

***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.

		Olympia Campus	
Categories are not mutually exclusive		%	N
<b>Instructional period</b>	Daytime only	68.5%	163
	Daytime and	14.3%	34
	Evenings Only	8.4%	20
	Evenings and	6.3%	15
	Weekends	2.5%	6
	<b>Subtotal</b>	<b>100%</b>	<b>238</b>
<b>Instructor</b>	One instructor	27.0%	64
	Team taught	73.0%	173
	<b>Subtotal</b>	<b>100%</b>	<b>237</b>
<b>Credit</b>	16 credits	78.8%	190
	12 credits	15.8%	38
	8 credits	5.4%	13
	<b>Subtotal</b>	<b>100%</b>	<b>241</b>

***Mutually Exclusive distribution of dream programs by schedule and credits***

		Credits			
		8	12	16	Total
N		0	20	143	163
Daytime only		0.0%	12.3%	87.7%	100%
N		4	7	9	20
Daytime and Evenings		20.0%	35.0%	45	100%
N		2	2	2	6
Evenings Only		33.3%	33.3%	33.3%	100%
N		4	4	7	15
Evenings and Weekends		26.7%	26.7%	46.7%	100%
N		0	5	29	34
Weekends Only		0.0%	14.7%	85.3%	100%

**Olympia Campus**

Credits	Faculty	Instructional period		Description of field(s) of study
16 credits	Team-taught	Evening & Weekends	3 quarters	[text & seminar readings, hands-on projects] all year; 1st Quarter: Research paper, 2nd Quarter: Research paper & presentation (to class?), 3rd Quarter: some sort of large project that culminates in an exhibition open to other students/community members to view/interact with. [What if the last week of spring was a campus-wide exhibition? Of large projects!!??? So cool!]
16 credits	Team-taught	Daytime (weekdays)	3 quarters	2 quarters of intensive cultural and historical studies followed by spring quarter individual projects small, tight-knit class.
16 credits	Team-taught	Daytime (weekdays)	2 quarters	2D Visual Art Writing Philosophy Art History
12 credits	Team-taught	Daytime & Evenings (weekdays)	2 quarters	A class that incorporates aspects of art, science and communication. Something that feels a little different from the general docket of classes always listed in the catalog. Something with a travel or field trip option that is attainable for low income students.
12 credits	Team-taught	Daytime & Evenings (weekdays)	1 quarter	A class where it talks about minorities & the law & how it benefits & works against us
12 credits	One instructor	Evenings (weekdays)	1 quarter	A combination of "Art of Poetry" and "Exploration of Poetry"
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	Evenings (weekdays)	3 quarters	A math and physics program with a dual emphasis of working in an engineering capacity (civil, mechanical, etc.) and teaching higher level math.
16 credits	Team-taught	Daytime (weekdays)	2 quarters	A media production program. Would be for students who have either gone through mediaworks/non-fiction media or have advanced media skills. Theory would still carry over, but the primary focus would be on collaborative and independent projects. Production would outweigh studying theory.

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16 credits	Team-taught	Daytime (weekdays)	3 quarters	A mix of artist management classes (basic business skills, grant writing/fund raising, intellectual law, and marketing). Then Second Quarter would be reading great performance arts pieces (Libretto, Scripts, Scores, Essays). Finally culminating on a very intense performance art piece that focuses on the students yet integrates all performances smoothly.
12 credits	Team-taught	Daytime (weekdays)	2 quarters	A mix of research and writing, centered around public health and social justice.
16 credits	Team-taught	Daytime & Evenings (weekdays)	2 quarters	A mixture of advanced scientific illustration combined with overviews of several sciences, art workshops, not so heavy on the reading assignments, only 2 days a week on campus, a lot of individual work.
16 credits	Team-taught	Daytime (weekdays)	3 quarters	A mixture of science material with food/nutrition/ and a PE sort of day that is part of the program to demonstrate the connection of education and healthy living.
16 credits	Team-taught	Daytime (weekdays)	1 quarter	A mixture of subjects involved with a specific topic.
16 credits	Team-taught	Daytime (weekdays)	3 quarters	A mock psychology, a clinic that has the environment of a mock BHR - where students and teachers can develop the skills needed for counseling today. This center would be run by the students.
16 credits	Team-taught	Daytime (weekdays)	3 quarters	A multi-dimensional subject that can be taught with history books, cultural productions (narrative books, film, etc.), some group work, in depth seminars, one larger research project
16 credits	One instructor	Daytime (weekdays)	3 quarters	A one year internship in clinical psychology

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16 credits	Team-taught	Daytime (weekdays)	3 quarters	A primitives skill/ modern homestead program. Bob Woods would teach foraging and metal working. Daryll or Don would teach wood working using only hand tools. Corinne Boyer who is an Evergreen graduate and currently teaches out of her home in Shelton would teach herbalism, with wildcrafting and hands-on medicine making being key elements of her teaching. Someone would teach hide tanning. It would essentially teach you how to make all of your own things. There would be a wild food emphasis and plant identification as more focal points than agriculture, because the farming class already teaches about agriculture.
16 credits	Team-taught	Daytime (weekdays)	2 quarters	A study in language, philosophy, culture, poetics and other creative works.
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 prefect a craft.
12 credits	Team-taught	Daytime (weekdays)	3 quarters	A study on the outcomes of comprehensive, age adaptive sexology curricula from early childhood to middle adolescent development (primary and secondary school) including peer to peer education methods.
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.
12 credits	One instructor	Daytime (weekdays)	1 quarter	A survival skills course that entails shamanic journeying with the energies of the forest.
16 credits	Team-taught	Daytime (weekdays)	3 quarters	A Team taught multi regional examination of Empires. I've taken the one quarter American empire class and the Two-term general Eastern European history and geography course but There are limited offerings in that field for Asia, and the southern hemisphere.

