

***If you were to design your dream program, what would it look like?***

Students were asked if they could design their dream program, what it would look like including the number of credits, faculty composition, days and time, and a description of the subject matter.

<i>Categories are not mutually exclusive</i>		First-time, First-year	
		%	N
<b>Instructional period</b>	Daytime only	81.5%	66
	Daytime and Evenings	4.9%	4
	Evenings Only	0.0%	0
	Evenings and Weekends	0.0%	0
	Weekends Only	13.6%	11
	<b>Subtotal</b>	<b>100.0%</b>	<b>81</b>
<b>Instructor</b>	One instructor	16.0%	13
	Team taught	84.0%	68
	<b>Subtotal</b>	<b>100.0%</b>	<b>81</b>
<b>Credit</b>	16 credits	11.1%	9
	12 credits	88.9%	72
	8 credits	0.0%	0
	<b>Subtotal</b>	<b>100.0%</b>	<b>81</b>

	Credits			Total
	8	12	16	
N	0	6	60	66
Daytime only	0%	7.4%	74.1%	81.5%
N	0	0	11	11
Daytime and Evenings	0%	0%	13.6%	13.6%
N	0	3	1	4
Evenings Only	0%	3.7%	1.2%	4.9%
N	0	0	0	0
Evenings and Weekends	0%	0%	0%	0%
N	0	0	0	0
Weekends Only	0%	0%	0%	0%

**First-time, First-year**

Credits	Faculty	Instructional period		Description of field(s) of study
16 credits	Team-taught	Daytime (weekdays)	2 quarters	*An idea I had: "The Fruits of Knowledge": World history, religion, and maybe philosophy, through the lens of agriculture. I would take that, but my actual dream program would be in microbiology and toxicology, maybe with writing, art, or theory-of-science stuff thrown in.
16 credits	Team-taught	Daytime (weekdays)	2 quarters	2D Visual Art Writing Philosophy Art History
16 credits	Team-taught	Daytime (weekdays)	1 quarter	A combination of sociology and political science. Weekly: 2-3 lectures, 2 seminars, maybe 1 group project session.
16 credits	Team-taught	Daytime (weekdays)	3 quarters	A comprehensive introduction to the history of Western and select non-Western philosophies, from antiquity to the present. Reading, discussing, and writing about a broad selection of major philosophical texts that trace the development of philosophy as a practice over time. Would include pertinent readings that place major philosophical works in their historical, economic, and cultural contexts. Some thinkers included might be Confucius, Aristotle, Aquinas, Plato, Kant, Hegel, Machiavelli, Marx, Nietzsche, and Arendt. Reading/writing based work would be supplemented by "field work" where students and faculty go out and engage with the ways these ideas might be applied or have repercussions in everyday life (e.g. a human rights conference and Kant, a labor union's activities and Marx, a farm and Arendt's ideas about labor, etc.) This program would be intended to provide a comprehensive groundwork for students who are interested in pursuing philosophy and related fields of study/work.
16 credits	Team-taught	Daytime (weekdays)	2 quarters	A medley of visual media studies with related literature and seminars.

16 credits	Team-taught	Daytime (weekdays)	2 quarters	A program about using programming and computing in scientific research would be swell. That is somewhat similar to my current program, Computing Practice and Theory, but I would like to explore more fields than just statistics. (Physics, Chemistry, et cetera.)
16 credits	Team-taught	Daytime (weekdays)	2 quarters	A program that combines food science lab work, sustainable agriculture, and food policy. We would watch current documentaries and analyze them along with current books (like Michael Pollan).
16 credits	Team-taught	Daytime & Evenings (weekdays)	3 quarters	A study of art, mind, body and spirit through the lens of personal discipline, with a focus on working to perfect a craft.
12 credits	One instructor	Daytime (weekdays)	3 quarters	A survey on, reading of, and seminars discussing Thomas Ligotti's "The Conspiracy Against the Human Race" and all literary references contained therein. No tests; no meaningless written work; no vanity art projects. The point is to read, reflect, and have something worthwhile to say to one's peers in the classroom.
16 credits	Team-taught	Daytime (weekdays)	3 quarters	A year long course detailing archaeological practices and methods, with emphasis on experimental or art historical methods. There would also be an option of a quarter long independent project in the final quarter that would further allow exploration into the field of archaeology of the student's choice.
16 credits	Team-taught	Daytime (weekdays)	2 quarters	All outdoor natural science course. Tracking, identification, ecology, and education. Naturalist class: hands on outdoor work involving survival skills, plant identification, tracking, ecology, animal anatomy, etc. This would be 75% outdoors and 25% indoors and reading.
16 credits	Team-taught	Daytime & Evenings (weekdays)	3 quarters	An art program that concentrates on fundamentals of art, art history, and techniques for improved work with a focus on how to teach these techniques to others in a classroom setting.
16 credits	Team-taught	Daytime (weekdays)	3 quarters	An ideal program would have components of climatology, geology, and ecology and include undergraduate research and field work.

