

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. The largest percent of Olympia Campus respondents wanted Daytime Only (68.8%), Team-taught (73.6%), 16 credit (70.8%), 3 quarter programs (48.5%).

		Olympia Campus	
Categories are not mutually exclusive		%	N
Instructional period	Daytime Only	68.8%	139
	Daytime and Evenings	9.9%	20
	Evenings Only	1.5%	3
	Evenings and Weekends	6.9%	14
	Weekends Only	12.9%	26
	Subtotal	100%	202
Instructor	One instructor	26.4%	53
	Team taught	73.6%	148
	Subtotal	100.0%	201
Credit	16 credits	70.8%	143
	12 credits	23.3%	47
	8 credits	5.9%	12
	Subtotal	100.0%	202
Length	1 quarter	17.3%	35
	2 quarters	34.2%	69
	3 quarters	48.5%	98
	Subtotal	100.0%	202

Mutually Exclusive distribution of dream programs by schedule and credits

		Credits		
		8	12	16
		Total		
N		6	23	110
Daytime Only		4.3%	16.5%	79.1%
N		4	8	8
Daytime and Evenings		20.0%	40.0%	40.0%
N		1	0	2
Evenings Only		33.3%	0.0%	66.7%
N		1	8	5
Evenings and Weekends		7.1%	57.1%	35.7%
N		0	8	18
Weekends Only		0.0%	30.8%	69.2%

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Credits	Faculty	Instructional period		Description of field(s) of study
16 credits	One instructor	Daytime & Evenings	2 quarters	Ecology based, dedicated to field work, conducting sampling around marine productivity, as well as combining botany of marine/fresh water plants etc.
16 credits	One instructor	Daytime & Evenings	2 quarters	Writing works of investigative journalistic
16 credits	Team-taught	Daytime & Evenings	2 quarters	Beginner audio recording and editing, arranging/composing music to be recorded, media studies of pop culture (music, podcast, radio shows) and other recorded pieces. Learn the ins and outs of recording process and find out what makes a track or show audibly interesting, then producing your own content.
16 credits	Team-taught	Daytime & Evenings	2 quarters	I would like an Introductory course to teaching 1 and 2. I know we have an MIT program for teaching, but for someone like me who wants to get into teaching, we need to know the fundamentals to prepare us for the MIT program. All of the other programs you offer at this school are all great, and one of the best literary colleges I've been to, but I would like a concentration in the field to prepare me for my career and, my mind for the world of Teaching.
16 credits	Team-taught	Daytime & Evenings	2 quarters	Interdisciplinary Mythology Physics, drawing the parallels between different modes of knowing.
16 credits	Team-taught	Daytime & Evenings	2 quarters	Microbiology, biochem, anatomy and physiology, nutrition.
16 credits	Team-taught	Daytime & Evenings	2 quarters	Studio time, still life and figure drawing/ painting/ sculpting/ whatever you'd like, reading about art history and contemporary art focusing on the issues that the artists are addressing, with a mix of outwardly active art, in the vein of environmental or social justice or political art, and more inward art exploring the mind and close personal relationships, emotions, thought patterns etc. Seminar to discuss all these things. Intensive journal writing and reflection.
16 credits	One instructor	Daytime & Evenings	3 quarters	I like the dynamic of multiple instructors if the have a great work energy. I've found that somethings get a bit confusing when two or three instructors are teaching at the same time.
16 credits	One instructor	Daytime & Evenings	3 quarters	In-depth study of the works of Thomas Browne, Robert Burton, and Samuel Johnson, focusing on aesthetics, philosophy, and linguistics.
16 credits	One instructor	Daytime & Evenings	3 quarters	Something synthesizing in-depth study of one very specific craft or skill with information from disparate sources. It must have very clearly laid out step-by-step structure toward a goal, no wandering unless it's on purpose.
16 credits	Team-taught	Daytime & Evenings	3 quarters	A self studied research project with a faculty supervisor
16 credits	Team-taught	Daytime & Evenings	3 quarters	Animation-based
16 credits	Team-taught	Daytime & Evenings	3 quarters	Lots of Photography!