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16 credits	Team-taught	Daytime (weekdays)	2 quarters	A temperate rainforest ecology program that looked at the rainforests here in the Pacific Northwest during the first quarter, and then travelled to Chilean Patagonia to observe temperate rainforests in that region. The two regions are latitudinally similar, but Chilean forests are much different.
12 credits	Team-taught	Evening & Weekends	3 quarters	African American & Black American cultural studies. The politics of people of colour identity. Readings, films personal narratives. Creative expression. Short reflective essays. Creative writing. Intentional community building with cohort and in our respective communities. Cross-cultural & -community building.
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	One instructor	Daytime (weekdays)	2 quarters	An education program that involved tons of over night field trips and day trips to local school districts.
16 credits	Team-taught	Daytime (weekdays)	3 quarters	An extremely rigorous science program intended to prepare students for graduate programs in archaeology, including theory, practice, laboratory work, and optional summer field school. Fall quarter would be introduction to theory and practice, as well as human paleontology as it pertains to early hominid evolution up through the beginning of the genus Homo, to the end of the Paleolithic. Winter would push students deeper in theory and teach them basic lab practice. Also, world archaeology up to the end of the Neolithic would be covered. Spring quarter would continue to develop lab techniques, and include field trips to active archaeology sites for hands-on training. World archaeology from Neolithic to the end of the Classical period would be covered. Students needing to take field school would get help finding and getting into a program.
16 credits	Team-taught	Daytime (weekdays)	3 quarters	An immersion of film, film theory, natural history/sciences with reflective and critical thinking in the form of written work.

Credits	Faculty	Instructional period		Description of field(s) of study
16 credits	One instructor	Daytime & Evenings (weekdays)	3 quarters	An internship on herbal medicinals that incorporates a lot of field work and hands on processing and preparation with the option to substitute the field journal with photographs.
16 credits	One instructor	Daytime (weekdays)	2 quarters	An investigation into architectural theory and how space is perceived through the senses involving the building of models and other scaled construction projects. Very academic, with weekly seminars and writing assignments. Students engaged in all levels of class work.
16 credits	One instructor	Daytime (weekdays)	1 quarter	An overview of information technology. - Unix/Linux Systems Programming -Network Security -Microsoft Windows Server Administration -CCNA/Cisco certification
16 credits	One instructor	Daytime (weekdays)	3 quarters	Analysis of classic literature. Lots of essays and creative writing, lots of on-on-one time with the instructor.
16 credits	One instructor	Daytime (weekdays)	3 quarters	Animal studies with the ecological factors that affect them. More zoological studies.
16 credits	Team-taught	Daytime (weekdays)	3 quarters	Any continuation of the Richard Weiss, Sherri Shulman, Neal Nelson teaching triumvirate. My dream course would be any extension of Upper Division Computer Science. Currently Computer Science is pretty much limited to 3 years of class, and having more options would be wonderful.
12 credits	One instructor	Daytime (weekdays)	3 quarters	Anything involving: sound design, coding, game design
16 credits	Team-taught	Daytime (weekdays)	2 quarters	Anything to do with gender studies, as the college is seriously lacking programs in this field.
16 credits	One instructor	Daytime (weekdays)	1 quarter	Archaeology
16 credits	Team-taught	Daytime & Evenings (weekdays)	2 quarters	Archaeology and history, as well as an art component (Fall quarter I replicated a ceramic Minoan pot for Ancient Words and Works).
16 credits	One instructor	Daytime (weekdays)	3 quarters	Archaeology studies, field work/trips to excavation sites, possible study abroad component, readings of ancient texts/myths, analysis/dating of artifacts

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12 credits	Team-taught	Daytime (weekdays)	1 quarter	Around 5 or 6 texts, bi-weekly writing assignments and one culminating project that involved student collaboration
16 credits	Team-taught	Daytime (weekdays)	3 quarters	As much physics as possible.
8 credits	Team-taught	Evenings (weekdays)	3 quarters	Audio recording, music, and technology. And having full access to all facilities and instruments like the COM building, which we got shafted on and the instruments (like timpanis) that are hidden off in storage.
16 credits	Team-taught	Daytime & Evenings (weekdays)	3 quarters	Basically exactly what Ben Kamen is already doing with Intro to Electronic music, but paired up with Terry to teach a version of Hybrid Music, or Advanced Electronic Music, which uses the same program all year long so that students can actually get a solid understanding of it and really succeed with the program. It would be 3 days a week, starting at 11am-1pm, or just afternoons 1pm-5pm. If it were a night class, it would be tuesday-thursday 5:30-8:30 with a short break in the middle. It should have more time in the MML, so that students can work with the program while it is being taught, and work out any problems we have during class when we are with a teacher. The program used should have the ability to create music as well as perform, so that we can end the year with a short performance piece.
16 credits	Team-taught	Daytime (weekdays)	3 quarters	Biochemistry, cell biology, organic and inorganic chemistry, cellular functions
16 credits	Team-taught	Daytime (weekdays)	3 quarters	Biochemistry, Microbiology and research (basically M2O with more field trips)
16 credits	One instructor	Weekends (Saturday, Sunday)	3 quarters	Business
12 credits	One instructor	Evenings (weekdays)	1 quarter	Chemistry in biological systems. Chemistry without the depth of organic chemistry, just as it relates to respiration and such of living organisms to understand biology better, or maybe chemistry behind ecological processes...
8 credits	One instructor	Weekends (Saturday, Sunday)	1 quarter	Classic literature.

