, and that it can be prevented only by submission of the written evaluation by the sponsor before the end of the two months.

### III. Faculty/Staff Role in Completion of Student's Work

- A. The faculty/staff sponsor will submit a written evaluation of a student's work within two weeks of the ending date of the student's program (see I.B.).
- B. If a student completes the work necessary for removal of an Incomplete within the allowable period (see II.B.), the faculty/staff sponsor will submit a written evaluation of the student's work within two weeks of the completion of that work.

(Revised Policy, March 1975)





## Evaluation, The Portfolio

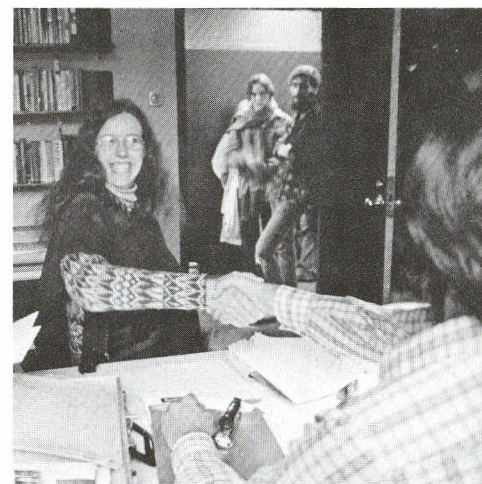
### Evaluation

More important than the units of credit recorded and the assurance that you are in good academic standing will be the evaluations you receive of your performance. Within a Coordinated Studies program, you will be constantly evaluated and tested by your seminar leader in individual conferences and through comments on the assigned work you turn in. You will test your own mastery of self-paced learning units and will be tested by your faculty team for other kinds of skills and knowledge. You will be continually engaged in mutual critiques with the other members of your seminar and of the Coordinated Studies group and perhaps even face the criticism of a larger audience if your work leads to a performance, a publication, or an exhibition. In a group learning contract, you will also face continual evaluation by your teammates. In any contract, your work will be carefully scrutinized by your sponsor and any subcontractors who may be involved, on or off campus. Because you will not be competing for grades, critical evaluations by your teammates and faculty will be directed toward helping you, not toward standardized comparisons.

### The Portfolios

When you have completed any contract or program for a unit or multiple units of credit, the quality of your performance will be evaluated in documents to be added to your Official Transcript. The office of the registrar will keep your official transcript, adding to it the three basic documents for each award of credit. Each unit of credit or block of units will be represented by at least three documents: (1) the Coordinated Studies program description or your contract; (2) an evaluation of your performance by your seminar leader or sponsor (and any subcontractors, or off-campus supervisors), especially as it relates to your previous level of experience and capabilities; and (3) a statement by you, commenting on what you feel you have learned and evaluating the guidance and support which you received.

## EVALUATION, CREDENTIALS, CAREER PLANNING & PLACEMENT



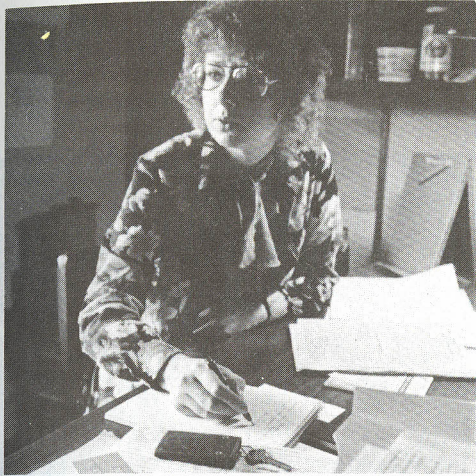






You and your seminar leader or sponsor will maintain your own larger "Portfolio", which is basically an internal data repository that is especially useful for advising purposes. In addition to the basic documents it will include samples of your work — written, photographed, drawn, or taped. When the time arrives for you to leave Evergreen, you will have the opportunity to include selected examples of your work directly in the Official Transcript as part of a microfilmed permanent record. Your Portfolio will go along with you from sponsor to sponsor, from program to program, always growing in size and in specific detail. It will give you and your prospective sponsors and seminar leaders an ever clearer comprehension of where you have been, where you are, and the direction in which you should be moving. Thus, in lieu of departmental majors or required tracks, it will make possible a continuity of planning for you and your advisors. If your interests make it advisable for you to transfer to another institution, the portfolio will indicate what your Evergreen credit means. Otherwise, as you graduate, your Official Transcript will become the full record of your undergraduate career and will represent to employers or to professional schools the quality and extent of your work.





## Record Keeping

Two documents are developed while studying at The Evergreen State College. One is the TRANSCRIPT. The other is your PORTFOLIO. Here is what each is to contain:

TRANSCRIPT — maintained by the Registrar's Office and includes:

1. Summary of all work done, for which credit was awarded — called a "Record of Academic Achievement."
2. The official description of the program or contract.
3. Faculty evaluation of work done.
4. Your own evaluation of your achievement.

ALL OF THIS IS MAILED WHEN YOU REQUEST A TRANSCRIPT.

Because of differences in educational thinking and in systems of registration and reporting, the necessity may arise for translating the Evergreen credit you have earned into other frames of reference. Your seminar leaders and/or sponsor will make these translations by means of "course equivalencies" which describe the range of subject-materials according to more traditional systems. These are included in the faculty evaluation of your work. The credit you earn at Evergreen will be acceptable elsewhere, allowing for the various requirements and policies of various institutions.

A transcript is issued by the Registrar's Office at a student's written request. The Evergreen Transcript will identify the amount of credit earned at other institutions, too. It will not list work in a program for which a student did not receive credit.

We report credit and evaluations only once during a program/contract — at the end. When you go on a leave of absence, withdraw, or change programs during the year, it will be necessary to request a report of credit and an evaluation for the time spent in a program.

PORTFOLIO — maintained by you and includes:

1. The official description of the program or contract for all work attempted.
2. Descriptions and copies of faculty evaluations of all work attempted.
3. Student self-evaluations, including those not for the Transcript.
4. Polished and edited work judged by you as worthy of inclusion. Not all work should be included.
5. Re-registration copies, records of interview, petitions for leave, and anything else that will help create your academic biography.

Your portfolio enables you to share relevant information with our faculty during interviews. It is also a tool for use during interviews off campus for graduate schools or employment.



## Career Planning & Placement

Career Planning and Placement Services help students identify their career interests, gather information about those interests, identify potential employers or graduate programs, and plan an appropriate job or graduate school search. We work with first through fourth-year students on an individual basis and in groups. Services include:

**CAREER EXPLORATION GROUPS:** Designed to assist entering and continuing students with the identification, exploration, and research of their career interests.

**SENIOR EMPLOYMENT SEMINARS:** Designed to assist seniors in implementing their career goals as they relate to further study or graduate school. Topics include resume writing, portfolio preparation, job search strategy, and interviewing skills.

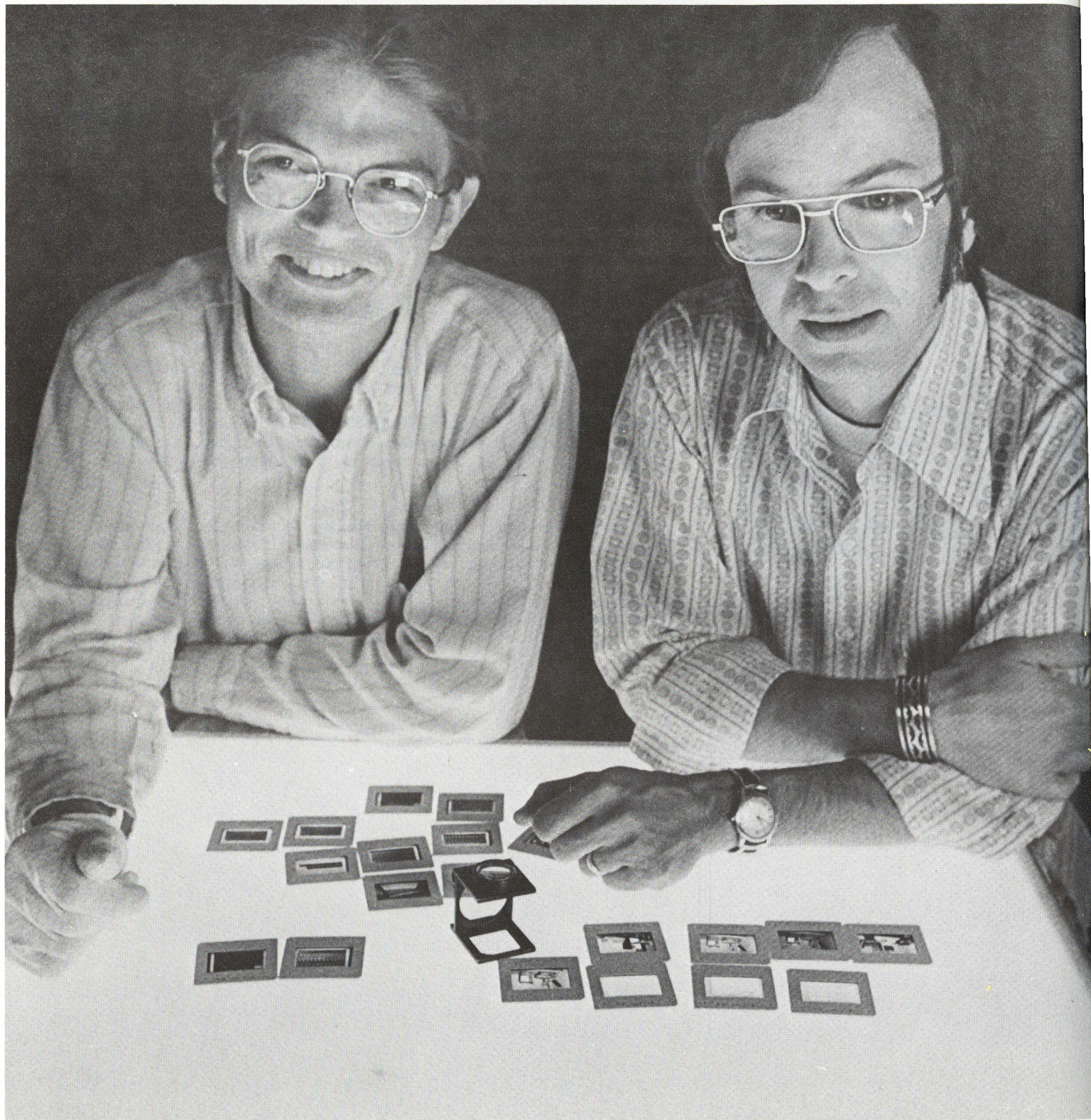
**JOB AND GRADUATE SCHOOL INFORMATION DAYS:** A series of day-long workshops focusing on specific career areas which will bring more than 100 professional representatives to campus to act as advisers on various professions.

Other services include practice graduate examination testing, maintenance of a career information library, a module in career planning and placement, and special interest workshops as a result of student interest. You can contact Career Planning and Placement Services at any time during your study at Evergreen, but we urge you to make initial contact soon after you arrive on campus. This way you avoid the panic and increased demand for services that occurs around graduation time and insure that you will get the career and job search counseling you will need.











## LEARNING SUPPORT



### The Evergreen Library

Evergreen's Library is dedicated to providing you the best library tools available, from the most innovative media production equipment to esoteric subject indexes, together with a friendly staff who really enjoys working with and doing things with other people. Whether you are confronted with the responsibilities of an internship or with the intricacies of a problem in the economics of ecology, Evergreen's Library staff is immediately available to provide you with access to information and ideas. That is what our library is all about — information, ideas and access to them.

Traditionally, libraries mean lots of books. Accordingly, we have more than 100,000 books for your use and pleasure, with more than 6,000 new books being acquired each year. These books are indexed in the card catalog and then classified according to the Library of Congress classification system which makes them readily available in a logical topical arrangement. Books imply print, of course, and print isn't restricted to what we know as a "book." In addition to our general book collection, our print materials include more than 2,500 serials (journals, magazines, foreign publications, and newspapers), nearly 10,000 government publications, several thousand reference volumes (encyclopedias, concordances, dictionaries, statistical abstracts and guides to the literature in a host of fields), as well as tens of thousands of pages of material on microfilm and microfiche.