16 credits	Team-taught	Daytime & Evenings (weekdays)	3 quarters	Culturally specific counseling to include religion, social norms and symbols so as to better equip students interested in working with multiple cultures with some competency.
16 credits	Team-taught	Daytime (weekdays)	1 quarter	Designing and building homes for rural areas. See "Rural Studio"
16 credits	One instructor	Daytime (weekdays)	1 quarter	Effective business leadership, advanced business management.
16 credits	Team-taught	Daytime (weekdays)	2 quarters	Enough so I don't get bored
16 credits	One instructor	Daytime (weekdays)	2 quarters	Field Botany Work
16 credits	Team-taught	Daytime (weekdays)	2 quarters	Film, with an emphasis on how to use all the media in the CCAM.
16 credits	Team-taught	Daytime & Evenings (weekdays)	3 quarters	First quarter I would like to do some intense research on Art vs Craft. The similarities and differences between the two and have projects in relation to printmaking/metalwork and painting/drawing. Intense reading of Freedberg and Benjamin about Art. The end product would be a showcase of artwork at the end of each quarter.
16 credits	Team-taught	Daytime (weekdays)	2 quarters	Focus on creative writing, classic literature, folklore, Greek/Roman mythology, Norse mythology, or mythology in general.
16 credits	One instructor	Daytime (weekdays)	2 quarters	going out and working with underprivileged children. While also learning how to help them and techniques on talking to them.
16 credits	Team-taught	Daytime (weekdays)	1 quarter	Good balance of field work, lectures, workshops and seminars.
16 credits	Team-taught	Daytime (weekdays)	2 quarters	I would like a class based on performance, where we have to work individually and in groups to create some kind of performance, musically, theatrically. It would combine psychology as well, learning about how subconscious makes it's way into creation.
12 credits	Team-taught	Daytime (weekdays)	2 quarters	I would like to see a program that meets more often - I feel like a lot of the programs are much heavier on the out-of-class work, I would like to spend more time in the classroom. I would like to see mostly reading, with a few papers per quarter.

16 credits	Team-taught	Daytime (weekdays)	3 quarters	I would love a program that focused on a culture that incorporated history, art history, language, music and maybe a study abroad.
16 credits	One instructor	Daytime (weekdays)	2 quarters	I would prefer a Forensic science program, or a criminal justice class
16 credits	Team-taught	Daytime (weekdays)	3 quarters	In depth exploration of mythological themes and their psychological undertones, focusing on the work of Michael Meade.
16 credits	Team-taught	Daytime (weekdays)	3 quarters	In-depth study of physics from a mathematical point of view. Including topics such as thermodynamics, optics, quantum mechanics, etc.
16 credits	Team-taught	Daytime & Evenings (weekdays)	2 quarters	Interdisciplinary studies of health sciences and medicinal botany. The work would include lectures, internships, and introductory research papers that focus on a specific health science that is chosen by each student. The medicinal botany section would include field work and medicinal experimentation with plants.
16 credits	One instructor	Daytime (weekdays)	2 quarters	It would be about analyzing the relationship between the power of corporations and the power of governments. Half would look at economics and history, the other half would look at the societal/everyday effects of the actions committed by our two different leaders. I think it would be interesting to look at these societal aspects over time and see how we've lead ourselves into the mess we're in today.
16 credits	Team-taught	Daytime & Evenings (weekdays)	3 quarters	It would be an intensive course in ecology, biology, and chemistry.
16 credits	Team-taught	Daytime (weekdays)	3 quarters	It would be focused on political theory and economic theory
12 credits	Team-taught	Daytime (weekdays)	1 quarter	It would combine chemistry(with lab!) and psychology to look at how chemicals interact in the brain. There could also be some statistics, because that is very important when studying research done.
16 credits	Team-taught	Daytime (weekdays)	1 quarter	It would delve into animal behavior and human relationships with animals-both positive, negative, power dynamics, mutualistic, parasitic, etc.