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16 credits	Team-taught	Daytime (weekdays)	2 quarters	Collaborate with other students, as a team to work something out and present the work. Also have a component to pursue a personal interest. Faculty who helps pushing for high standards.
16 credits	Team-taught	Daytime (weekdays)	3 quarters	Computer science and social justice / social change. Ethics related to computer science. ANYTHING connecting CS to the liberal arts. CS students can currently join CSF then move on to SOS then Computability and then do a contract without having to broaden their horizons at all, and that means that these students aren't really getting the evergreen experience.
16 credits	Team-taught	Daytime (weekdays)	2 quarters	Computer science theory, mathematics of systems and chaos theory, and neuroscience or consciousness studies.
16 credits	Team-taught	Daytime & Evenings (weekdays)	3 quarters	Creating a narrative film.
16 credits	Team-taught	Daytime (weekdays)	3 quarters	Creative writing, poetics, aesthetics, philosophy
16 credits	Team-taught	Daytime (weekdays)	2 quarters	Creatively balancing business and expressive arts
16 credits	Team-taught	Daytime (weekdays)	2 quarters	Currently, I would be interested in a program that focused on the Watsonian voice (in the context of Sherlock Holmes), examining the voice as an archetype, and the ways in which different retellings of Sherlock Holmes stories play with that voice. It would include components of literature analysis, sociology, psychology, and writing. Students would read Sherlock Holmes stories with a wide range of narrators, analyze the effect of the narrating voice, and write both critical and creative work engaging with the archetype of a Watsonian narrator.
16 credits	One instructor	Daytime (weekdays)	1 quarter	Deep textual study of the reading component. Well organized seminars, partly faculty run and partly student led. Short essays throughout the quarter and a final research essay 8 to 10 pages.



Credits	Faculty	Instructional period		Description of field(s) of study
16 credits	Team-taught	Daytime (weekdays)	3 quarters	Documentary film production with an emphasis on political economy, film history and the politics of representation. Major individual projects to be completed by the end of the year and minor collaborative works throughout the year.
16 credits	Team-taught	Daytime (weekdays)	2 quarters	Engaging in philosophical texts to help define who we are in this moment. Get students writing at a level that helps define this. Engage students in all varieties of visual and performance art to assist in understanding our need to define who we are and why we need individual and collective identities.
16 credits	Team-taught	Daytime (weekdays)	2 quarters	Enough so I don't get bored
16 credits	Team-taught	Daytime (weekdays)	3 quarters	Epidemiological (statistical) study regarding social determinants of health, health policy, and advocacy strategy planning.
16 credits	One instructor	Evening & Weekends	1 quarter	Equal load of in class work, book work, and out of class experiences.
16 credits	One instructor	Daytime (weekdays)	1 quarter	Everyone would do an independent project of their choice but we would meet often as a class to discuss things and learn about the common theme (such as field, genre, topic, major) that binds our projects together.
16 credits	Team-taught	Daytime (weekdays)	2 quarters	Evolutionary ecology, based at marine environments and species.
12 credits	Team-taught	Evening & Weekends	3 quarters	Examination of civilization and its relationship to trauma, disconnection from nature and human development. (i.e., the work of Paul Shepard)
16 credits	Team-taught	Daytime (weekdays)	3 quarters	Explore the issues of public education in the United States through studying issues of race, class, and gender with rich program texts, field observations, and student teaching. Create challenging group projects for student groups and implement them. Get involved to give back to the community through community service projects with children in public schools that directly effect their community and the social injustice found within the community.

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16 credits	Team-taught	Evenings (weekdays)	2 quarters	Film making program that focuses on FICTION. This would include screenwriting, directing, and editing.
16 credits	Team-taught	Evening & Weekends	3 quarters	First and foremost community is the most important part of a program being significant or not. If we aren't comfortable and accepted as part of the program community there is a loss if interest almost as early as week two. The program would be guided by a team of faculty but flexible in its nature-- allowing students to be part of the creation if study. This also holds interest and creates genuine passion. I'm not sure about the exact area of study, it wouldn't matter as long as Evergreen's foundations of consciousness studies and sustainability were woven throughout.
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.
8 credits	Team-taught	Evening & Weekends	3 quarters	Foundations of Computer Science. There are seriously limited, if any, opportunities for Evening/Weekend students to take ANY computer science classes at all, and no programs offered evening/weekends. You need to offer some of these programs evening/weekends for those that can't attend 9-5 Mon-Fri.
16 credits	Team-taught	Daytime (weekdays)	1 quarter	Good balance of field work, lectures, workshops and seminars.
12 credits	Team-taught	Daytime (weekdays)	1 quarter	Hands-on community based work centered around gardening with youth
16 credits	Team-taught	Daytime (weekdays)	2 quarters	Holistic Health - including herbal medicine, food issues, and environmental issues
16 credits	Team-taught	Daytime (weekdays)	3 quarters	holistic, in-depth, well planned

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16 credits	Team-taught	Daytime (weekdays)	1 quarter	Honestly, I wish there was higher emphasis on writing programs that examine rhetoric, and more specifically, satire. I would very much enjoy learning more about writing satire, whilst learning about creative writing in general. We could perhaps examine satirical texts (Mark Twain, Jonathan Swift, etc.) and practice writing our own on a regular basis. There could be a piece of work (a few chapters of a text, an extensive essay) that the students could write as a final project.
16 credits	One instructor	Daytime (weekdays)	2 quarters	I believe that program work should be comprehensive, but it should have a directional component with the program that captures the essence of what the student is striving for.
16 credits	.	Daytime (weekdays)	2 quarters	I love the reading aspect of Evergreen, so I would keep that.
16 credits	One instructor	Daytime (weekdays)	3 quarters	I prefer programs that deal with real world issues, instead of theoretical projects. What is the point in wasting time theorizing about something when you can take that same knowledge and time and apply it to something real in our world. Like spending a year learning everything there is to know about raising various animals (which is far more involved than just one quarter). Understanding and developing practical doctrine takes an enormous amount of research and time to understand.
16 credits	Team-taught	Daytime & Evenings (weekdays)	1 quarter	I was dissapointed with the selection of photography courses this year, there wasn't much choice and some required a signature to get into. I would offer different photgraphy classes to be available to different schedules (weekdays, weekend, or evenings). This class would be available each quarter to new students, and it would also touch on using photo editing programs as well as printing. The focus would be on digital photography.