Since information and ideas are also accessible through other media, we have available for your use more than 4,000 audio recordings, 15,000 slides, numerous models, art prints, maps, films, video tapes, and other realia.

Media Loan, part of Circulation, makes a pool of portable audio-visual equipment available for check out to the entire college community. Equipment includes projectors, tape recorders and video decks with which to play back library resource materials; 35 mm cameras and super 8 movie cameras; audio and video recording equipment; and other accessories. Use of such equipment enables you to create software for programs of study, for special projects, or for documentation of non-print projects, which can be included in your portfolio.



The Mini-Media Production Center (MPC) provides a beginning-to-intermediate-level media facility for use by Evergreen students, faculty and staff. This assortment of fully equipped work stations includes a photography studio, a graphic arts workroom, audio and video recorders, listening carrels, multi-media program equipment, super 8 and 16 mm editing benches. Although media staff will gladly help you produce your media materials, the Mini-Media Production Center is primarily a "hands-on" do-it-yourself operation. For more advanced students, the Library is equipped with a color television studio, and a highly sophisticated sound recording and mixing studio for working at professional levels. The Library also offers media production services in graphic design, photography, audio and video recording. In addition, professional staff maintains the electronic media maintenance and repair services and the campus closed circuit electronic switching center. Media Services personnel also schedule operators for Lecture Hall media equipment and systems.

The Evergreen Library has tried to make its systems both comprehensive and simple — easy for you to work with and to learn with. Systems can't do, however, what people can do. People can listen to you, help you redefine your problems in ways that make them more susceptible to productive solutions, and lend you a hand in making the systems work in a manner that most closely meets your needs and interests. The Library Group consists of highly motivated and interested people who realize that they are here for the ultimate purpose of helping students learn. Library people are always available to interpret your needs, to show you how to use the proper tool (e.g. we have over 100 magazine and journal indexes similar to the Reader's Guide to Periodical Literature), to instruct you, to search and research with you, and to learn with you.

In addition to helping you quickly and easily locate relevant materials contained in our Library, we can get a copy of almost any book in the world for you through the Interlibrary Loan Network. We take pride in thinking of ourselves as sort of like the Canadian Mounties in that we get what you need — providing you give us proper and complete bibliographic information, as well as enough time to do the paperwork and deal with the mail service. We express our enjoyment of having you help us obtain your needed materials quickly by encouraging you to let us instruct you in the use of bibliographic tools, in the methods of verification, and in other library processes that will provide a useful frame of reference in much of your later academic work. Our basic business is to make your access to information and ideas effective, enjoyable, and intellectually rewarding.

We are trying to build a library collection around your individual needs. We hope we provide tools that will foster ideas, compound your curiosities, and facilitate the communication of other intellects to you.

Like any dynamic place and climate, the Library changes. We often present displays and exhibits that, in one way or another, reflect the different aspects

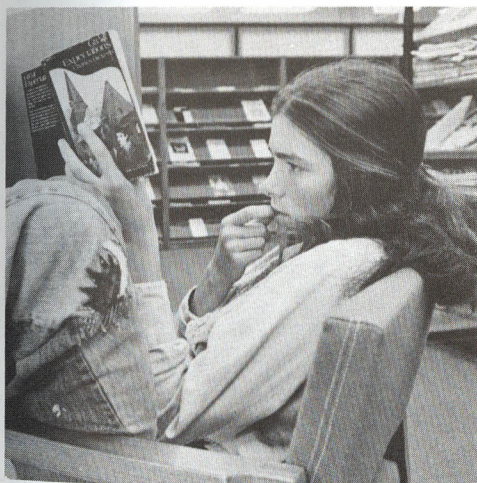




of life at Evergreen, the immediate community of which the college is a part, and the larger world. Pluralistic in concept, these elements in the Library's program are always planned for their reasonably wide interest, their stimulating qualities, and their potential enrichment of our ongoing educational venture.

In summary, the Library is a cooperative effort which attempts to maximize access to facts and ideas. If we emphasize books, we also strongly recognize that information and ideas come in other kinds of packages. We have installed the best systems of information storage and retrieval we can afford; we also have remembered that persons — the people on our staff — are essential in serving the needs of Library users. Most of all, our collections, staff, facilities and climate all aim at the same target as the rest of the college — furthering the intellectual growth, skills and understandings that multiply curiosities, stimulate further inquiry into the nature of things, and help make possible genuinely fulfilling lifestyles.

This catalog description is intended to give only a brief overview of the Evergreen Library — staff and resources. More detailed information about the various areas of the Library may be obtained from the Library Handbook, available immediately inside the main Library door.





## The Computer at Evergreen

It is important for every educated individual in today's world to know something about computers and the way they are used to process information and "make decisions". Computers directly influence our lives in an increasing variety of ways. The crucial issues involved in society's use of computers are far too important to be left only in the hands of experts.

Evergreen owns a capable minicomputer system, the Hewlett-Packard 2000C. This system is interactive and can react to 32 users concurrently. Most important, it serves a variety of needs in a wide range of student learning, in calculation and in research. Because the system has the capability of immediate response to an input, it can detect many errors immediately and reinforce correct computer syntax, encouraging rapid learning of the computer language. The interactive mode of operation typically keeps interest high and minimizes the tedium of most computing tasks. An immediate solution to a specific problem often leads to a more thorough and meaningful exploration and solution of the larger problem. For many social science, simulations, economic games and other applications that benefit from man-machine interaction, interactive computing provides a satisfying and exciting medium for learning and for coping with large amounts of information and intricate relationships in sets of data.

Computer Services staff members are available to help students, faculty and administrators make effective use of computer technology. Frequently the scope of a project can be expanded when one considers the full potential of computer processing compared with a manual analysis of the data.

Through a series of seminars presented by Computer Services or through self-paced study, large numbers of Evergreen students learn how to use a computer as an aid in their studies, to make calculations and for recreation. They work with the teletype, CRT and graphic display terminals on campus. Through the use of Dartmouth BASIC, a deliberately simplified computer language, most students find that they have a working knowledge of this programming language after only a few hours of study.

Students, staff and faculty have two main modes for using the interactive computer. In one mode, they learn the BASIC language and create their own programs, simulation games or calculation. In the other mode, they use a program previously developed by someone else to solve a specially defined problem. Several computer-aided instructional packages have been developed or implemented at Evergreen to support the academic programs. Other computer-based units are available for students with special interests, such as computer graphics, foreign language study, mathematics and chemistry.



The staff of Computer Services offers individual contracts to students interested in topics in data processing and computer science. Advanced students also have an opportunity for "hands-on" use of the HP2000 and significant systems programming projects.

For those with computational requirements too large or specialized for BASIC, Evergreen has a Remote Job Entry terminal for direct access to a large off-campus computer and has arranged for the use of several other substantial computers off campus.

An analog/digital hybrid computer system supports computer graphics and can be used to solve differential equations typical of quantum mechanics, fluid flow, and other physical and electromagnetic wave equations. The graphic solution to an equation may be displayed instantaneously on a cathode ray tube. This system is also used for modeling and simulation.

Two laboratory data collection computer systems are also available for projects involving real-time computer control of experiments or other dedicated computing activities.





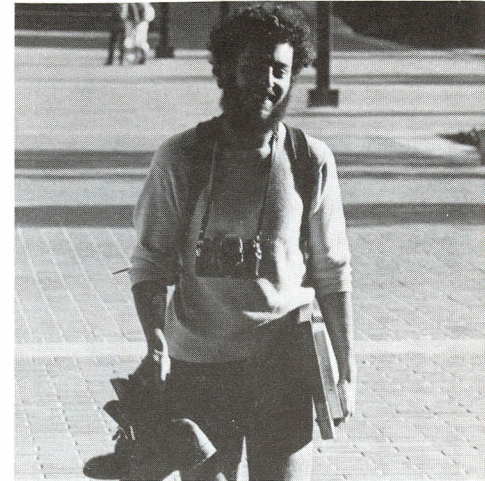
## Counseling Services & Human Growth Center

Evergreen provides a variety of counseling services to all enrolled students and employees. Their use is entirely voluntary and without cost. The level of our ability to help is largely dependent on recognition by the individual that he or she sincerely wants help in coping with a problem. Workshops, developmental seminars, and other forms of group activity and counseling can be generated as student interests develop. In many situations, a referral to a more appropriate source of aid may be needed. In such special fields as psychiatric care, the college enlarges its own capabilities by contracting for professional service as needed and when funds are available. Counseling relationships are strictly confidential. No information will be released without written request from the individual.

The Counseling Center operates on and is committed to the philosophy that people are healthy, dynamic human beings capable of change, learning and creativity. This philosophy and commitment supports our belief that each of us is growing at a different rate. The primary purpose of the Human Growth Center is to offer opportunities for people to acquire skills to solve their own problems and to develop their human potential. The Center also seeks to promote the celebration of our differences by helping students recognize their unique backgrounds and their contributions as we work and grow together in our pluralistic society. We encourage students who have a specific need to come in and share their ideas, talents, and energy with us.

Counseling Services has two basic emphases: First, it places the role of the counselor and of Counseling Services in a developmental rather than a therapeutic framework. This developmental approach blends traditional and new concepts and readily adapts itself to individual counseling, group counseling, and occupational and educational information. Secondly, the Center emphasizes movement away from the campus and into the community to encourage creation of programs based primarily on prevention rather than remediation.

Our approach, therefore, demands: 1) identification of student needs and problems before they become personally hurtful or institutionally disruptive; 2) ready access to resources and relationships to assist the student through troubled periods and to grow effectively; 3) an active outreach component; and, 4) widespread use of student paraprofessionals under appropriate supervision and inservice training. Nearly all faculty and staff carry responsibilities for some type of counseling and advisement; therefore, Counseling Services tries to supplement these activities, to offer special kinds of help, and to respond to unmet human needs. Counseling Services is open weekdays and occasionally in the evenings and on weekends.





## Academic Advising

Although you, the student, are responsible for planning your credit-generating work at Evergreen, you may feel the need once in a while for assistance and advice from someone else. Your prime adviser is always your seminar leader or contract sponsor — your faculty member — who, through conferences and evaluations, can help you find and maintain the direction in your studies that will be most desirable for you. When for some reason, faculty advising is not possible, you will find the staff and student advisers in Academic Advising committed to helping the student move academically through Evergreen.

Advising at The Evergreen State College, because of the nature and philosophy of the college, is different from advising at most colleges and universities. Because many of our learning programs are innovative and interdisciplinary, you will explore learning and knowledge without marching through a series of required courses. This office will not tell you what you have to take, but what the college has to offer, and will attempt to aid you in making academic choices — based on individual needs and interests — for achievement of holistic learning and expertise in a chosen area of knowledge.

Our goal is to help the student develop an understanding of the appropriate human and material resources. Procedures which can be utilized to set long-range and short-range learning objectives result in the best use of Evergreen's learning modes as academic plans are developed. To this end, one function of Academic Advising is to have current information on curricular offerings and faculty availability — or to know where that information can be found. We use faculty and peer advisers during the times when advice and information are most demanded by students.

Academic Advising also works closely with the deans and faculty, advocating programs and individual contract availability that seem most needed in the curricular offerings.



## Veterans' Affairs

The Veterans' Affairs Office seeks to provide all Evergreen veterans with the information and services necessary to their success at the college. The Office serves as a clearing-house for information pertaining to veterans. It assists in preparing veterans for post-secondary education through tutoring and skills development programs. It actively recruits veterans within the college's service area, and counsels and refers veterans to appropriate service agencies for counseling, financial aid, placement, and other assistance.

As a part of a new federal Veterans' Administration program, an on-campus veterans' representative is serving Evergreen and other local colleges. His primary responsibility is working with veteran certification and handling problems regarding financial benefits. This representative supplements the student staffing in our Veterans' Affairs Office.

## Health Services/Women's Clinic

The Evergreen State College provides Health Services through a part-time physician, a full-time nurse practitioner, a part-time women's health care specialist, a program assistant and qualified student aides. The physician is available at scheduled clinic times only except in the case of an emergency.

Evergreen makes no charge for care received in the campus Health Services clinic. The clinic provides out-patient care for currently enrolled students, but does not undertake X-ray and laboratory work (although some lab tests may be done in the clinic). When health care needs cannot be handled on campus, the clinic refers students to sources in the Olympia area. You will need insurance coverage for laboratory, X-ray, and emergency care provided through other medical facilities. Emergency facilities are available at St. Peter Hospital; a Medic I mobile unit located on campus provides 24-hour emergency medical care.