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Credits	Faculty	Instructional period	Description of field(s) of study
16 credits	Team-taught	Daytime & Evenings 3 quarters	Mind-Body Medicine. Learning how emotions affect our biology. Learning neuroscience/ biology that relate to current modern foundations of medicine, but also looking at different more indigenous or perhaps eastern practices of holistic approaches to health. Hands on experience and practice would be of emphasis. Each student would work on an individual (or small group) project or research project.
16 credits	Team-taught	Daytime & Evenings 3 quarters	No homework or tests, assignments are all done in-class and the teachings are hands-on. Only one textbook that is optional because of how expensive textbooks are. Homework only adds extra stress to a student's life, not every student is fresh out of high school. Doing all of the work in-class is better for a student's mental health since they don't have to worry about deadlines on top of their job, family or other external affairs and teachers have a more controlled environment- they encourage students to study outside of class but not make it required. There is only one final project every quarter.
16 credits	Team-taught	Daytime & Evenings 3 quarters	Study and fieldwork combined.
16 credits	Team-taught	Daytime & Evenings 3 quarters	The program would be a lot like media works
16 credits	One instructor	Daytime (weekdays) 1 quarter	A journalism class. Focused on the history of American media and its current state. I'd love to see a class teach writing for those of us interested in pursuing a journalism career.
16 credits	One instructor	Daytime (weekdays) 1 quarter	Acting and writing with set design and development, auditions techniques, where to find representation for theater and movie work.
16 credits	One instructor	Daytime (weekdays) 1 quarter	Dylan Fischer, Gerardo Chin-Leo, Dharshi Bopegedera are the best teachers I've ever taken. Anything with them. They could also teach professors how to teach their classes.
16 credits	One instructor	Daytime (weekdays) 1 quarter	Multicultural counseling internship component, ethnic studies, American studies, psychology, social work, alternative therapy
16 credits	One instructor	Daytime (weekdays) 1 quarter	Theater, photography
16 credits	One instructor	Daytime (weekdays) 1 quarter	Would be very specific in only one quarter instead of spanning multiple quarters and covering multiple areas of study.
16 credits	Team-taught	Daytime (weekdays) 1 quarter	A history of police and prisons, and their role in upholding the capitalist state and white supremacy.
16 credits	Team-taught	Daytime (weekdays) 1 quarter	Brief lectures and readings, seminars and papers on the former, field trips and community work
16 credits	Team-taught	Daytime (weekdays) 1 quarter	Dance psychology post-modern dance studies (i.e. Anna Halprin & the Tampala Institute) somatics