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16 credits	Team-taught	Daytime (weekdays)	3 quarters	I would design a course that would be immersed in Chemistry of systems. I would love to see a program that would teach chemistry, and the math that goes with it to someone like me who did not have a background in math or chemistry. I also would have ecology be part of it. The class would do restoration work at reservations in our area, and do analytical chemistry in the field. We would be helping in addition to learning hands on ecology study and chemistry.
16 credits	Team-taught	Daytime & Evenings (weekdays)	2 quarters	I would design a dream program about keystone predators in the NW with a special emphasis on wolf biology. Coursework would include: anatomy and physiology of major keystone predators such as: wolves, black bears, grizzlies and cougars, how predators will. Enhance the ecosystem, environmental politics, major environmental policies, social conflict, and debunking myths about predators.
16 credits	Team-taught	Daytime (weekdays)	3 quarters	I would enjoy programs that build on themselves throughout the year with an overarching goal in mind for completion of the program.
16 credits	Team-taught	Evenings (weekdays)	3 quarters	I would like a French language and Culture program that is year long, taught by more than one faculty member, that would include not only language, but other elements such as cooking, art, history, music, and politics within France. Would be a great learning opportunity for me, as well as to expand off the one qtr of French I have taken last year.
8 credits	Team-taught	Weekends (Saturday, Sunday)	3 quarters	I would like a program that focused on history and mythology; possibly integrating some of the works of Joseph Campbell.
16 credits	One instructor	Daytime (weekdays)	3 quarters	I would like to see 16 credit composition, audio recording and sound design for film program.

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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 like to see a program that takes the field of forensics into account and works together the field work as well as the lab work involved in the area of study.
16 credits	Team-taught	Daytime (weekdays)	3 quarters	I would look like a 3 quarter long Fungal Kingdom Program. More time to finish research projects and more in depth information specifically on Ascomycetes and Basidiomycota.
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	Team-taught	Daytime (weekdays)	2 quarters	I would love to design a program revolving around the changing role of Women in the Global South (Central/South America, Asia/India, and Africa and the Middle East) in the 21st Century. We'd examine questions of identity formation and the West and women as agents of change in their communities and countries. In the 2nd quarter perhaps we'd visit a site in one of these countries and see what kind of work women were doing there to change/better their communities.
16 credits	One instructor	Daytime (weekdays)	2 quarters	I would prefer a Forensic science program, or a criminal justice class
12 credits	Team-taught	Daytime (weekdays)	2 quarters	I would want a program to include the lab, field and application of what is actually being taught in the course.
16 credits	Team-taught	Daytime (weekdays)	3 quarters	I would want to continue explore new mediums. Perhaps an extensive glass course. About how glass is incorporated in many arts, architectures, and objects in our every day life.

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16 credits	One instructor	Daytime (weekdays)	1 quarter	I would've taken more history had there been more pure history and/or history through literature. A program encompassing library science, archives, and research would be great (but I was able to get into these things with ILCs)
16 credits	Team-taught	Daytime & Evenings (weekdays)	3 quarters	i'd like a program designed with 8 credits of group work to be integrated/supplemented by a 4 credit art class, like ceramics or fine metals, and a 4 credit language class. the 8 credits would be light enough to allow for the demands of the other two classes- which isn't the case if you take 3 separate part-time classes. i'd be interested to study the ways in which we can support other cultures in their art practices, through philanthropy, collaboration, and import/export practices. i'm also interested in studying the history of adornment (jewelry, etc), and its contemporary use and value, through a similar international lens.

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16 credits	Team-taught	Daytime & Evenings (weekdays)	2 quarters	I'd love a two-quarter program with one crowning interdisciplinary final project in addition to smaller projects and assignments. Ideally, it would mix research and writing with visual or performance art. Science or math would somehow be involved. In other words, I want a program that is truly, indisputably interdisciplinary. Perhaps I've just been unlucky, but few of my programs at Evergreen have really committed to this approach. I took "Drawing from the Sea" this year, and that program came the closest to the type of interdisciplinary experience I had hoped to encounter at Evergreen. Not surprisingly, I did some of my very best undergraduate work with this program. So, "Drawing from the Sea" mixed marine science with visual art. I wish more programs at Evergreen would use this as a model for the blending of disciplines. I would love to see art, fashion, writing, and performance meet calculus, physics, biology, and chemistry. Classical studies could be taught alongside modern performing arts or writing. Ancient beliefs about science could be juxtaposed with modern advances. Art and art history could be taught with the science of art conservation, even. Evergreen seems like an ideal place to engage in some really exciting interdisciplinary learning, but it often seems to fall short of its own potential.
16 credits	One instructor	Daytime (weekdays)	3 quarters	Ideally a class with 6 to 12 students. We look at simulated version of a small community, what possible problems might exist and how to solve them using only resources within the community. Students will seminar regularly, discuss what would or wouldn't work, what unintended consequences might arise. In the second quarter we would move to solving problems using the same methods in a simulation of the United States. In the 3rd quarter students move from simulated governments to putting problem solving to taking action within the community, raising awareness and motivating the community to implement change. Students would have the option to continue this work and receive credit in