Health Services sponsors first aid workshops and works with students in health education areas of preventive medicine and health-related concerns. We have found that students are curious and vitally interested in their own personal health needs; the health services staff makes every effort to counsel and openly discuss diagnosis and treatment with each student in order to provide learning experiences.

The on-campus Women's Clinic, a part of Health Services, deals with women's health problems and needs, including cancer screening, birth control, and gynecological referrals. The Women's Clinic also offers male and female students contraceptive information and education.





## Recreation & Campus Activities

Evergreen's Recreation and Campus Activities program provides a rich variety of recreational, cultural, and social outlets which promote physical conditioning, relaxation, development of interests, hobbies, and appropriate entertainment through audience participation.

### Recreation

Evergreen students may engage in several types of campus activities, some purely for recreation, some for academic purposes, and others for gaining lifetime values through selected skills learning. Sports recreation, either formal or informal, varies with levels of interest. The list of sports clubs includes: soccer, basketball, fencing, kayaking, running, karate, kendo, akido, kung fu, lacrosse, field hockey, mountain climbing, and sailing. Most of these clubs offer basic instruction; some offer advanced instruction.

Intramural sports, open to anyone wishing to participate, include basketball, bicycle racing, distance running, pool swimming, football, racketball, handball, sailing, softball, table tennis, volleyball, water basketball, water polo, tennis, horseshoes, and tug-of-war.

Evergreen's Campus Recreation Center includes an eleven-lane swimming pool; a separate diving well; a sun deck; two sauna baths; large showering and locker rooms; a multi purpose room for dance, karate, exercising, etc.; separate weight-training rooms for men and women; five handball/racketball courts; and a meeting room.

Campus Recreation Center equipment which may be rented or, in some cases, borrowed free of charge, includes crampons, ice axes, climbing rope, stoves, tents, canteens, cook sets and hard hats. In addition, game bags containing volleyballs, nets, softballs, etc., are available. The Geoduck Yacht Club — which offers sailing instruction — manages three 1975 C-Larks. These boats can be used free by club members or rented at selected times by non-members.

We supplement indoor facilities by operating a temporary small, but well-equipped, all-weather gymnasium in the campus utility plant. This facility includes two basketball shooting stations, two volleyball and badminton courts, a gymnastics climbing rope, plus selected additional gymnastics equipment.

Evergreen's Recreation Pavilion — an unheated but covered facility — includes two basketball courts and two tennis courts. Outdoor facilities include a direct aid climbing wall, two horseshoe pits, an archery cage, four lighted tennis courts, and a large playfield for field hockey, flag football, rugby, soccer, and softball.



Although the college owns 3,300 feet of undeveloped beach front on Eld Inlet of Puget Sound, the majority of Evergreeners prefer to leave the waterfront basically undeveloped until systematic plans can be advanced to assure protection for this fragile ecosystem.

### **Leisure Education Workshops**

Evergreen's leisure education program allows students to supplement academic learning through workshops and activities designed to meet creative, personal enrichment, and general interests of individuals and groups. Workshops include: pottery, basic photography, basic textile printing, basic jewelry making, beginning spinning, creative clothes making, interior design, loom weaving, woodworking, etching, oil painting and drawing, kung fu, ballet, winter mountaineering, and down hill skiing. Leisure education activities also are available to faculty, staff, and residents of nearby communities.

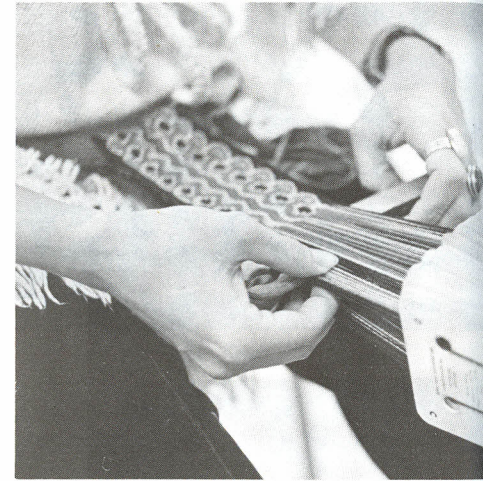
### **Campus Activities**

Students wishing to participate in other types of formal campus activities may choose from various functions and organizations including: Modern Dance, Jazz Dance, Ballet, KAOS FM Radio, The Faith Center, Drama, Cooper Point Journal, Asian Coalition, MECHA, Native American Students Association, UJAMAA, Women's Center, and Gay Resources Center. These organizations offer educational resources; some serve as meeting places for racial minority groups and women. Most of these activities have headquarters in the College Activities Building or in the Library Building.

The College Activities Building also houses food services, bookstore, a full-service bank, post office, and games and lounge areas, in addition to some student activity offices.

### **Services and Activities Fee Review Board**

Any student who desires financial support for an activity which he or she feels is of co-curricular value may submit a request for funds to the Services and Activities Fee Review Board. The Board, composed of six randomly-selected students, plus a faculty and a staff representative, allocates money to most student clubs, activities, and organizations.





### **Day Care**

The Driftwood Day Care Center provides child care for pre-school age children of student-parents. The Center also provides field experiences for the student-intern staff. Driftwood has an open learning environment recognizing each child's developmental needs.

## **Campus Communications**

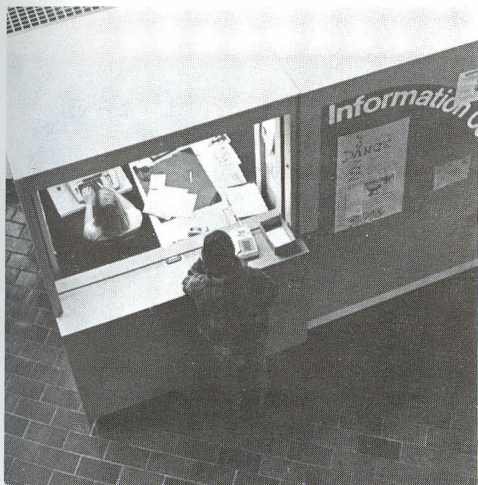
Because of decentralized administration and a curriculum which places direct responsibility on individuals, Evergreen students, faculty, and staff need access to accurate and timely information about events taking place and decisions being made that affect broad numbers of people. Key parts of the communications system include the College Sounding Board, Information Center, Newsletter, and the campus newspaper, radio station and closed-circuit television network. Effectiveness of these media rests with the willingness of individuals at Evergreen to fully and actively use them to both send and receive information.

### **Information Center**

Coordinated by the Office of College Relations, Evergreen's Information Center serves communications needs of the entire academic community as well as those of visitors to campus. The Center, housed in the main mall of the College Activities Building and operated by several part-time student employees, distributes the weekly Happenings Calendar; maintains a large college master calendar; maintains a number of special announcement bulletin boards; distributes a variety of college publications and documents; operates a telephone answering information system; and, most important, retains up-to-date information about activities relating to college governance and decision making.

Essentially, the Information Center provides general information for coordinated community action and helps locate individuals and/or groups "where the action is." The Information Center serves as a "publicizing" arm of the college, rather than as an instrument of investigation and instigation. Its function is one of letting all the left hands know what the right hands are doing at any given moment. The Center actively seeks and disseminates information about the broadest possible range of goings-on within the Evergreen community and, to a lesser extent, the outside world.

The Information Center's operating hours coincide with those of most college business offices, 8 a.m. to 5 p.m., Monday through Friday.





### **Sounding Board**

The College Sounding Board provides a regular weekly opportunity for Evergreeners to obtain needed information about campus issues and decision-making in process. Members of the Sounding Board include students, faculty, and staff representing a broad cross-section of the campus. Meetings provide an open forum for asking questions of decision makers, presenting reports, airing opinions on decisions being considered, receiving information about the activities of Disappearing Task Forces (ad hoc committees) or simply exchanging ideas. Agenda items for Sounding Board meetings may be left at the Information Center.

### **Newsletter/Happenings**

Published weekly during Fall, Winter and Spring Quarters and bi-weekly during Summer Quarter by the Office of College Relations, the Newsletter provides news and feature stories about Evergreen people, programs, events, and problems. The Newsletter is distributed on Fridays from the Information Center. The copy deadline is noon on Wednesdays.

A companion publication, Happenings, provides a detailed weekly calendar of various events occurring at Evergreen, including a section on governance activities and meetings. Happenings is distributed on Fridays from the Information Center. Persons with items they wish included in this publication should submit them to the Information Center by noon on Wednesdays.

### **Newspaper, Radio, TV**

A newspaper, FM radio station, and closed-circuit television system operate in response to student interest, not only enhancing campus communications but also serving as learning and recreational resources.

The Cooper Point Journal, ordinarily issued weekly Fall through Spring Quarters, is a student-generated newspaper sponsored by a Board of Publications appointed by the president and including student, faculty, and staff representatives. The Journal primarily carries news, features, and commentary concerned with Evergreen and higher education. The student editor is responsible for content.





Radio station KAOS (89.3 FM) airs a wide variety of shows created by the students who support and staff it. Programming leans to classical, jazz, and blues music; college affairs; and governmental news gathered from nearby Olympia.

Evergreen's closed-circuit cable system — coordinated by the Library — provides for distribution of television programming, either through the pick-up of off-campus commercial stations or through the origination of programs on campus.



## Student Accounts

### Student Classification

#### Resident and Non-Resident Status

The term "resident student" means one who has had a domicile for other than educational purposes in the State of Washington for the period of one year immediately prior to the first day of a quarter; a dependent son, daughter, or spouse of a federal employee residing within the State; or a dependent son, daughter, or spouse of a staff member of the College. All others are considered non-resident students.

#### Part-time, Half-time, and Full-time Status

For purposes of payment of tuition and fees, the term "part-time student" means one who is enrolled for one Evergreen unit of credit. The term "half-time student" for purposes of payment of tuition and fees means one who is enrolled for two Evergreen units of credit. The term "full-time student", for tuition and fee purposes, means one who is enrolled for three or four units. Part-time, half-time, or full-time status for fee calculation will be determined during registration, and may not be changed after the sixth day of instruction of the quarter.

### Tuition, Incidental Fees, And Other Charges

#### Enrollment Deposit

An enrollment deposit of \$50 is required from students admitted for regular credit within 30 days after notification of acceptance is received from the Office of Admissions. (No enrollment deposit is required of Special Students and Auditors.) Payment will reserve enrollment, on a first-come, first-served basis. This deposit will be forfeited if the student does not register for the quarter admitted. The enrollment deposit is applied toward payment of the first quarter's tuition.

## SPECIAL SERVICES, POLICIES, PROCEDURES





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### Exit Interview

Withdrawals are never blocked but must be accomplished through the Exit Interview.

### Tuition and Fees

Fee calculations are based on three student status indicators using the rates contained in the Student Accounts Fee and Charges section of this Catalog: (1) state residency, (2) academic load (full-time, half-time, part-time), (3) Vietnam veteran. These indicators are established, and may be adjusted, only by the Registrar.

### Student Health Insurance

The college, through a contract with private insurance carriers, offers a comprehensive medical insurance plan for all enrolled students. Options include either major medical coverage or full health care coverage. Limited on-campus medical facilities during Evergreen's early years make this coverage advantageous for students not otherwise insured against health risks. Students with eligible dependents may make arrangements — on or before the first class day of each quarter — for expansion of the insurance to cover those dependents.

### Parking

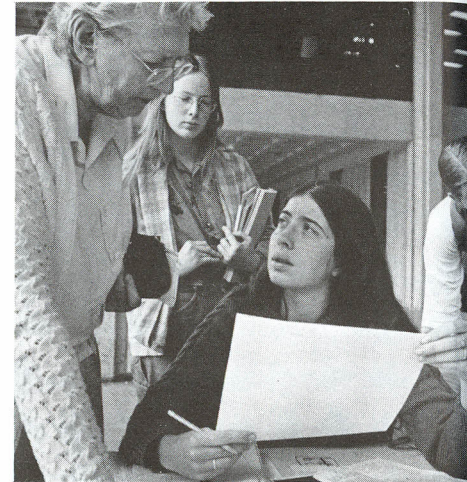
All student vehicles using college parking must display current parking decals. Parking decals are available for \$5 per month, \$10 per quarter, or \$25 per year. Students who reside in college housing may park free in the residence hall parking lot.

