

Olympia Experimental College

integrated knowledge/integrated practice
 team-teaching
 student-choice
 narrative evaluations + academic statement



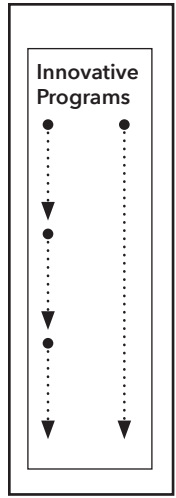
learn to learn

strategic alternatives to 16 credit programs

Mentor meetings with assigned first-year advisor: end of winter, middle of spring.
 stray thoughts:

- narrative evaluations are written, and brief, but it's up to the student to choose if they go into the transcript.
- student:faculty ratio = 20:1

find your path

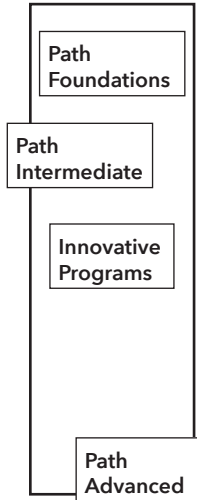


curriculum designed to offer a balance of full-year, broadly interdisciplinary programs, complemented by a variety of single-quarter, sophomore-only programs such that students can find multiple level-appropriate access points to path work while experiencing breadth through a program or their choices.

Student Path Advising

Newly Assigned Faculty Advisor (based on expressed interests): develop student "mission"/academic statement / path

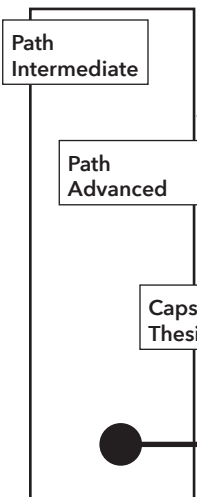
transparent curricular structures that offer advancement through a "narrative" of student success, based in levels of study (not class-level)



dig deep

Some students may switch to Evergreen [Prime] depending on their area of focus. The shift should be a meaningful decision... not an accident.

Path is both a faculty planning structure and a student-centered concept. "Follow a path in the curriculum or build your own!"
 Some students may advance more quickly through the faculty-designed path structures.



suck it up

Rainier College

who

... is a parallel, stable curriculum designed in part to serve and be accessible to the range of students in the region who are not currently well-served by (or attracted to) the "classic" model: certain career-oriented transfers, adults with some college, community college students with AAs, "classic" juniors & seniors, and students pursuing college completion while continuing with other aspects of their lives.

how

It is targeted to primarily offer courses and programs accessible at the junior and senior level, with a set of on-ramps to that level of work through PLE, online general education courses, etc. The emphasis will be on part-time options, low-residency and hybrid curriculum, perhaps with some intersections with "classic" curriculum. Curriculum is coordinated to be flexible with full and part-time options to allow for a variety of learning paces and needs.

what

Offerings and degree-tracks would be built around a distinctive set of fields and degrees that serve the identifiable needs of students in the region who otherwise might choose to study purely on-line or struggle to figure out ways to complete their degree. Certificates and micro-credentials mark a competency-based approach (some useful credentials even without the degree?) and prepare the way for entering/revitalizing careers and smooth transition to graduate programs.

VISION

Evergreen University

place-connected, place-committed

Stewardship

study the land, climate, agriculture...

Service

study psychology, social justice, law, health...

Making

study art, writing, media, communications...

Understanding

study history, mathematics, literature, science, geography, culture...

ON-RAMPS: P.L.E., Community Outreach, Internships in place, Micro-campuses

Liberal Admissions

Variable Pacing

Variable Residency Structures by Path/Degree

Each Path offers relevant certificates and micro-credentials through modular courses and within programs

ON RAMPS TO GRADUATE PROGRAMS

Evergreen Graduate & Professional School

New Graduate Programs offer graduate and professional advancement opportunities that align with many of the Paths from both "sides" of the University