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16 credits	Team-taught	Daytime & Evenings (weekdays)	2 quarters	I'm not the ideal person to ask this question, but it would be good to have an in-depth program that tries to address and mitigate/improve the energy usage and recycling practices here on campus.
16 credits	Team-taught	Daytime & Evenings (weekdays)	3 quarters	In-depth, more time for exploring materials and projects
16 credits	One instructor	Daytime & Evenings (weekdays)	2 quarters	Individual instruction as needed and independent work as desired by student. Not held back from interests and skills. Provide support when needed in order to ensure success for the student. This would also give the school a better reputation.
16 credits	One instructor	Evenings (weekdays)	3 quarters	Individual Study
12 credits	Team-taught	Weekends (Saturday, Sunday)	3 quarters	Integration of theory and practice involving art, sustainability studies, consciousness studies, plant healing, music and business. It would be self-taught with collaboration with other students and encouragement, support and advice from the team of instructors.
16 credits	Team-taught	Daytime (weekdays)	3 quarters	intensive studio work and independent research focusing on 3-dimensional design and sculpture
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	Team-taught	Daytime & Evenings (weekdays)	3 quarters	International studies on ecology dealing with bryophytes, lichens, fungi with a collaboration from another student for an applied ecological anthropology perspective.
16 credits	Team-taught	Daytime (weekdays)	3 quarters	It doesn't matter what is in the program. The only thing that matters is if the faculty and students are on par with each other and can all work together in seamless ways.
16 credits	Team-taught	Daytime (weekdays)	3 quarters	It is the Spanish Speaking World and I'm in it right now.



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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)	1 quarter	It would be dope.
8 credits	.	Evening & Weekends	1 quarter	It would be helpful to have more options that fulfill graduate school requirements. For example, biology, microbiology, chemistry, algebra, etc. It is very difficult to know which programs will fulfill my needs when a.) the credit breakdown is announced on the first day of class b.) there are two few choices that incorporate the sciences, especially health related sciences.
16 credits	One instructor	Daytime (weekdays)	3 quarters	It would entail seminar and lecture, the program itself would focus on learning how to help communities through social action using government agencies.
12 credits	One instructor	Daytime (weekdays)	3 quarters	It would focus on audio production, recording, music theory, music technology among other things.
16 credits	Team-taught	Daytime (weekdays)	3 quarters	It would involve marine science as well as other environmental sciences with lots of field work and research projects.
16 credits	Team-taught	Daytime (weekdays)	1 quarter	Journalism because Evergreen basically has none.
16 credits	Team-taught	Daytime (weekdays)	3 quarters	Laboratory based; covering research in infectious diseases, pathology, mechanisms of action and current studies/work that's being done on these topics in the world to further connect studies to theses things in the real world.
16 credits	Team-taught	Daytime (weekdays)	3 quarters	Large Systems relating to trade, economics, development, land management & natural resources, law, etc
8 credits	Team-taught	Evenings (weekdays)	3 quarters	Leadership; how I can apply what I learn in my current employment as an office manager. For me it is all about application!!

Credits	Faculty	Instructional period		Description of field(s) of study
16 credits	Team-taught	Daytime (weekdays)	2 quarters	Looking at important areas of women's history, esp.. in U.S. Q1: suffragette movement through present day; Q2: Women's health rights; Both quarters: exploration of society - defined "gender roles" -> why is there still an underrepresentation of women in history studies?
16 credits	Team-taught	Daytime (weekdays)	1 quarter	Marketing tasks crucial to the field.
16 credits	One instructor	Daytime (weekdays)	3 quarters	Mathematical foundation for statistics, business, economics, and finance.
12 credits	Team-taught	Daytime (weekdays)	3 quarters	Mathematics would be the major component of the program , however we would also learn a programming language such as C++, Haskell, or Python. This would allow students to continue on the mathematics track but give them the much needed computer skills that are so desired in the workforce today.
16 credits	Team-taught	Daytime & Evenings (weekdays)	3 quarters	microbiology with lab that focused on various commnly used techniques in the bio-medical field, reading primary research papers, and involves both bacteria and virus study. epidemiology
16 credits	Team-taught	Daytime & Evenings (weekdays)	3 quarters	mixing nonprofit and natural science, preferably maine 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 poltics/race/gender and vie versa.
16 credits	One instructor	Daytime (weekdays)	1 quarter	Mostly lab work with occasional seminars on books read on own time, culminating in a quarter-long research project.
16 credits	One instructor	Evening & Weekends	3 quarters	Much like the program Japan Today, I would want to take a language portion in addition to the class. I'd like to study current/modern Japanese Culture, and have third quarter be study abroad. I wish it was more directive, more informative than philosophical, as thats what most of the Japanese classes I've taken here tend to be.
16 credits	One instructor	Daytime (weekdays)	2 quarters	Multisystems theory-style look at/study of issues surrounding a given area of interest