### Student Identification Cards

Identification cards will be made available to all students without charge at the time of enrollment. A \$5 charge will be levied for replacement of a lost card.

### Financial Aid Disbursements

Financial aid awards are made by the Office of Financial Aid. The amounts, types, and conditions are transmitted to the Accounts Receivable Office for accounting.



All financial aid, with the exception of short-term emergency loans, is distributed quarterly to coincide with the assessment of tuition and fees. Because financial aid is designed primarily to pay direct expenses of going to college, all outstanding charges at the time of distribution are deducted from the quarterly award, and any balance of the aid is paid to the student. The balance of aid, if any, will usually be available for disbursement to the student at the Financial Aid Office, upon presentation of proper identification, during the first week of instruction. The exception to this policy is the on-campus work-study program, for which funds are distributed through the payroll system. Payroll checks may be held to offset any overdue bills the student owes the college.

#### Billing and Payment Procedures

The accounts receivable system assembles all financial information, both charges and credits, for each student and prepares a monthly statement of account. This makes it possible for each student to submit a single check for tuition and fees, housing, food services, and other charges by mail or night depository. The Cashier's Office is open from 8:30 a.m. to 12 noon and from 1 p.m. to 4:30 p.m., Monday through Friday, to accept payments in person, particularly when payment is made with cash.

Tuition and fees are billed on a quarterly basis regardless of the content or length of a student's academic program and must be paid by the sixth class day of a given quarter in order to complete enrollment for that quarter. Although bills are prepared and mailed well in advance of required payment dates, the mobility of students often results in bills not arriving or arriving too late to meet the deadlines. Students should be aware of payment schedules and should at all times keep a current mailing address on record with the Registrar. The student is responsible for making satisfactory arrangements to pay bills within the specified time limits. Failure to pay tuition and fees as scheduled will result in disenrollment.

Policies and fees are subject to change at the discretion of the Board of Trustees.

All checks must be made payable to The Evergreen State College and delivered to the college cashier.

#### Refunds/Appeals

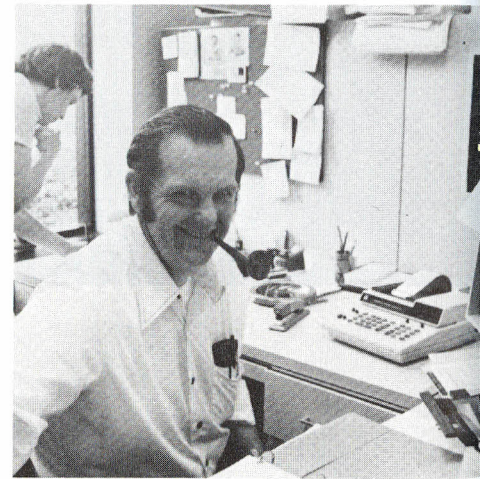
No refund of tuition and fees will be allowed except for withdrawal under the following conditions: (1) death or serious accident or illness in the immediate family, (2) military draft call or reserve call-up, (3) other unavoidable or





unforeseeable circumstances, after review. See the following table for refunds applicable to a student who has initiated and completed proper withdrawal proceedings. Objections to the application of any financial policy or charge may be presented to a fee refund review panel consisting of one faculty member, one student, and one staff member. Appeals to this panel must be presented in writing to the Dean of Enrollment Services. The panel meets routinely once a week during the academic year, and may grant exceptions to specific policy applications based on institutional error, or any of the three reasons listed above.

<i>Fee or Charge Category</i>	<i>Refunds Applicable</i>
Enrollment Deposit	Applies to first quarter tuition and fees. Refundable as described below.
Tuition and Fees	Refundable in total upon withdrawal through the 6th class day; 50 percent refundable from the 7th class day through the 30th calendar day; not refundable thereafter.
Insurance	Refundable in total prior to the 1st class day; not refundable thereafter.
Housing Deposit	If reservations cancelled prior to the first day of the period for which the applicant applied, the deposit will be refunded in full.  If occupant vacates prior to completion of contract, deposit is not refundable. Upon completion of contract, \$20 refundable. (See Housing Contract for greater detail.)





## Fees & Charges

Actual 1977-79 charges for tuition and fees, housing, food services and other categories of student expense are not known at this time. Categories and rates listed in the following tables are based on charges in effect during Fall Quarter, 1976. Additions, deletions, or adjustments will be made prior to Fall Quarters in 1977 and 1978 and will be noted in material which supplements this publication.

### *Schedule of Tuition and Fees*

Resident - Full-time student, per quarter (3 and 4 units) .....	\$169.00
Resident - Vietnam veteran, per quarter (3 and 4 units) .....	120.00
Nonresident - Full-time student, per quarter (3 and 4 units) .....	453.00
Resident - Half-time student and special student, per quarter (2 units) .....	102.00
Nonresident - Half-time student and special student, per quarter (2 units) .....	276.00
Resident - Part-time student and special student, per quarter (1 Unit) .....	68.00
Nonresident - Part-time student and special student, per quarter (1 Unit) .....	184.00
Auditor - One unit, per quarter .....	20.00

### *Enrollment Deposit*

Enrollment Deposit - Full-time (regular students only) .....	\$50.00
Enrollment Deposit - Part-time (regular students only) .....	50.00

### *Miscellaneous Fees*

Replacement of Student Identification .....	\$ 5.00
Parking fee (per year) .....	25.00

### *Other Charges*

<b>Student Health Insurance</b>	
Major Medical (\$100 deductible)	
Student Only .....	\$ 17.00
Student and Dependents .....	48.25
Full Health Care	
Student Only .....	82.23
Student and One Dependent .....	157.20
Student and 2 or More Dependents .....	204.00



## On-Campus Housing

*Resident Halls accommodations, per academic year, each occupant: \**

Housing Deposit		\$ 45.00
One person studio:	9 month rental contract	\$ 730.48
	9 month unit lease	\$ 676.25
Two person studio:	9 month rental contract	\$ 633.60
	9 month unit lease	\$1050.00
Two person apartment: (Studio)	9 month rental contract	\$ 704.08
	9 month unit lease	\$1181.25
Three person apartment: (Downstairs)	9 month rental contract	\$ 668.72
	9 month unit lease	\$1575.00
Three person apartment: (Upstairs)	9 month rental contract	\$ 580.89
	9 month unit lease	\$1312.50
Four person apartment: (Two bedroom)	9 month rental contract	\$ 660.00
	9 month unit lease	\$1662.50
Five person apartment:	9 month rental contract	\$ 756.88
	9 month unit lease	\$2843.75
Duplex/Mod (4 person): (Two bedroom)	9 month rental contract	\$ 677.68
	9 month unit lease	\$1706.25

\*Please refer to "Housing" section for description of Rental Contract and Unit Lease Contract.

### *Food Service:*

#### Contract Plan:

10-meal boarding plan, per student, per week \$16.25

#### Scrip Plan:

Board Participants

\$80.00 per quarter

Non-Boarders

\$85.00 per quarter  
for \$100.00 worth  
of food

Average cost of cash plan, per student, per week

\$24.50





### Summary of Estimated Quarterly Expenses

1. Prior to or during first quarter only:	Resident	Nonresident
Enrollment Deposit	\$ 50.00	\$ 50.00
Housing Deposit	45.00	45.00
2. Direct Education Costs:		
Tuition and fees	169.00	453.00
Books and Supplies (estimate)	50.00	50.00
Miscellaneous Fees and Charges	25.00	25.00
3. Related Costs:		
Housing (average)	220.00	220.00
Meals (contract plan)	180.00	180.00
4. Other Expenses:		
Personal (estimate)	150.00	150.00
Insurance (optional)	17.00	17.00
Transportation (estimate)	75.00	75.00

### Summary of Estimated Academic Year Expenses

For the 1977-79 academic years at Evergreen a single resident student, without a car, living in college housing, using the boarding plan, can reasonably expect to spend \$2,469 on his or her education as follows (again, remembering that these totals are estimates only and don't promise to reflect actual charges in effect as far away as 1977-79):

Tuition and Fees	\$ 507.00
Books and Related Supplies	150.00
Miscellaneous Fees and Charges	75.00
Housing and Meals	1,212.00
Personal Expenditures	450.00
Travel to and from home	75.00
<b>Total estimated expenses for 3 quarters, 1977-79</b>	<b>\$2,469.00</b>



# Housing

A wide range of housing accommodations for students, staff and faculty is available on campus and in the Olympia area. The college imposes no housing requirements, but will assist in locating accommodations best suited to each person's needs.

## On-Campus Housing

On-campus housing includes 200 apartment-type units for 600 persons, from single studio rooms to five-person apartments. All units are designed to provide living conditions similar to those available in the best private off-campus facilities, and are regulated according to the same principles that apply to off-campus apartment houses to the fullest extent possible.

Responsibility for determining policies, procedures, contract terms, conditions and rate schedules rests with the Board of Trustees, which may make modification at its discretion without notice. Rental rates are not changed during the term of any contract. Assignments are normally made on a first come, first served basis; the college may elect to reserve a number of the total spaces available to accommodate students having special needs. Final responsibility for on-campus room assignments rests with the college, but, to the extent possible, student preferences will be honored.

Pets are only permitted in the duplexes and are not permitted elsewhere in Housing nor on campus.

Some of the apartments are suitable for couples and small families. Daycare facilities are available on campus for children of students.

## On-Campus Facilities

Campus living units include a high density group with three five-story buildings and one ten-story structure, and a low density group comprised of 19 apartment duplexes (38 apartments). Seven basic types of residence hall accommodations are available, as indicated below:

1. Five-person apartment. These units are designed to give occupants their own bedroom/ study rooms. Roommates share bath and kitchen facilities. Each unit has a comfortable living room. Both the five-story and ten-story buildings include five-person apartments. Number of units available: 30 (accommodating 150 persons).
2. Two bedroom duplex (Mod) with kitchen-dinette. Two persons share each bedroom/study room in this unit, or may have a bedroom alone at higher





rental rate. Has a separate bathroom, kitchen-dinette and living room. All apartments in the low density group (duplex) are of this type. Number of units available: 38 (accommodating 152 persons).

3. Four-person apartment, efficiency kitchen. Two persons share each bedroom apartment may rent bedroom alone at higher rental rate. Has a separate bathroom and efficiency kitchen connected with the living room. These units are found only in the five-story residence halls. Number of units available: 23 (accommodating 46 persons).
4. Three-person apartment. Three of these units, each with an over-size single bedroom/ study room, bathroom, and convenient living room-kitchen combination, are located on the top floors of the five-story buildings. In addition, a faculty apartment on the first floor of each of the same buildings has been converted to a three-person apartment, with bedroom, living room, bathroom and kitchen-dining alcove. Total number of units available: 6 (accommodating 18 persons).
5. Two-person (studio) apartment. Design of these units varies widely. Some have separate bedroom/studies; all have kitchen facilities and bathrooms. Two-person apartments are located in the five-story residence halls. Number of units available: 23 (accommodating 46 persons).
6. Two-person studio. Two persons share a combination bedroom/study/living room. All have private bathroom facilities, and access to a community kitchen-lounge. The studios are located in the ten-story structure. Number of units available: 63 (accommodating 126 persons).
7. One-person studio. This is the most private unit, with access to bathroom facilities shared with three other persons in one-person studios and to a community kitchen-lounge. The one-person studios are all located in the ten-story building. Number of units available: 28 (accommodating 28 persons).

Each living unit on campus is equipped with all items normally found in a furnished apartment: bed frame and mattress, desk and chair, wardrobe, dresser, supplementary furniture where needed, and all necessary appliances. Individual study lamps are not furnished, nor are personal items such as bath mats, bed linens, blankets, pillows, towels, pots and pans, plates, cups and eating utensils.

Full coin-operated laundry facilities are available to all occupants. In the high density group, laundry facilities are available on the ground floor of the ten-story building; in the duplex group, a separate laundry building is provided. Mail services are provided in the same location as laundry facilities.

Telephone service is available and the resident must accept financial responsibility for a connection fee, monthly rental and for all toll calls. Although adequate storage space is available within each apartment, additional storage facilities are available within each living group.