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16 credits	Team-taught	Daytime (weekdays) 1 quarter	I just finished a year long program named Environmental Analysis, which was a mix of Analytical Chemistry, Geology/Biogeochemistry, and Ecology. It was a lot of work, but that's exactly what I expected. I learned so much about how nutrients and pollutants move through the environment, and how to analyze for these chemicals and report the data using statistical analysis. At the end of the program, we completed a research project on a topic of our choice and carried out our experiment. Then we had to write a paper in the format of a scientific journal on our findings relating it to other similar research. I learned a lot over the year-long program, and am excited to share what I know with my students some day!
16 credits	Team-taught	Daytime (weekdays) 1 quarter	I would imagine the program taking in separate branches of science from separate instructors, utilizing the dynamic educational system Evergreen has. With this new, synerGISTic approach, the program could help students develop in fields such as general science, education, sociology, or perhaps even philosophy.
16 credits	Team-taught	Daytime (weekdays) 1 quarter	I would like more Computer Offerings that are single quarter versus the year-long programs.
16 credits	Team-taught	Daytime (weekdays) 1 quarter	I'd really like to see something focused on writing short stories. So far I have been able to write short stories for projects as part of the programs I'm in, but it has never been a focus. There seems to be very few classes offered with a creative writing focus.
16 credits	Team-taught	Daytime (weekdays) 1 quarter	It would teach accounting, finance, and the social science behind effective management
16 credits	Team-taught	Daytime (weekdays) 1 quarter	Lots of titrations , lots of quantitative analysis as well
16 credits	Team-taught	Daytime (weekdays) 1 quarter	My perfect program would be a wildlife biology program focusing on the ecological roles of many of the threatened species found in Washington state. If not, I would really like to take a herpetology class or an entomology class.
16 credits	Team-taught	Daytime (weekdays) 1 quarter	Reading assignments/materials would be given to students at least 2 weeks prior to due date. (I prefer no more than 150 pages a week) - Essay prompts would be given at the start of using materials required to be part of the essay.
16 credits	Team-taught	Daytime (weekdays) 1 quarter	Weekly lectures with workshops that follow. Several professor or upperclassman led seminars each week based on readings, field trips, films, and lectures. A weekly writing assignment and one or two longer writing assignments. Also, it is ideal to have the class days all in a row for working students and to complete reading and writing assignments.
16 credits	One instructor	Daytime (weekdays) 2 quarters	Field work, biology and zoology, animal behavior studies, study abroad, wildlife management course.
16 credits	One instructor	Daytime (weekdays) 2 quarters	It would study history, sociology, and literature through analyzing novels, poems, and short stories from a time period in a culture

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16 credits	One instructor	Daytime (weekdays)	2 quarters	Something involving an intensive reading of philosophy alongside individual coursework related to creative ventures. Readings might include examining how writers like Sartre or Camus extrapolate philosophical concepts through their fictional narratives. Assignments would include essays on texts/program-related ideas, short experimental pieces, and a more extensive, five week project dedicated to student's own personal literary interests.
16 credits	Team-taught	Daytime (weekdays)	2 quarters	A hands on class preparing students to work in the health field, with an emphasis on social justice and anti oppression work. It would be great for it to fulfill some pre-reqs for nursing school, such as anatomy, but also be very focused on history, ethics and social justice. Hands on, lab work and the opportunity for individual research or projects.
16 credits	Team-taught	Daytime (weekdays)	2 quarters	A mix of 4 in-class lectures a week with weekly reading for seminar and weekly quizzes to evaluate progress.
16 credits	Team-taught	Daytime (weekdays)	2 quarters	A mixture of Philosophy, Literature, Mathematics, and some Linguistics.
16 credits	Team-taught	Daytime (weekdays)	2 quarters	A program that focuses on the psychology of serial killers and mass murderers with an emphasis on forensic psychology
16 credits	Team-taught	Daytime (weekdays)	2 quarters	Beginner marine biology and biodiversity studies without having the prerequisites that all the other marine biology program ask for (because they're upper division, so they require at least two quarters of biology and chemistry labs), I wish there was an introductory lower division marine science program.
16 credits	Team-taught	Daytime (weekdays)	2 quarters	Blending hard scientific concepts such as anatomy, physiology, and biochemistry with alternative modalities such as mind-body medicine, meditation, and medicinal botany, etc.
16 credits	Team-taught	Daytime (weekdays)	2 quarters	Chemistry, physics, math
16 credits	Team-taught	Daytime (weekdays)	2 quarters	Comparative East West philosophy, cultural, language, and art studies.
16 credits	Team-taught	Daytime (weekdays)	2 quarters	Concentrated on similar fields such as chemistry and biology, etc. Professors who work well as a team and are rigorous in their material. No more than 34 students (17 per professor). Serious course material, less reliance on weak seminars.
16 credits	Team-taught	Daytime (weekdays)	2 quarters	Fairly intensive reading and writing assignments that both discussed new information as well as synthesized learned material.
16 credits	Team-taught	Daytime (weekdays)	2 quarters	First quarter environmental issues a (from a scientific view and a political and economic one) and basic ecological understanding, second quarter field work, and identification of plant parts, GIS work, and lots of data gathering