Credits	Faculty	Instructional period		Description of field(s) of study
16 credits	Team-taught	Daytime (weekdays)	2 quarters	Museum Studies, Archeology, History
16 credits	Team-taught	Daytime (weekdays)	2 quarters	Music, math, and herbal medicine.
16 credits	One instructor	Daytime (weekdays)	2 quarters	My dream program would be an intensive museum studies and art history course. The first quarter would be focused on art history and theory, with frequent trips to museums in the area (Seattle and Portland included). The field trips would be organized well in advance to ensure the least expensive route is taken (ridesharing, group ticket discounts, etc). Students would have to complete several analytical papers and possibly some more creative work (though it is not really a visual arts class). In the second quarter students conduct an intensive field study of a museum (such as what was done for the Museum or Mausoleum course) and will have to present their findings in an artist lecture-type presentation.
16 credits	Team-taught	Daytime & Evenings (weekdays)	3 quarters	my dream program would consist of mostly community work and projects that over time would continue a relationship with the evergreen state college.
16 credits	Team-taught	Daytime (weekdays)	3 quarters	My dream program would focus on the complex and evolving field of cognitive science, supplying faculty a multifaceted levels of inquiry, and providing a diverse curriculum ranging from theory to practice and opportunities for field work and independent research. The program work would combine laboratory science, seminar, and creative projects integrating philosophy, social justice, and behavioral studies with hard science.
16 credits	Team-taught	Evening & Weekends	1 quarter	My dream program would have a focus on sustainable architecture, and would include alternative energy planning, grey water biofilters, and rainwater harvesting.

Credits	Faculty	Instructional period		Description of field(s) of study
16 credits	Team-taught	Daytime (weekdays)	3 quarters	My dream program would of course be interdisciplinary. We would focus on queer ecology and agriculture as our core. This would include the historical role queer people/bodies have played in resistance to enclosed commons. We would get our hands dirty in the fields taking on a permaculture-based project in the tradition of pre-industrial agriculture/primitive accumulation. There would also be an educational component allowing us to share our work or work alongside fellow learners from local high schools.
16 credits	Team-taught	Daytime (weekdays)	3 quarters	My ideal program would contain major level sciences - general biology, general chemistry II, biochemistry, organic chemistry I, and human biology, all with a human health focus, along with medical sociology to round it out.
16 credits	One instructor	Daytime (weekdays)	2 quarters	Native American Cultural Studies and Law
16 credits	Team-taught	Daytime (weekdays)	2 quarters	Native Americans and entertainment. It would be a look at the positive and negative impact entertainment has on Native culture in the past as well as today.
16 credits	One instructor	Daytime (weekdays)	1 quarter	Networking and Desktop Support focus instead of programming which is all that Evergreen offers now.
16 credits	Team-taught	Daytime (weekdays)	2 quarters	Neuroscience and/or community development
16 credits	One instructor	Daytime (weekdays)	2 quarters	One quarter of learning the basics of the topic then a 2nd quarter of working a learning community to farther explore the topic with a independent project focus.
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.
8 credits	.	.	3 quarters	Part technical skill building, part design, part praxis
16 credits	One instructor	Daytime (weekdays)	3 quarters	Perhaps a biology class with an emphasis on genetics with parts focusing on the field, other parts on the lab work, and other parts on the analytical and computational.

Credits	Faculty	Instructional period		Description of field(s) of study
16 credits	Team-taught	Daytime (weekdays)	2 quarters	Personal Project based
16 credits	Team-taught	Evening & Weekends	1 quarter	Phenology: including astronomy, oceanography, meteorology
16 credits	One instructor	Daytime & Evenings (weekdays)	2 quarters	Planetary process and dynamics through multifaceted intermediate to advanced natural science studies. Field based experiential learning, utilizing the resources of the campus, training and proficiency opportunities to increase resource access, upper division research opportunity, outreach.
16 credits	One instructor	Daytime (weekdays)	3 quarters	Plant Taxonomy, 3 argumentative integrative essays, ways to identify plant disease, and sustainable harvest, with a special interest in eatables, indigenous uses of plants, and wilderness survival
16 credits	One instructor	Daytime (weekdays)	1 quarter	Please look at my previous and current ILC. These contract works are/were my dream program AND I enjoyed it every single quarter. Thank you for giving me this great opportunity to learn on my own for three years.
12 credits	Team-taught	Evenings (weekdays)	1 quarter	Political Science, Project Management!!
16 credits	Team-taught	Daytime (weekdays)	3 quarters	Prerequisites for medical school all lined up.
16 credits	One instructor	Daytime (weekdays)	3 quarters	Psychology Grad school prep but with maybe one day a week that drew in a interdisciplinary view...fine art, literature, music, global and national events- in the lens of our main program work
16 credits	Team-taught	Daytime (weekdays)	3 quarters	Queer, feminist, gender studies with focus on global, historical and contemporary issues and intersectionality. Also, focus on trans issues, art as political and healing, queerness in terms of resisting capitalism, environmental destruction.

Credits	Faculty	Instructional period		Description of field(s) of study
16 credits	Team-taught	Daytime (weekdays)	2 quarters	Reading books, book responses; journaling/some form of creative expression integrating and synthesizing new information; dynamic/in-depth seminars sharing journal responses if comfortable -> some sort of deeper learning going on; synthesis papers/something the individual is passionate about; working toward a common goal for the class: website, short essays/articles, etc.
16 credits	One instructor	Daytime (weekdays)	2 quarters	Reading literature, working on writing projects, exploring writing theory, working through poetry and prose, doing writing exercises, doing seminar, etc.
8 credits	Team-taught	.	3 quarters	Reading that is given to individual by instructor; understanding information in relationship to today; education at Evergreen is not how many questions you get right, but learning, understanding, and sharing, which makes us an individual that thinks for ourselves; my going to Evergreen has been better than all good years in old system.
8 credits	Team-taught	Evenings (weekdays)	1 quarter	Reading, writing, drawing, seminars, lectures, journal work, research, mentorship
16 credits	Team-taught	Daytime & Evenings (weekdays)	3 quarters	Really anything that engages my mind, I am pretty open to just learning in general for that is how I approach my academic life.
16 credits	Team-taught	Daytime (weekdays)	2 quarters	Related to literature and culture, with both analytical and creative components
16 credits	Team-taught	Daytime (weekdays)	2 quarters	Science (biology, zoology, food science, computer science, and/or math) combined with art (printmaking, 2-d animation, and/or drawing), with a project component (field studies, study abroad, independent or group research project, etc). I would like there to be a food program that has more of a culinary technique component.
12 credits	Team-taught	Daytime (weekdays)	3 quarters	Science course that involves extensive hands on learning, projects, and undergraduate research. Less theory and more practice. Upper division.
12 credits	One instructor	Daytime (weekdays)	3 quarters	Self taught culinary arts