Residents have full responsibility for maintaining the appearance and cleanliness of their apartments. Lounges, lobbies and other common areas are maintained and cleaned by student employees and/or professional custodians.

Residents wishing to do their own cooking will find a representative selection of packaged meats, assorted dairy products, condiments, fruits, vegetables, soups and bakery products on sale in the College Activities Building. Facilities are provided for a student-operated food co-op.

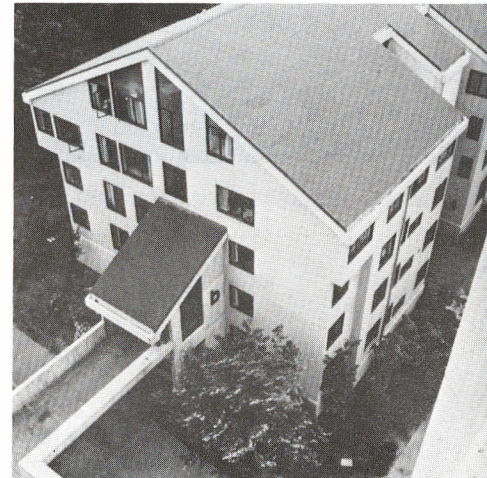
### **Rental Rates And Deposit For On-Campus Housing**

Rates range from \$47 to \$325 per month depending upon type of unit and type and length of contract selected. A deposit of \$45 is required. The college business office maintains the deposit during the student's occupancy; \$20 of the deposit is refundable when the person leaves the apartment if the unit and the resident's account are in order.

Residents may select a quarterly, bi-quarterly or tri-quarterly contract or may purchase a Unit Lease at reduced rental rates. Please write directly to the Housing Office for more detailed information regarding rates and contracts.

### **Renter's Rights**

To inform persons of their rights and obligations as renters, the Housing Office has prepared a "Renter's Rights Pamphlet", available without charge. The information in the pamphlet applies to persons living on campus as well as those living off campus, although it has proven to be of special value to students off campus.





## Food Services

Located in the College Activities Building, Evergreen's major food service facilities include a cafeteria and related dining rooms. Food service provides a contracted board plan of any ten meals (per week, Monday through Friday). In addition, food service offers a casual meal plan on a cash basis, a complete snack bar and grill service, a convenient retail food store, and a full complement of vending machines throughout the campus. A full catering and banquet service is also available.

Scrip Ticket Plan provides for ala carte meals with a total cash value of \$100.00. Scrip Tickets are good for any meal, including week-end grill service. Scrip tickets are also available at a reduced price for Ten Meal Plan participants desiring more than ten meals per week. Scrip Tickets are good only for the academic quarter for which they were purchased and any unused portion is non-refundable.

The college contracts with a professional management firm to operate all food service facilities. The manager is charged not only with the details of food and finance, but also with the intangibles of student satisfaction. In addition to satisfying routine requirements for dining, the food services manager attempts to provide a variety of meals and tries to meet the special needs or desires of students. Festive meals are provided periodically during the year. A vegetarian entree line is available to interested students and special diets are accommodated when medically required.

Food service is available in the cafeteria on either a contract or cash purchase basis. The contract plan is considerably less expensive than direct purchase. The board plan offers an economical, well-balanced diet to every student. Careful consideration should be given to the comparative costs presented in the Fees and Charges section of this catalog when deciding whether to utilize the board plan, cash meals, snack bar, or self-prepared meals.

The food service operation represents a major source of student employment opportunities; many of the scheduled working hours for food service are filled by student employees. Students interested in working in food service operations should contact the Director of Food Services, located in the College Activities Building kitchen office.

All aspects of the food service operations are subject to constant input, criticism, and modification through a food committee having a majority of students. Any student wishing to participate should contact the Auxiliary Enterprise accountant, Room 1103 in the Library.



## Bookstore

Owned and operated by the college, Evergreen's Bookstore is located in the mall of the College Activities Building and is open Monday-Friday from 8 a.m. to 4:30 p.m. As Evergreen offers a variety of educational alternatives, the Bookstore likewise offers a wide selection of books on alternative thought and lifestyle.

Program books, both required and recommended, are specifically requested by the faculty and provide the basis for direct classroom work. These books are supplemented by an ever-growing general book department which now contains over 5,000 titles and a good selection of magazines. The Bookstore's supply department contains school and office supplies as well as a complete line of art and engineering supplies. In addition, the store offers sportswear, sporting goods, health and beauty items, records, gifts and complete photo service.

The Bookstore staff welcomes the opportunity to serve the students, faculty, and staff with their particular required needs. Books and items not normally stocked by the store can be promptly obtained through special order.



## Mail Services

The Post Office delivers student mail to the Residence Halls in bulk six days a week. Campus mail service personnel distribute deliveries to individual mail boxes. U.S. Postal Mail drops are centrally located on the college campus for individual outgoing mail. Students should make sure all their correspondents are notified of their correct mailing addresses, to include residence halls, room number and The Evergreen State College, Olympia, Washington 98505.

Stamps, parcel mailing, certification, etc. are available from a self-service postal unit in the College Activities Building.

The college cannot accept financial responsibility for receiving and storage of personal belongings for students; therefore, arrangements should be made for storage, if it is necessary, with a local shipping agency or some other local address.



## Facilities Use/Regulations

The Evergreen State College is a public agency, owned and operated by the State of Washington and subject to the laws of the state and of Thurston County. Its policies must therefore be consistent with the law and reflect the responsible management of a very large public investment. At the same time, the institution's public character means explicitly that it exists for the benefit of Washington's citizens. To discharge its obligations and to insure the effective use of its facilities, the college must operate under some simple rules.

### Using College Premises

Individuals or organizations may use Evergreen's premises and facilities for purposes other than those integral to the college's educational programs if (a) the individuals or organizations are eligible to use them, (b) suitable space is available at the time requested, and (c) appropriate procedures are followed to insure that necessary arrangements are made for preparing the space to be used. In all cases, persons must identify themselves as responsible for the fulfillment of all agreements made about the use of college quarters and facilities.

To apply for the scheduling of a special event or the appearance of an outside speaker, interested persons must see the Director of Recreation and Campus Activities. Reservations for space and facilities are made through the reservations section in the Office of Facilities. Space and facilities are generally assigned on the basis of the following priorities: (1) Evergreen's regular instructional and research programs, (2) major all-college events, (3) events related to the special interests of particular groups of students, faculty, or staff members, (4) alumni-sponsored events, (5) events sponsored by individuals or organizations outside the college. Unless previously authorized in writing, an admission fee may not be charged or contributions solicited at any meeting or event on Evergreen's campus.

### Alcoholic Beverages

Following state and local law, "hard" alcoholic beverages may not be served at campus events unless a banquet permit has been obtained from the State Liquor Control Board. Under the same authority, it is unlawful to possess, serve, or consume any alcoholic beverages "in a public place." All the academic buildings, and the exterior campus, are "public places" by this definition. The drinking or possession of any alcoholic beverage, including beer, anywhere within these areas, then, is legally off limits.





Rooms are assigned as dwelling places in the residence halls and residential modular units. These places are homes, and drinking is legally permissible if one is 21 years of age. If a student or other person is less than 21, then drinking — or being served an alcoholic drink — violates the laws of the state.

### **Firearms**

If, for convenience, hunters want to bring shotguns or rifles with them to make a trip home unnecessary as appropriate seasons come around, then they may check their weapons with the Security Office. Provisions have been made there to keep guns safely and to return them to their owners at suitable times. Handguns never seem to be proper possessions in a college environment. If they are brought to Evergreen, they must be checked with the Security Office in the same way that rifles, shotguns, and other firearms must be checked. A special explanation in writing, however, must be filed in the cases of pistols, automatics, or similar weapons.

Anyone in possession of an unchecked firearm at Evergreen must be regarded as violating a basic principle of educational living and is subject to immediate expulsion.

### **Pets**

Pets are not allowed on campus unless under physical control by the owner. In no case are pets allowed in buildings. Stray animals are placed in a holding pen constructed under Humane Society standards, retained one day while the owner is sought, and then — if the owner cannot be found — turned over to the Humane Society.

### **Bicycles**

Bicycles should not be parked in college buildings. Bicycle parking blocks are available at numerous locations throughout the campus — usually just outside building doors. All such blocks are constructed so that bicycles may be locked to them.



# Safety

## Smoking

Smoking is prohibited in areas marked "No Smoking" and in unmarked offices, seminar rooms or other areas when abstinence is requested by the person in charge. Where smoking is permitted, please use ashtrays.

## Traffic Regulations

Maximum campus speed other than on the Parkway, is 25 miles per hour. Lower limits are indicated by signs where required. Drivers must obey all posted traffic signs on campus.

## Emergency Services (Phone 3333)

First aid and ambulance services are provided by the McLane Campus Fire Department 24 hours per day, seven days per week. Campus Health Services also offers first aid during regular office hours.





# Security

## Security Office

Evergreen's security personnel, recognizing that people have different needs, experiences, and outlooks, perform their duties with respect for individual beliefs, rights, and freedoms. The main concern is serving the campus community and attending to the welfare and protection of students, staff, and faculty.

The working body of the Security Office is made up of non-uniformed officers and students trained in techniques for handling problems of human interaction as well as those involving breaches of the college's Social Contract and regulations, and state laws.

In short, Security's main objective is to do all it can to help the Evergreen community function smoothly.

## Personal Property

The college cannot assume responsibility for the loss of personal property in buildings or on the campus, regardless of the reason for the loss. However, both the Housing Office and the Security Office make available personal property cards for listing all personal items of value. The Security Office retains the card for reference in the case of loss or theft.

## Parking

Parking facilities adjacent to the academic plaza and residence halls are available to students and visitors. Motor vehicles may be parked only in posted lots. Motor vehicles parked on campus must possess valid parking permits, available at the following prices:

	Automobiles	Motorcycles
Annually	\$25.00	\$12.50
Quarterly	10.00	5.00
Monthly	5.00	2.50
Daily	.25	.25

Parking in or alongside roadways is hazardous and prohibited. Illegally parked vehicles will be impounded at the expense of the vehicle driver.



## Governance

Evergreen's governance system relies upon widespread advice and consultation between those charged with making decisions and students, faculty, and staff affected by those decisions. Two documents — "Governance and Decision Making" and "The Social Contract" — describe the ways in which this vital process works here. Copies of both are available at the Campus Information Center.









## WHO WE ARE



## Board of Trustees/Administrators

Thomas Dixon, Tacoma  
Herbert D. Hadley, Longview  
Halvor M. Halvorson, Spokane  
Raymond Meredith, Olympia  
Janet P. Tourtellotte, Seattle

President: Charles J. McCann  
Vice President and Provost: Edward J. Kormondy  
Administrative Vice President: Dean E. Clabaugh



## Faculty 1976/1977

### Humanities/Arts

Allen, Nancy: Member of the Faculty (Literature and Languages), 1971. B.A. (Languages), Occidental College, 1963; M.A. (Comparative Literature), Columbia University, 1965.

Alexander, Richard W.: Member of the Faculty (English and Literature), 1970. B.A. (English), Emory University, 1956; M.A. (English), Tulane University, 1961; Ph.D. (English), University of Illinois, 1966.

Aurand, Susan M.: Member of the Faculty (Art), 1974. B.A. (French), Kalamazoo College, 1972; M.A. (Ceramics), Ohio State University, 1974.

Beck, Gordon: Member of the Faculty (Cinema Arts), 1972. A.B. (Speech), Bowling Green University, 1951; M.A. (Drama), Western Reserve University, 1952; Ph.D. (Theater), University of Illinois, 1964.

Carlson, Craig B.: Member of the Faculty (Communications), 1973. B.A. (English), College of William and Mary, 1965; Ph.D. (English), University of Exeter (England), 1972.

Chan, Donald W.: Member of the Faculty (Music), 1971. B.A. (Music), San Jose State College, 1962; M.S. (Music), Julliard School of Music, 1964.

Curtz, Thad B.: Member of the Faculty (Literature), 1972. B.A. (Literature/Philosophy), Yale University, 1965; M.A. (Literature), University of California at Santa Cruz, 1969.