16 credits	Team-taught	Daytime (weekdays)	3 quarters	It would incorporate all the prerequisites to Graduate Studies in Psychology.
16 credits	One instructor	Daytime (weekdays)	2 quarters	Just right time to content ratio to thoroughly cover all aspects; lots of hands on work, at least one field trip per quarter
16 credits	Team-taught	Daytime & Evenings (weekdays)	3 quarters	mixing nonprofit and natural science, preferably marine biology/oceanography
16 credits	One instructor	Daytime (weekdays)	2 quarters	modern politics, weird economics (freakanomics), radio lab type projects, movies, music all come together to learn about socioeconomics and how the impact politics/race/gender and vie versa.
16 credits	Team-taught	Daytime (weekdays)	3 quarters	Most of the work would be towards actual performances and any costume or prop creation to support the performers. We'd read books like 'Free Play' that talks about the creative processes, and explore what other performers have done throughout history.
16 credits	Team-taught	Daytime (weekdays)	3 quarters	Mostly in-class work with related readings and medium workload out of class.
16 credits	Team-taught	Daytime (weekdays)	1 quarter	Neurochemistry and philosophy related to meditation and psychedelics
16 credits	Team-taught	Evenings (weekdays)	2 quarters	Painting and having community art shows. We would paint nudes, abstract, each other, etc. We would study different techniques, famous artists and rising artists.
16 credits	Team-taught	Daytime & Evenings (weekdays)	2 quarters	Passionate artist-students (including any type of art - visual, music, written, etc.) who want to spend equal times working on their own projects, in critique of each other's work, and in seminar discussing what it means to be an artist in general, what it means to be an artist today, how to create strong artist communities, etc.
12 credits	Team-taught	Daytime (weekdays)	1 quarter	Program: American Diplomacy at Work; foreign policy, international studies, government, political sciences and 4 credits of French; the program would focus on good diplomacy for the 21st century and how to work effectively in other countries through cooperation, understanding, etc.
16 credits	Team-taught	Daytime (weekdays)	1 quarter	Psychology, botany, writing and literature. I don't know how to really put it all together, but professors can do that.

16 credits	Team-taught	Daytime (weekdays)	1 quarter	Science, medicine, field work, botany
16 credits	Team-taught	Daytime (weekdays)	2 quarters	Some theory, a lot of hands on work, groups discussions and collaboration, learning from other students
12 credits	Team-taught	Evenings (weekdays)	1 quarter	Some writing but not intensive, no more than a couple pages a week. Reading assignments. Regular research followed by presentations to the class. Lectures. Hands-on learning. One big research project worked on individually with check-in points throughout the quarter.
16 credits	Team-taught	Daytime (weekdays)	3 quarters	Something that would involve political work and study (either conceptually, or more hands-on) and beginning work with Graphic Design, Photography, and Film. One can dream, right? Honestly, anything with a focus on learning Graphic Design, Web Design, Photography and the like that is a full time three quarter academic program would really be wonderful.
16 credits	Team-taught	Daytime & Evenings (weekdays)	2 quarters	Study of social justice through modern mediums.
16 credits	Team-taught	Daytime (weekdays)	3 quarters	Studying and discussing psychology, sexuality, culture, food, and fabulousness--an eclectic mix of wonderful and useful things
12 credits	Team-taught	Evenings (weekdays)	1 quarter	Sustainable ag/local food systems/food policy. VERY hands-on agricultural instruction (though I haven't taken it, I'm thinking PSA would be my ideal program..).
16 credits	One instructor	Daytime (weekdays)	2 quarters	Synthesis of biology and other branches of science; modern physics, sociology, systems analysis.
16 credits	Team-taught	Daytime & Evenings (weekdays)	3 quarters	The focus would be reading and writing primarily in the first two sessions. The entirety of the third session would focus on the formulation of a final project. This being said that the creation of the final project would occupy the final 10 weeks.
16 credits	Team-taught	Daytime (weekdays)	2 quarters	The program work would include photography, art history, and possibly cultural and gender studies. Each student would choose a topic of their choice to create a body of work around, while informing the work with the formal content of the program.

12 credits	One instructor	Daytime (weekdays)	2 quarters	The program would be taught similarly to the SOS programs, meeting the teacher once a week, and meeting with a small group twice a week. Each group would have a list of books to read, seminar on, and papers to write. And each individual would get to chose a book or two, at the instructor's discretion, that they would read and do a project or write a paper connecting all of the books together.
16 credits	Team-taught	Daytime & Evenings (weekdays)	3 quarters	The program would have the students half the time or more be directly involved with social work within the Olympia community while the other part would be seminar reflection and lecture
16 credits	Team-taught	Daytime (weekdays)	3 quarters	The program would provide an in depth look at the biology, ecology, and cultivation of mushrooms; the application of mushroom cultivation in sustainable agriculture; and a study of how fungi interact with ecosystems from a whole system view. It would be a mix of hands on activity and research. I think I large component of any class should be the freedom to let your passions take you to whatever studies it does. I think students should have the opportunity to design some of their work, if not all.
16 credits	Team-taught	Daytime (weekdays)	2 quarters	The program would teach social entrepreneurship through theory and practice. In the first quarter, the student will look through history at examples of social entrepreneurs and their endeavors, along with creating a plan for a potential social entrepreneurship project. The second quarter would be for the student to begin to do the project, the coursework would be lighter, and the student would compare the progression of her project with the projects she read about in the previous quarter