Credits	Faculty	Instructional period		Description of field(s) of study
16 credits	Team-taught	Daytime (weekdays)	1 quarter	Seminars that are effectively moderated. Student direct projects with support from faculty and classmates.
16 credits	Team-taught	Evenings (weekdays)	2 quarters	Since I'm going into the MiT program with an emphasis on social studies and special education, I would design a program that encompasses both these topic areas, as well as some teaching specific language, reading, writing, communication, and art skills.
16 credits	Team-taught	Daytime (weekdays)	3 quarters	Social Justice, Study Abroad, Nonprofit study/coordination
16 credits	Team-taught	Daytime (weekdays)	2 quarters	Social Psychology program determining if meditation and consciousness raising helps students who are depressed and/or suicidal to cope better both personally and socially, while providing a supportive community.
16 credits	Team-taught	Daytime & Evenings (weekdays)	2 quarters	Social science, anthropology, yoga (advanced), internship opportunities
12 credits	Team-taught	Daytime (weekdays)	3 quarters	Social Services degree with mental health, chemical dependency and non-profit, leadership integrated into classes.
12 credits	One instructor	Evenings (weekdays)	3 quarters	Social Services/Sciences History, Current Theory and Practice and an Internship in the field.
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 requires Spanish
16 credits	Team-taught	Daytime (weekdays)	2 quarters	Sports psychology, mindfulness, and practice

Credits	Faculty	Instructional period		Description of field(s) of study
16 credits	Team-taught	Evenings (weekdays)	3 quarters	Students study Haitian culture, politics, geography and language in fall quarter under tutelage of faculty with experience in Latin America, Africa, or the Caribbean and at least one faculty or aide with a knowledge of Haiti. Winter through Spring quarter students leave for Haiti, staying for three to eight weeks. Students can travel to Haiti and volunteer with a local NGO and visit the Haitian State University. The Haitian State University should form a consortium with the Evergreen State College so that students can volunteer there and immerse in the Haitian community, the way that students help communities in Nicaragua and Argentina. After volunteering, traveling and studying in Haiti, students could return and present what they've learned to the Evergreen and Olympia community in Spring quarter.
16 credits	Team-taught	Daytime (weekdays)	1 quarter	Students would contribute to the learning of the group, with leaders encouraging less spoken students to give ideas. The group would be fully engaged in learning, from discussions of text to smaller group projects.
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
16 credits	Team-taught	Daytime (weekdays)	3 quarters	Studying the natural history of the Northwest or somewhere in Central America: studying all aspects of the ecology-plants, birds, geology, marine biology, biochemistry and entomology
16 credits	One instructor	Daytime (weekdays)	2 quarters	Survey of literature from a certain time period and the history of the time period to see how they influenced each other.
12 credits	Team-taught	Daytime & Evenings (weekdays)	2 quarters	Sustainability studies during week with hands-on or field work during evenings or weekends
12 credits	Team-taught	Daytime (weekdays)	2 quarters	Sustained building and crafting, focusing on being able to build houses that can pass regulation be space/energy/resource efficient, a large building project
8 credits	Team-taught	.	1 quarter	Teaching Social justice in outdoor education



Credits	Faculty	Instructional period		Description of field(s) of study
16 credits	Team-taught	Daytime (weekdays)	2 quarters	Team-led seminars; in-field research (field trips/real-world experience); group projects, community-based projects (maybe nonprofit/not-for-profit entrepreneurial startup scenarios) (segway into REAL LIFE)
12 credits	Team-taught	Daytime (weekdays)	2 quarters	Textbooks Novels Seminars (you'd be surprised how often seminars get lost in the science world, wish they happened more.)
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.
12 credits	Team-taught	Daytime & Evenings (weekdays)	2 quarters	The ideal program would have high expectations of students while allowing space for students to make the material applicable to their lives and interests. (Aside from what I wrote above Evergreen needs a serious advanced Spanish course offering. Language faculty need to expect more of students.)
12 credits	One instructor	Daytime (weekdays)	3 quarters	The mastering of a defined medium, research and reading on the history, artists using this medium visiting active artists and studios and producing a body of work to exhibit upon completion.
16 credits	Team-taught	Evenings (weekdays)	3 quarters	The program would an interdisciplinary investigation the physical functions of environmental desegregation from anthropomorphic sources, and ways to counter this. It would combine the use of geology, biology, and chemistry to break down specific components of environmental science. I would make it a evening class because I am a night person.
16 credits	One instructor	Daytime & Evenings (weekdays)	2 quarters	The program would be on fictional world building. I could work on a individual writing project, specifically a screenplay , then shoot a short film during the next semester.