Daugherty, Leo: Member of the Faculty (Literature and Linguistics), 1972. Academic Dean, 1975-76. A.B. (English/Art), Western Kentucky University, 1961; M.A. (English), University of Arkansa, 1963; Ph.D. (English), East Texas State University, 1970.

Dickinson, Margaret P.: Member of the Faculty (Arts), 1971. B.A. (Geography), Stanford University, 1953; M.A. (Education), Stanford University, 1956; M.A. (Art/Ceramics), Humboldt State College, 1971.

Elbow, Peter H.: Member of the Faculty (Literature), 1972. B.A. Williams College, 1957; M.A. Exeter College, 1959; M.A. Oxford University, 1963; Ph.D. (Literature), Brandeis University, 1969.





Esquivel, Alfred Cruz: Member of the Faculty (Philosophy), 1971. A.B. (Music), Los Angeles Conservatory, 1959; B.A. (Classical Studies), Catholic University, 1961; M. Phil.(Philosophy), University of San Francisco, 1968.

Fiksdal, Susan R.: Member of the Faculty (Languages), 1973. Diplome de langue, U. de Toulouse-Bordeaux a Pau, 1967; Diplome de langue et lettres francaises, U. d' Aix Marseille, 1968; B.A. (French, Political Science), Western Washington State College, 1969; M.A. (French), Middlebury College, Vermont, 1972.

Frasca, Marilyn J.: Member of the Faculty (Art), 1973. B.F.A. (Fine Arts) San Francisco Art Institute, 1961; M.A. (Art), Bennington College, 1964.

Gottlieb, Robert S.: Member of the Faculty (Music), 1972. B.A. (Music), Yale University, 1948; M.A. (Composition), University of California at Berkeley, 1952; D.M.A. (Music), University of Southern California, 1958.

Hanfman, Andrew M.: Member of the Faculty (Language Studies; Russian-Soviet Area Studies), 1972. Ph.D. (Modern Languages/Comparative Literature), University of Turin, 1937.

Humphreys, Willard: Academic Dean, 1976, and Member of the Faculty (Philosophy), 1970. A.B. (Mathematics), Allegheny College, 1961; M.A. (History/Philosophy of Science), Indiana University, 1963; M.A. (Philosophy), Yale University, 1965; Ph.D. (Philosophy), Yale University, 1966.

Johansen, Bernard: Part-Time Member of the Faculty (Dance), 1972; Member of the Faculty (Dance), 1973.

Jordan, Donald A.: Member of the Faculty (Literature), 1974. B.A. (Sociology), Humboldt State University, 1971.

Kawasaki, Kazuhiro: Member of the Faculty (Art History), 1976. B.A. (Art History), University of Washington, 1970; M.A. (Art History), University of Washington, 1972.

Klyn, Stan: Member of the Faculty (Arts-Engineering), 1972. B.S. (Engineering), San Jose State University, 1968.

Levensky, Mark A.: Member of the Faculty (Philosophy), 1972. B.A. (Philosophy), University of Iowa, 1959; A.M. (Philosophy), University of Michigan, 1961; Ph.D. (Philosophy), University of Michigan, 1966.



Marr, David: Member of the Faculty (Literature-American Studies), 1971. B.A. (English), University of Iowa, 1965; M.A. (American Civilization), University of Iowa, 1967.

Martin, S. Rudolph: Academic Dean (Humanities and Arts), 1973-1976. Member of the Faculty, (English) 1970. A.B. (English), University of California, Berkeley, 1957; M.A. (English), San Francisco State College, 1961; Ph.D. (American Studies), Washington State University, 1974.

McCann, Charles J.: President and Member of the Faculty (English), 1968. B.A. (Naval Science), Yale University, 1946; M.S. (Merchandising), New York University, 1948; M.A. (English), Yale University, 1954; Ph.D. (English), Yale University, 1956.

Nasser, Alan: Member of the Faculty (Philosophy), 1975. A.B. (Classical and Modern Languages), St. Peter's College, 1961; Ph.D. (Philosophy), Indiana University, 1971.

Nelson, Mary F.: Member of the Faculty (Art-Minority Studies), 1972. B.F.A. (Art/Education), Washington State University, 1966; M.A. (Art/Anthropology), University of Idaho, 1968.

Pailthorp, Charles N.: Member of the Faculty (Philosophy), 1971. B.A. (Philosophy), Reed College, 1962; Ph.D. (Philosophy), University of Pittsburgh, 1966.

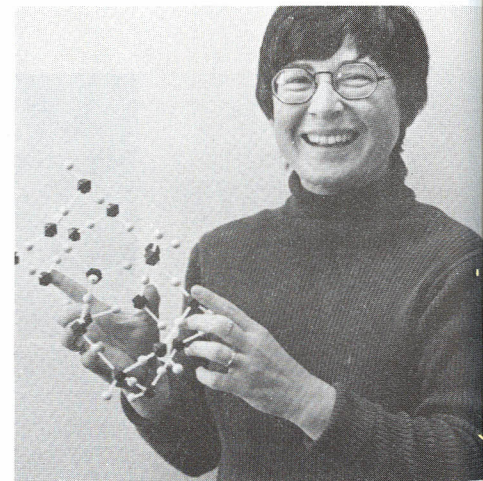
Peskin, Joye H.: Member of the Faculty (Theater/Communications), 1975. B.A. (Literature/Creative Writing), SUNY-Buffalo, 1968; M.A. (Urban Folklore), SUNY-Buffalo, 1975.

Powell, David L.: Member of the Faculty (Literature), 1972. B.A. (English), Pennsylvania State University, 1960; Ph.D. (Literature), University of Pennsylvania, 1967.

Simon, Sandra M.: Member of the Faculty (English), 1973. B.A. (Psychology), University of California at Los Angeles, 1954; M.A. (English), University of California at Los Angeles, 1963.

Sinclair, Leon R.: Member of the Faculty (Literature), 1971. B.A., University of Wyoming, 1964; Ph.D. (Literature), University of Washington, 1970.

Sparks, Paul J.: Member of the Faculty (Art and Photography), 1972. B.A. (Art), San Francisco State College, 1968; M.A. (Art/Photography), San Francisco State College, 1971.





Steinke, Gregory: Member of the Faculty (Music), 1975. B.M. (Music), Oberlin Conservatory of Music, 1964; M.M. (Music), Michigan State University, 1967; M.F.A. (Music), University of Iowa, 1971; Ph.D. (Music), Michigan State University, 1976.

Struve, Lynn A.: Member of the Faculty (Chinese Literature), 1974. B.A. (Chinese Literature and Language), University of Washington, 1967; M.A. (Chinese Area Studies), University of Michigan, 1969; Ph.D. (History), University of Michigan, 1974.

Teske, Charles B.: Member of the Faculty (English), 1970. Academic Dean, 1970-75. B.A. (English), Lafayette College, 1954; M.A. (English), Yale University, 1955; Ph.D. (English), Yale University, 1962.

Tsai, Andre: Member of the Faculty (Theater Arts), 1974. B.A. (English Literature), National Taiwan University, 1957; M.A. (Theater Arts), Ohio State University, 1961; Ph.D. (Theater Arts), Ohio State University, 1964.

Unsoeld, Willi F.: Member of the Faculty (Philosophy), 1970. B.S. (Physics), Oregon State College, 1951; B.D. (Theology), Pacific School of Religion; Ph.D. (Philosophy), University of Washington, 1959.

Webb, E. Jackson: Member of the Faculty (English), 1970. B.A. (English), Yale University, 1958; M.A. (English), Northwestern University, 1961; Ph.D. (English), Northwestern University, 1969.

White, Sidney D.: Member of the Faculty (Art), 1970. B.A. (Art Education), University of New Mexico, 1951; M.S. (Philosophy/Aesthetics), University of Wisconsin, 1952.

Wilder, Ainara D.: Member of the Faculty (Theater and Drama), 1972. B.A. (Dramatic Arts), Wisconsin State University, 1968; M.A. (Theater Arts), University of Wisconsin, 1969.

Winden, William C.: Assistant Dean, 1976; Member of the Faculty (Music), 1972. B.S. (Music) Stanford University, 1953; M.A. (Music), University of Washington, 1961; D.M.A. (Music) University of Illinois, 1971.



## Social Sciences

Aldridge, Bill: Member of the Faculty (Education/Sociology), 1970. B.A. (Mathematics), Oregon State University, 1959; M.Ed. (Guidance), Oregon State University, 1964; D.Ed. (Educational Administration), University of Oregon, 1967.

Bowerman, Priscilla V.: Member of the Faculty (Economics), 1973. A.B. (Economics), Vassar College, 1966; M.A. (Economics), Yale University, 1967; M.Phil., Yale University, 1971.

Brown, Jovana J.: Dean of Library Services and Member of the Faculty (Library Science), 1974. A.B. (Political Science), University of California, 1959; M.L.S. (Librarianship), University of California at Berkeley; 1965 M.A. (Political Science), University of California at Berkeley, 1967; Ph.D. (Library Science), University of California at Berkeley, 1971.

Brown, William H.: Member of the Faculty (Geography), 1974. B.A. (Geography) University of California at Berkeley, 1959; M.A. (Geography), University of California at Berkeley, 1967; Ph.D. (Geography), University of California at Berkeley, 1970.

Cable, Carie L.: Member of the Faculty (Anthropology), 1972. B.A. (Anthropology), University of Washington, 1972.

Coontz, Stephanie: Member of the Faculty (History and Women's Studies) 1974. B.A. (History), University of California at Berkeley, 1966; M.A. (European History), University of Washington, 1970.

Crowe, Beryl L.: Member of the Faculty (Political Science), 1970. A.B. (Political Science), San Francisco State College, 1959; M.A. (Political Science), University of California at Berkeley, 1961.

Crowe, Natalie: Member of the Faculty (Psychology), 1975. A.B. (Sociology), University of Wisconsin, 1949; M.A. (Counseling Psychology), University of Oregon, 1969; Ph.D. (Counseling Psychology), University of Oregon, 1975.

Diffendal, Elizabeth: Member of the Faculty (Applied Social Science/Planning), 1975. A.B. (Social Anthropology), Ohio State University, 1965; M.A. (Social Anthropology), University of California at Los Angeles, 1968.





Dobbs, Carolyn E.: Member of the Faculty (Urban Planning), 1971. B.A. (History/Political Science), Memphis State University, 1963; M.A. (Political Science), University of Kentucky, 1966; M. Urban Planning, University of Washington, 1968; Ph.D. (Urban Planning), University of Washington, 1971.

Finkel, Donald: Member of the Faculty (Psychology), 1976. B.A. (Philosophy), Yale University, 1965; M.A. (Developmental Psychology), Harvard University, 1967; Ph.D. (Developmental Psychology), Harvard University, 1971.

Foote, Thomas H.: Member of the Faculty (Education/Journalism), 1972. B.A. (Journalism), University of Tulsa, 1961; M.S.Ed. (Humanities), Oregon College of Education, 1967; Ph.D. (Education), Oregon State University, 1970.

Fox, Russell R.: Member of the Faculty (Urban Planning), 1972. B.A. (Mathematics), University of California at Santa Barbara, 1966; M. Urban Planning, University of Washington, 1971.

Freund, Henry L.: Member of the Faculty (Law), 1973. B.A. (English), Duke University, 1965; L.L.B. (Law), Washington University, 1968.

Gerstl, Theodore L.: Member of the Faculty (Applied Behavioral Science), 1971. B.A. (Psychology), California State University, Northridge, 1965; Ph.D. (Organizational Behavior), Case Western Reserve University, 1969.

Gribskov, Margaret H.: Member of the Faculty (Journalism and Education), 1973. Ph.D. (Education), University of Oregon, 1973.

Gulden, James: Member of the Faculty (Education), 1972. B.A. (Biology/Education), Central Washington State College, 1963; M.S. (Counseling Psychology), California State College, Los Angeles, 1967.

Hahn, Jeanne E.: Member of the Faculty (Political Science), 1972. B.A. (Political Science), University of Oregon, 1962; M.A. (Political Science), University of Chicago, 1964.

Harding, Philip R.: Member of the Faculty (Architecture), 1971. B. Architecture, University of Oregon, 1963; M. Architecture, University of California at Berkeley, 1970.

Hasenstab, Rainer G.: Member of the Faculty (Environmental Design), 1974. B. Architecture, University of California at Berkeley, 1965; M. Architecture, University of California at Berkeley, 1970.