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16 credits	Team-taught	Daytime (weekdays)	2 quarters	Graphic Design; specifically packaging design, investigating and testing alternative (sustainable, biodegradable, etc.) materials.
16 credits	Team-taught	Daytime (weekdays)	2 quarters	I wish I could expand my current program, In Search of Lost Time, into 2 qtrs instead of 1. That way we could read the whole text and have more time for our major projects. I'm not sure what my absolute "dream program" would be though.
16 credits	Team-taught	Daytime (weekdays)	2 quarters	I would like to see more psychology programs that focus less on the clinical aspects but how it can but used in different fields.
16 credits	Team-taught	Daytime (weekdays)	2 quarters	Interactive group activities, work, and discussion with friendly faculty.
16 credits	Team-taught	Daytime (weekdays)	2 quarters	Interdisciplinary approach to learning about ecosystem ecology, tying in statistics, digital mapping with GIS as well as incorporating the economical realities of ecosystem management.
16 credits	Team-taught	Daytime (weekdays)	2 quarters	International studies-related program with a language component built into the class, exploring cultures in non-dominant ways, privilege workshops, provocative readings, free snacks and coffee/tea
16 credits	Team-taught	Daytime (weekdays)	2 quarters	It would combine poetry and social justice (not just focusing on one marginalized group, but rather analyzing the entire spectrum of kyriarchy). The readings would be written by an author of diverse backgrounds and all be up-to-date to avoid slurs that were once used as common phrases.
16 credits	Team-taught	Daytime (weekdays)	2 quarters	Light homework that focuses on large project, group and individual. I find that when I don't feel overwhelmed by excessive homework, I can focus better in class and maintain my work and my focus.
16 credits	Team-taught	Daytime (weekdays)	2 quarters	Light workload with heavy emphasis on in-class discussion.
16 credits	Team-taught	Daytime (weekdays)	2 quarters	Lots of reading, including novels and poetry as well as academic papers. Lots of writing, in the form of essays and fiction. Field work with children. Mini-internships in local schools. A culminating project.
16 credits	Team-taught	Daytime (weekdays)	2 quarters	My dream program recipe: 2 parts lecture, 2 parts guest speakers, films, field trips, field experience, etc., 3 parts discussion, 1.5 parts reading assignments, 1.5 parts writing assignments, 1 part peer review of work, 1 part faculty review of work, 2 parts final project and no-stress class presentation (collaborative learning).
16 credits	Team-taught	Daytime (weekdays)	2 quarters	Mycology, ecology, chemistry and extensive field work. Upper division.
16 credits	Team-taught	Daytime (weekdays)	2 quarters	Program would explore sustainable urban development and focus on issues with the human condition and how it has contributed to climate change. Program would also explore sustainable agriculture and how to include this into urban development