Credits	Faculty	Instructional period		Description of field(s) of study
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 (weekdays)	2 quarters	The program would consist of African history, language study and environmental study with field work in an African country (similar to a program that was offered in Argentina).
16 credits	Team-taught	Daytime (weekdays)	3 quarters	The program would focus on gender, sexuality, and queer studies in depth by looking at films, television, pulp fiction novels, academic texts, plays, etc.
16 credits	Team-taught	Daytime (weekdays)	3 quarters	The program would have one faculty (with a science background that is comfortable working across disciplines), but two or three teaching assistants. Emphasis would be placed on the construction of a rigorous model of a problem and the conception of multiple whimsical solutions to that problem. Course work would include: -regular assignments to cultivate scientific literacy (primary literature review, etc.) with a focus on first principles. -projects that allow students to explore personal interests in the context of the program. -designing research that is inexpensive. -communicating science to a broader audience.
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

Credits	Faculty	Instructional period		Description of field(s) of study
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	One instructor	Daytime (weekdays)	3 quarters	The senior only program would be a focus for students interested in starting their own business. Students would learn about financial, market and operations planning specifically for their own business, but among other students with different businesses. Lots of guest instructors. A good example of this type of program is Enterprise for Equity.
16 credits	Team-taught	Daytime (weekdays)	2 quarters	There would be programming labs and interesting readings that included work/information about racial minorities.
16 credits	Team-taught	Daytime (weekdays)	1 quarter	This dream program would integrate educational teaching philosophies with Paulo Freire's "Pedagogy of the Oppressed" as a main text of reference with a language component of the student's choice (4 credits) and different ESL teaching methodologies (or literacy in general).
16 credits	Team-taught	Daytime (weekdays)	3 quarters	This program would focus on building up a groundwork of basic knowledge for students in a particular subject (politics, philosophy, etc) and then allow the student to pursue a lengthy research project on a subject that is imbedded in the branching subject (Native American rights, Kantian ethics, etc).
16 credits	One instructor	Daytime (weekdays)	3 quarters	This program would focus on Russian or French language and culture. Another dream program for me would be a daytime drawing and painting class or electronic music production. An introductory level graphic design program would be great too.

Credits	Faculty	Instructional period		Description of field(s) of study
16 credits	Team-taught	Daytime (weekdays)	3 quarters	Thoughtful exploration of the content would be done as well as in-depth evaluations by both parties.
16 credits	Team-taught	Daytime (weekdays)	2 quarters	Topic of my choice research paper, some artistic aspect (poster, presentations), group work assignments, various readings.
16 credits	Team-taught	Daytime (weekdays)	3 quarters	Upper division Chemistry+ upper division Biology+ lower division physics
16 credits	One instructor	Daytime (weekdays)	3 quarters	Upper division science where I actually learn something, not just a bunch of busy work
16 credits	Team-taught	Daytime (weekdays)	2 quarters	Very heavy, exhaustive, while offering loads of student support and clarity in assignments.
16 credits	Team-taught	Weekends (Saturday, Sunday)	3 quarters	We do a variety of work skills and learn from all
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	Team-taught	Daytime (weekdays)	2 quarters	Weekly writing assignments, strong peer critique groups, driven seminars
12 credits	Team-taught	Daytime (weekdays)	2 quarters	Work would include reading multiple choice texts and papers.
16 credits	One instructor	Evening & Weekends	3 quarters	Writing 3 or 4 short stories (or other creative pieces) and getting small periodic critical reading assignments based on readings of our own choice.
16 credits	Team-taught	Daytime (weekdays)	3 quarters	zoology based, animal science, conservation; also a trip abroad which includes a research project
16 credits	Team-taught	Daytime (weekdays)	2 quarters	[no detail provided]
16 credits	Team-taught	Evenings (weekdays)	1 quarter	[no detail provided]
16 credits	One instructor	Daytime (weekdays)	2 quarters	[no detail provided]

Credits	Faculty	Instructional period		Description of field(s) of study
8 credits	One instructor	Evening & Weekends	3 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)	3 quarters	[no detail provided]
12 credits	Team-taught	Evenings (weekdays)	3 quarters	[no detail provided]
16 credits	One instructor	Daytime (weekdays)	2 quarters	[no detail provided]
16 credits	One instructor	Daytime (weekdays)	1 quarter	[no detail provided]
16 credits	One instructor	Daytime (weekdays)	1 quarter	[no detail provided]
16 credits	Team-taught	Daytime (weekdays)	3 quarters	[no detail provided]
16 credits	One instructor	Daytime (weekdays)	1 quarter	[no detail provided]
12 credits	One instructor	Weekends (Saturday, Sunday)	3 quarters	[no detail provided]
16 credits	Team-taught	Daytime & Evenings (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)	3 quarters	[no detail provided]
16 credits	Team-taught	Daytime (weekdays)	3 quarters	[no detail provided]
16 credits	One instructor	Daytime (weekdays)	3 quarters	[no detail provided]
12 credits	Team-taught	Daytime & Evenings (weekdays)	3 quarters	[no detail provided]
8 credits	One instructor	Evening & Weekends	2 quarters	[no detail provided]
16 credits	Team-taught	Daytime (weekdays)	2 quarters	[no detail provided]
16 credits	Team-taught	Daytime & Evenings (weekdays)	3 quarters	[no detail provided]
8 credits	Team-taught	Evenings (weekdays)	2 quarters	[no detail provided]

Credits	Faculty	Instructional period		Description of field(s) of study
16 credits	Team-taught	Daytime (weekdays)	2 quarters	[no detail provided]
16 credits	Team-taught	Daytime (weekdays)	3 quarters	[no detail provided]
16 credits	Team-taught	Daytime (weekdays)	3 quarters	[no detail provided]
12 credits	.	Evening & Weekends	1 quarter	[no detail provided]
12 credits	Team-taught	Evenings (weekdays)	2 quarters	[no detail provided]
12 credits	Team-taught	Evening & Weekends	2 quarters	[no detail provided]