Henderson, Peta M.: Member of the Faculty (Anthropology), 1974. B.A. (History), Swarthmore College, 1958; M.A. (Anthropology), McGill University, 1969; Ph.D. (Anthropology), University of Connecticut, 1976.

Hillaire, Mary Ellen: Member of the Faculty (Sociology and Social Work), 1972. B.A. (Sociology) Western Washington State College, 1956; M.S.W. (Social Work), University of British Columbia, 1957; M.Ed. (Education), Western Washington State College, 1967.

Hitchens, David L.: Member of the Faculty (History), 1970. B.A. (History), University of Wyoming, 1961; M.A. (History), University of Wyoming, 1962; Ph.D. (History), University of Georgia, 1968.

Ingersoll, Virginia: Member of the Faculty (Communications), 1975. B.A. (Journalism/Philosophy), Marquette University, 1964; Ph.D. (Communications and Organizational Psychology), University of Illinois, 1971.

Ingram, Winifred: Member of the Faculty (Psychology), 1972; B.A. (Sociology), University of Washington, 1937; M.A. (Sociology), University of Washington, 1938; Ph.D. (Clinical Psychology), Northwestern, 1951.

Jones, Richard M.: Member of the Faculty (Psychology), 1970. A.B. (Psychology), Stanford University, 1950; Ph.D. (Clinical Psychology), Harvard University, 1956.

Kuehn, Lowell: Member of the Faculty (Sociology), 1975. B.A. (Sociology), University of Redlands, 1967; M.A. (Sociology), University of Washington, 1969; Ph.D. (Sociology), University of Washington, 1973.

Larson, Eric H.: Member of the Faculty (Anthropology), 1971. B.A., San Jose State College, 1956; M.S., San Jose State College, 1957; Ph.D. (Anthropology), University of Oregon, 1966.

Lidman, Russell: Member of the Faculty (Economics), 1974. B.S. (Electrical Engineering), Cornell University, 1966; M.P.A. (Economic Development), Princeton University, 1968; M.A. (Economics), University of Wisconsin at Madison, 1970; Ph.D. (Economics), University of Wisconsin at Madison, 1972.

Marsh, Paul A.: Member of the Faculty (International Relations), 1971. B.A. (Political Science), Humboldt State University, 1963; M.A. (Asian Studies), University of Southern California, 1966.

Martinez, James: Member of the Faculty (Corrections), 1973.





McNeil, Earle W.: Member of the Faculty (Sociology), 1971. B.S. (Chemistry), Washington State University, 1964; M.A. (Sociology), Washington State University, 1965.

Mimms, Maxine L.: Member of the Faculty (Social Science), 1972. B.S. (Education), Virginia Union University, 1950; M.A. (Sociology), Wayne State University, 1953.

Nisbet, Charles T.: Member of the Faculty (Economics), 1971. B.A. (Economics), Kalamazoo College, 1958; M.B.A. (Business), Indiana University, 1959; Ph.D. (Economics), University of Oregon, 1967.

Olexa, Carol J.: Member of the Faculty (Sociology), 1971. B.A. (Sociology), San Francisco State College, 1967; M.A. (Sociology), University of Oregon, 1969.

Papworth, Mark L.: Member of the Faculty (Anthropology), 1972. B.S. Central Michigan College, 1953; M.A. (Anthropology), University of Michigan, 1958; Ph.D. (Anthropology), University of Michigan, 1967.

Patterson, Lynn D.: Member of the Faculty (Anthropology), 1971. Academic dean, 1973-76. B.A. (Anthropology), Ohio State University, 1966; M.A. (Anthropology), University of Washington, 1968.

Portnoff, Gregory: Member of the Faculty (Psychology), 1971. B.A. (Psychology), Brooklyn College, 1961; M.A. (General Experimental Psychology), Brooklyn College, 1964; Ph.D. (Social Psychology), City University of New York, 1976.

Rainey, Thomas B.: Member of the Faculty (History), 1972. A.B., University of Florida, 1962; M.A., University of Illinois, 1964; Ph.D. (History), University of Illinois, 1966.

Salcedo, Gilbert G.: Member of the Faculty (History), 1972. B.A. (U.S. History), San Jose State College, 1970; M.A. (Modern European History), San Jose State College, 1972.

Smith, LeRoi M.: Member of the Faculty (Psychology), 1971. B.A. (Psychology), Idaho State University, 1969.

Smith, Matthew E.: Member of the Faculty (Political Science), 1973. B.A. (Political Science), Reed College, 1966; M.A.T. (Social Sciences), Reed College, 1968.

Strasser, Susan: Member of the Faculty (American History), 1975. B.A. (History), Reed College, 1969; M.A. (U.S. History), SUNY-Stonybrook, 1971.



Taylor, Nancy: Member of the Faculty (History/Education), 1971. A.B. (History), Stanford University, 1963; M.A. (Education), Stanford University, 1964.

Thompson, Kirk: Member of the Faculty (Political Science), 1971. B.A.(History), Stanford University, 1956; M.A. (Political Science), Stanford University, 1958; Ph.D. (Political Science), University of California at Berkeley, 1965.

Wong, York: Member of the Faculty (Management and Computer Sciences), 1975. B.S. (Electrical Engineering), University of Arkansas, 1956; M.B.A. Columbia University, 1970.

Woodbury, Ronald G.: Member of the Faculty (History), 1972. B.A. (Economics), Amherst College, 1965; M.A. (Latin American History), Columbia University, 1969; Ph.D. (Latin American History), Columbia University, 1971.

#### **Natural Sciences and Mathematics**

Anderson, Lee R.: Member of the Faculty (Physical Science), 1971. B.S. (Physics), Stanford University, 1961; M.A. (Physics), University of Oregon, 1965; M.S. (General Science), Oregon State University, 1967; Ph.D. (Physical Science), Oregon State University, 1969.

Barnard, W. Robert: Member of the Faculty (Chemistry), 1970. B.S. (Education/Chemistry), Montana State College, 1961; M.S. (Applied Sciences), Montana State College, 1965; Ph.D. (Audio-Visual Communications), Ohio State University, 1969.

Beug, Michael W.: Member of the Faculty (Chemistry), 1972. B.S. (Chemistry), Harvey Mudd College, 1966; Ph.D. (Chemistry), University of Washington, 1971.

Brian, Richard B.: Member of the Faculty (Mathematics), 1970. B.S. (Physics), Grove City College, 1953; M.A. (Mathematics), University of Maryland, 1959; Ph.D. (Mathematics Education), University of Maryland, 1966.

Cellarius, Richard A.: Member of the Faculty (Biophysics and Plant Biology), 1972. B.A. (Physics), Reed College, 1958; Ph.D. (Life Sciences), Rockefeller University, 1965.

Dimitroff, George E.: Member of the Faculty (Mathematics), 1973. B.A. (Mathematics), Reed College, 1960; M.A. (Mathematics), University of Oregon, 1962; Ph.D. (Mathematics), University of Oregon, 1964.



Eickstaedt, Larry L.: Member of the Faculty (Biology), 1970. B.S. (Biology), Buena Vista College, 1961; M.S. (Zoology/Ecology), State University of Iowa, 1964; Ph.D. (Marine Biology/Ecological Physiology), Stanford University, 1969.

Estes, Betty R.: Member of the Faculty (History of Science), 1971. B.S. (Mathematics), University of Oklahoma, 1957; M.A. (Mathematics), University of Pennsylvania, 1960.

Filmer, Robert W.: Member of the Faculty (Applied Science and Technology), 1972. B.S. (Agriculture), Cornell University, 1956; B.S. (Structures, Power and Machinery), Cornell University, 1956; M.S. (Hydraulic Engineering), Colorado State University, 1964; Ph.D. (Fluid Mechanics), Colorado State University, 1966.

Guttman, Burton S.: Member of the Faculty (Biology), 1972. B.A., University of Minnesota, 1958; Ph.D. (Biology), University of Oregon, 1963.

Herman, Steven G.: Member of the Faculty (Biology), 1972. B.S. (Zoology), University of California at Davis, 1966; Ph.D. (Zoology), University of California at Davis, 1973.

Humphrey, Donald G.: Member of the Faculty (Biology), 1970. Academic Dean (Natural Sciences and Mathematics), 1970-73. B.S. (Physical Education), University of Iowa, 1949; M.S. (Physical Education), University of Washington, 1950; Ph.D. (Microbiology), Oregon State University, 1956.

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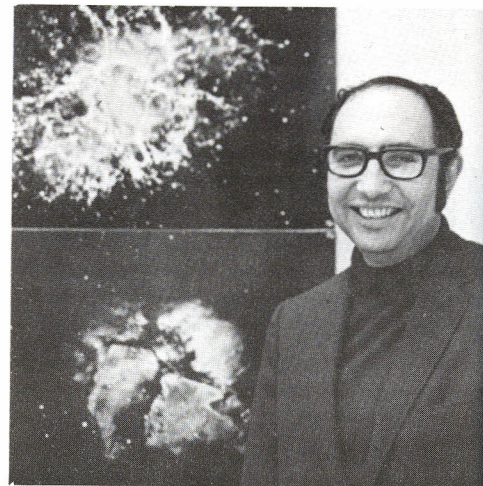
Parson, Willie L.: Academic Dean, 1974. Member of the Faculty (Biology), 1972. B.S. (Biology), Southern University, 1963; M.S. (Microbiology), Washington State University, 1968; Ph.D. (Bacteriology), Washington State University, 1973.

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Youtz, Byron L.: Member of the Faculty (Physics), 1970. Academic Dean, 1973-74. B.S. (Physics), California Institute of Technology, 1948; Ph.D. (Physics), University of California, Berkeley, 1953.





## Professional Staff

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Allen, Walker, Registrar  
Annis, Judy, Director of Information Services  
Atwood, Kathleen E., Director of Financial Aid  
Baird, Dale, Systems Analyst  
Blankenship, Charen, Personnel Representative  
Brown, Jovana, Dean of Library Services and Member of the Faculty (Library Science)  
Carnahan, David J., Associate Dean of Library Services  
Cates, Wyatt, Mini-Media Production Center Coordinator  
Clabaugh, Dean E., Administrative Vice President  
Cooper, Rita, Director of Personnel  
Cornish, Texas, Chief Engineer, Central Utility Plant  
Davies, Charles, Electronic Media Producer  
Doerksen, Arnold, Director of General Services  
Eldridge, Lester W., Assistant to the President  
Feeney, Suzanne, Director of Development  
Garner, Lynn, Coordinator of Campus Activities  
Grace, Rita, Administrative Assistant to the President  
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Hom, George, Coordinator of Counseling Services  
Hutchings, Joan, Computer Operations Supervisor  
Imanaka, David, Graphic Designer  
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Jacobson, Norm, Custodial Services Manager  
Johnson, James O., System Analyst  
Jones, Rindetta, Affirmative Action Officer  
Kennedy, William, Grounds Supervisor  
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Krones, Jan, Administrative Secretary to Vice President and Provost  
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Main, Faulene, Director of Cooperative Education  
Martin, Gail, Coordinator of Career Planning and Placement  
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McCann, Charles J., President and Member of the Faculty (English)  
McCarty, Doris, Bookstore Manager  
Moorehead, Mary, Coordinator of Academic Advising  
Motley, Frank, Head of Library Reference Services  
Munro, John, Systems Analyst  
Nickolaus, Donald, Systems Analyst  
Reid, Doris, Administrative Secretary to Administrative Vice President





Renshaw, Carl, Parking Foreman  
Richerson, George, Cataloging Librarian  
Richter, Stephen, Coordinator of Veterans' Affairs  
Robinson, Kris, Space Analyst  
Robinson, William, Budget Officer  
Russell, Gary, Security Officer  
Saari, Albin, Chief of Media Engineering  
Sather, Joan, Library Circulation Manager  
Seifert, Jan, Graphic Designer  
Smith, McDonald, Security Chief  
Smith, Susan, Coordinator of Library User Services  
Spence, Alan, Chief Accountant  
Steilberg, Peter, Director of Recreation and Campus Activities  
Stenberg, Larry R., Dean of Enrollment Services  
Stilson, Malcolm, Periodicals, Government Documents Librarian  
Strecker, Robert, Director of Facilities  
Tessendore, Rick, Recreation Center Supervisor  
Thomas, Ernest (Stone), Executive Director, Third World Coalition  
Thomas, Laura, Financial Aid Counselor  
Utsunomiya, Kaye, Film Consultant  
Vermillion, Gregory, Director of Admissions  
Walker, Phoebe, Library Acquisitions Manager  
Whiting, Dick, Food Services Manager (SAGA)  
Wilhelm, Ken, Electronic Media Producer  
Winkley, Kenneth, Business Manager



## Affirmative Action Policy

The college Board of Trustees has adopted a strong Equal Opportunity Policy. This policy requires that all individuals or groups administer their services, facilities, employment and advancement opportunities without regard to age, race, color, sex, religion, national origins, marital status or the presence of any sensory physical or mental handicap unless based upon a bona fide occupational qualification. The Board has committed the college to a program of Affirmative Action to ensure equal opportunity. The intent of the college's Affirmative Action Program is to assure open membership and participation in the academic community for all students and employees.