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16 credits	Team-taught	Daytime (weekdays)	2 quarters	Reading, Writing, Guest Speakers and Field Trips/"hand-on" experience
16 credits	Team-taught	Daytime (weekdays)	2 quarters	Reading. Writing about reading.
16 credits	Team-taught	Daytime (weekdays)	2 quarters	Something that would combine computer science and social justice. Or something that embodies the belief that you don't have to choose between making money and making the world a better place.
16 credits	Team-taught	Daytime (weekdays)	2 quarters	Something with social science, cultural studies, a bit of writing and reading, and some gender equality focus.
16 credits	Team-taught	Daytime (weekdays)	2 quarters	The relevancy of Evergreen's interdisciplinary programs seem to be waning. In my mind Evergreen made its self a reputation by its amazing extracurricular activities combined with the uniqueness of the academics in its programs. Many field-trips have been cut due to government funding which is hard to avoid, but despite this some of the combinations of disciplines combined in programs have really seemed to be thrown together. My dream program is nothing in particular, but anything relevantly combining scientific processes (at least at a rhetorical level) with contemporary social issues is the right direction.
16 credits	Team-taught	Daytime (weekdays)	2 quarters	We would study the physical evolution of human beings. Examine the differences in real casts of skulls from the eras of human evolution, study where they were found. We would read texts by substantial anthropological scientists. And have the opportunity to integrate art and sculpture into the study of anthropology.
16 credits	One instructor	Daytime (weekdays)	3 quarters	A lengthy analysis of past and current philosophy. Starting with the Greeks and working chronological through system builders to contemporary philosophy such as Judith Butler and Bruno Latour.
16 credits	One instructor	Daytime (weekdays)	3 quarters	It would be an all level intensive writing program, where we would write all sorts of things, creative, expository, etc, and we would focus on all aspects of our writing and read aloud and share it to each other. It would be a different sort of writing each quarter, with a lot of work with grammar and we would also do presentations to work on our public speaking.
16 credits	One instructor	Daytime (weekdays)	3 quarters	More Botany from Frederica Bowcutt
16 credits	One instructor	Daytime (weekdays)	3 quarters	promotional video production and business learning
16 credits	One instructor	Daytime (weekdays)	3 quarters	Reading a variety of books about plants, including field guides and novels. Writing responses to the novels and going out into the field to find the plants in the field guides. I would like to see myself in the lab building at least once per week looking at field samples under microscopes and looking at cross sections as well as documenting my findings and my ability to identify the plants.

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16 credits	One instructor	Daytime (weekdays)	3 quarters	This program would cover the basics of what would be needed to further go into the field of psychology. It would include research and internship opportunities as well as looking at setting up students for the classes they need for graduate school. Ideally it would be a Jr-Sr class.
16 credits	One instructor	Daytime (weekdays)	3 quarters	Upper division studio art and art history work. Challenging creative work for individuals and collaborative projects. Possibly in-program internship component at galleries, archives, or arts nonprofits.
16 credits	Team-taught	Daytime (weekdays)	3 quarters	A class combining statistics, economics, and computer science. The program would focus on where these disciplines overlap in a business environment. How they allow for better decision making for both for profit and non profit businesses.
16 credits	Team-taught	Daytime (weekdays)	3 quarters	A combination of visual arts, science, and permaculture
16 credits	Team-taught	Daytime (weekdays)	3 quarters	A good, thorough course on Japanese history. It would include literature, cultural studies, and films, as well as a language class that was during the day. I desperately wanted to take Japanese language next year, but it was only offered in the evenings.
16 credits	Team-taught	Daytime (weekdays)	3 quarters	A modern synthesis of human systems through time, taking understanding of the human condition from a wide variety of disciplines.
16 credits	Team-taught	Daytime (weekdays)	3 quarters	A program looking at linguistics, language, and meaning from its most rigorous and scientific to its most conceptual and philosophical- from formal semantics to sociolinguistics to semiotics.
16 credits	Team-taught	Daytime (weekdays)	3 quarters	A program that explored rapid urbanization and informal settlements in Latin America. The program would focus on climate adaptation, sustainability/resiliency and international policy. Students would study the relationship between international development, land use, and climate change. In fall and winter, students would learn research methods and tools such as GIS and statistical analysis, as well as study the Spanish language. In spring students would have the option of studying abroad and working on a research project in a rapidly urbanizing city.
16 credits	Team-taught	Daytime (weekdays)	3 quarters	A rigorous course of study into the psychology, neurobiology, and computer systems foundations of the modern study of consciousness, using a narrative approach guided by evolutionary theory. The program would start with early microorganisms as well as the first scientific and philosophical writing on the nature of perception and track the development of more complex organisms and organized systems in biology up through the cognitive revolution, the inception of computer modeling and artificial intelligence, the Human Connectome Project, and modern philosophers like Daniel Dennett and Sam Harris.