16 credits	Team-taught	Daytime (weekdays)	3 quarters	The Science of Flavor One Culinary instructor and One Biologist Fall: How flavor evolved and the primary flavors, with single ingredient "food labs" Winter: How smell effects flavor, focus on the changes from fresh food to cooked. Spring: Herbs, Spices and complimentary flavors, full recipe food labs.
16 credits	Team-taught	Daytime (weekdays)	2 quarters	There would be a lot of reading, but all necessary works. My dream program would be a much more packed expansion of the current 8-credit Forbidden Knowledge course. We would read classics like Stevenson's Dr. Jekyll and Mr. Hyde, Shelley's Frankenstein, Goethe's Faust, and the works of H.P. Lovecraft.
16 credits	Team-taught	Daytime (weekdays)	2 quarters	Think Small: microbiology and lab studies in the way of everything small (proteins to protists). This class would also study the history of microbiology and how the discovery of different itty-bitty things changed science and society (e.g. germs, viruses, discovery of DNA)
16 credits	Team-taught	Daytime (weekdays)	1 quarter	This program would be a combination of creative writing and art, where we would read a piece, make art to describe what we got from that piece, then write about it, and at one point write our own illustrated story or book that we would bind ourselves. There would be story writing, and poems, and we would do all sorts of art, with plenty of time to explore and find our mediums.
16 credits	One instructor	Daytime (weekdays)	3 quarters	Three quarter electronic media class, for constructing and designing websites. There aren't very many film/computer classes for underclass men here. There aren't many in general. Don't slap a seminar on it, either. Computers classes don't need seminars. That's weird.
16 credits	Team-taught	Daytime (weekdays)	3 quarters	Upper division Chemistry+ upper division Biology+ lower division physics
16 credits	Team-taught	Daytime (weekdays)	2 quarters	Very heavy, exhaustive, while offering loads of student support and clarity in assignments.

12 credits	Team-taught	Daytime (weekdays)	2 quarters	We would talk about the connections between sociology and economics, specifically social change and the role of macro and micro economics pressures within them. There would also be an art component that makes us think about the role of art as a documentary element of a single moment in society, but also as a reflection of societal ideas and a perpetuator of change.
16 credits	One instructor	Daytime (weekdays)	1 quarter	Weekly seminar on interesting books that address relevant and/or current political and societal issues. Each student would compile and execute a project that addresses an issue in society, or benefits a specific group of people. For example, the homeless, or orphans, etc.
16 credits	Team-taught	Daytime (weekdays)	2 quarters	With faculty focusing in Political Economy and Linguistics, respectively, surveying the impact of language on public opinion, governmental policy, and political action.
16 credits	Team-taught	Daytime (weekdays)	3 quarters	Working on field biology in various different habitats and environments.
16 credits	Team-taught	Daytime (weekdays)	3 quarters	Working together as a team, building knowledge off each other through class activities and seminar. We would read about material, write about what we thought, and come together to discuss it and how to improve/how it is incorporated into what we want to learn and study. Then test our knowledge through experiments, field trips, and bringing our ideas to the community, so it is just and real.
16 credits	Team-taught	Daytime (weekdays)	1 quarter	Zoology with a focus on animal behavior in both terrestrial and marine environments. Plenty of hands-on work and at least one field trip.
16 credits	Team-taught	Daytime (weekdays)	2 quarters	[no detail provided]
16 credits	One instructor	Daytime (weekdays)	1 quarter	[no detail provided]
16 credits	Team-taught	Daytime (weekdays)	1 quarter	[no detail provided]
16 credits	Team-taught	Daytime (weekdays)	2 quarters	[no detail provided]
16 credits	Team-taught	Daytime (weekdays)	2 quarters	[no detail provided]

16 credits	Team-taught	Daytime (weekdays)	2 quarters	[no detail provided]
16 credits	Team-taught	Daytime (weekdays)	2 quarters	[no detail provided]
16 credits	Team-taught	Daytime (weekdays)	2 quarters	[no detail provided]
12 credits	Team-taught	Evenings (weekdays)	3 quarters	[no detail provided]