The college recently evaluated its equal opportunity profile, examining its staff and student body composition to identify areas where it may under-utilize and under-represent women and minorities. Evergreen regularly examines all its policies, procedures and practices to identify those which have, or could have discriminatory effect with regard to age, race, color, sex, religion, national origin, marital status or the presence of any sensory physical or mental handicap unless based upon a bona fide occupational qualifications.

The Affirmative Action officer is responsible for developing, implementing, and monitoring (including receipt of and action upon discrimination complaints) the affirmative action program. This office works with faculty, staff, students, and student groups to achieve equal opportunity. We have initiated an intensive effort to involve the entire Evergreen and vicinity community in the challenge to achieve equal opportunity.

Evergreen's basic policy statement on equal opportunity and affirmative action, as codified in the State of Washington Administrative Code, follows:

The Equal Opportunity Policy of The Evergreen State College requires that its faculty, administration, staff, students, and persons who develop programs at the college; and all contractors, individuals and organizations who do business with the college; comply with the letter and spirit of all federal, state, and local equal employment opportunity statutes and regulations.

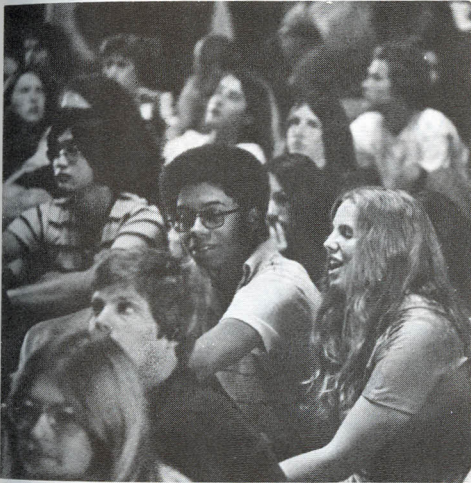
The college expressly prohibits discrimination against any person on the basis of race, sex, age, religion, national origin, marital status or the presence of any sensory physical or mental handicap unless based upon a bona fide occupational qualification. This policy requires recruiting, hiring, training, and promoting persons in all job categories without regard to race, sex, age, religion, national origin, marital status or the presence of any sensory physical or mental handicap unless based upon a bona fide occupational qualification. All decisions on employment and promotion must utilize only valid job-related requirements.



The college requires: that all personnel actions such as compensation, benefits, transfers, layoffs, return from layoff, college sponsored training, education, tuition assistance, social and recreation programs, and that all student recruiting and admissions, student services (such as financial aid, placement, counseling, housing, student activities, physical recreation), except for assignment in college housing facilities consistent with Chapter 145, Laws of 1975, first Extraordinary Session, and facilities usage, be administered without discrimination based on race, sex, age, religion, national origin, marital status or the presence of any sensory physical or mental handicap unless based upon a bona fide occupational qualification.

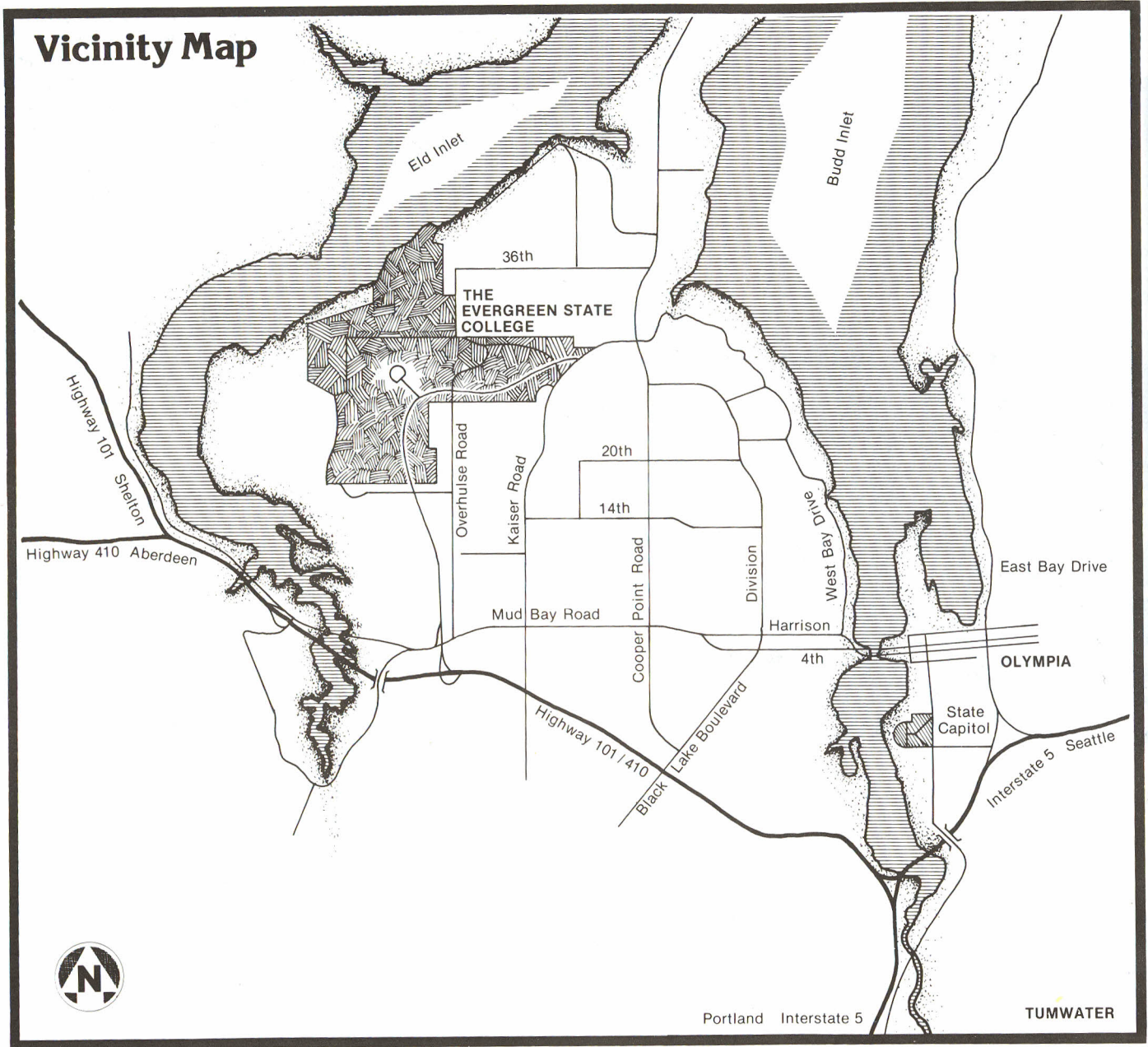
The Evergreen State College is committed to an affirmative action program — a goal-oriented program through which it makes specific additional efforts to recruit, hire, train, and promote non-whites and women; and to recruit, admit, and educate non-white and women students. The Affirmative Action program is designed to overcome and prevent the effects of systemic institutional discrimination and benign neutrality in employment and educational practices. The college will take affirmative action to solicit bids on goods and services contracts from non-white and women vendors and contractors.

The college's Affirmative Action Office has responsibility for preparing the college's Affirmative Action program, including procedures for reporting and monitoring.




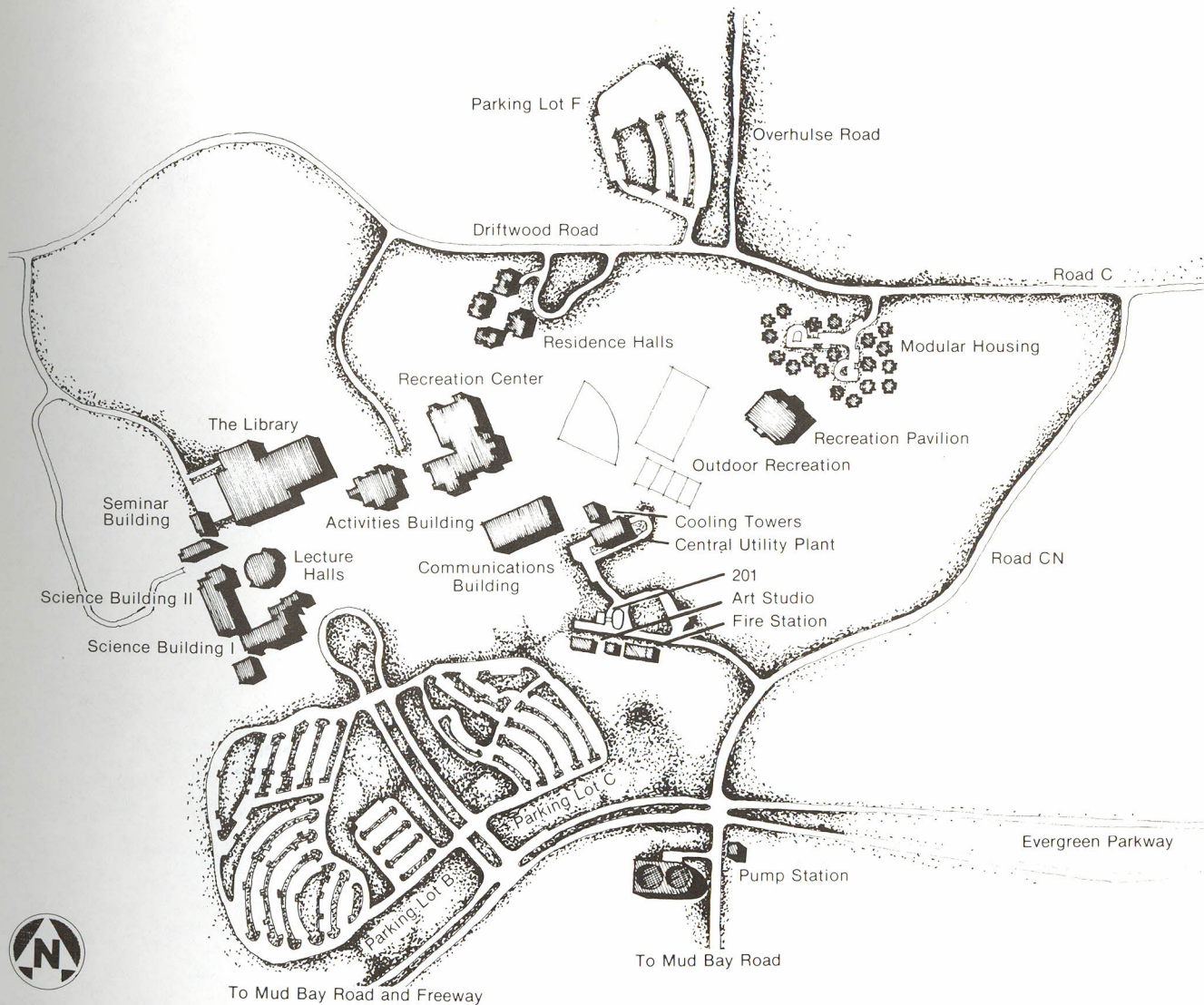


# Vicinity Map



# Campus Map

Marine laboratory 





Designed by Jan Seifert and Dave Imanaka

Photography by Ford Gilbreath, Woody Hirzel, Margaret Stratton, Stefan Schinzinger, Scott Miller, Debbie Lindley, Tracy Hamby, Kathleen Meighan, Jane Fisher, Al Walker, Ti Locke, Stewart Tilger, Rick Dowd

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