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16 credits	Team-taught	Daytime (weekdays)	3 quarters	Analytical work in the humanities, very period specific, upper division. Study abroad option with a credit standing requirement for the trip. Interdisciplinary and history related.
16 credits	Team-taught	Daytime (weekdays)	3 quarters	Any program concerning permaculture, mycology, soil biology, veterinary studies, or agriculture.
16 credits	Team-taught	Daytime (weekdays)	3 quarters	Anything relating to Science and math to help me earn the necessary credits for my Bachelor's of Science Degree.
16 credits	Team-taught	Daytime (weekdays)	3 quarters	Biology and chemistry foundations which is NOT more than 3 days a week and does NOT require being on campus 40+ hours a week.
16 credits	Team-taught	Daytime (weekdays)	3 quarters	Computer Science with specialized focuses: networking, cyber security. However, my primary concern is access to faculty. I am really concerned that two computer science professors are currently retiring. This will almost remove the computer science field from campus if nothing is done.
16 credits	Team-taught	Daytime (weekdays)	3 quarters	Everything Sports' will include sports management, psychology, physiology and medicine
16 credits	Team-taught	Daytime (weekdays)	3 quarters	Examining Latin American urban planning practices and cultural implications of development. We would also be taught ethnographic interviewing and documentation photography in order best evaluate an area. This would include a study abroad component.
16 credits	Team-taught	Daytime (weekdays)	3 quarters	Extensive in class work that ends with a study abroad/field trip that puts all that work to good use.
16 credits	Team-taught	Daytime (weekdays)	3 quarters	Focus of public administration specific to this community/local government.
16 credits	Team-taught	Daytime (weekdays)	3 quarters	Free roaming undergraduate dissertation practice. Basically I would pick a series of science projects and attempt to have experiments/data published.
16 credits	Team-taught	Daytime (weekdays)	3 quarters	Homework and even class time could involve going out into the community to experience the population where we live. Paper and reports could be written to express what students learn from the community.
16 credits	Team-taught	Daytime (weekdays)	3 quarters	I'm already taking the perfect program for me next year: Student Originated Software with Sherri Shulman, Neal Nelson, and Richard Weiss. It is 3 quarters long, daytime weekdays, team-taught, and falls perfectly into my intended field of study.
16 credits	Team-taught	Daytime (weekdays)	3 quarters	I'm not sure what you're asking for. but; 3 qtrs allows for classmate bonding and partnership as well as immersion in the subject matter. I found in being a part of a 3 qtr program this did happen and we all had a familiar working atmosphere that allowed for deeper discussion on many topics.
16 credits	Team-taught	Daytime (weekdays)	3 quarters	Introduction to Natural Sciences but with Bio, Geo, and Chem
16 credits	Team-taught	Daytime (weekdays)	3 quarters	Lab work and readings pertaining to the natural sciences

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16 credits	Team-taught	Daytime (weekdays)	3 quarters	Learning about music and theater.
16 credits	Team-taught	Daytime (weekdays)	3 quarters	Learning about Native Americans
16 credits	Team-taught	Daytime (weekdays)	3 quarters	Lots of taxonomy, identify and classify everything at Evergreen. fall quarter: plants and mushrooms and slime molds. winter: beach life. spring: bugs
16 credits	Team-taught	Daytime (weekdays)	3 quarters	Microbiology including pathology, histology and epidemiology. Lab work components studying tissues in the lab, viruses and bacteria. Field work taking samples from soil, plants, and other natural sources.
16 credits	Team-taught	Daytime (weekdays)	3 quarters	My ideal dream program would include consciousness studies, dreamwork, cultural studies, study abroad, student originated studies, outdoors activities and a good amount of time spent outdoors and in nature when the weather permits it.
16 credits	Team-taught	Daytime (weekdays)	3 quarters	My ideal program would be a science based program relating to the environment, ecosystems, and some of sort of biology.
16 credits	Team-taught	Daytime (weekdays)	3 quarters	Organic chemistry, biochemistry, Biophysics, cell biology, (That Class would be great in 2016-2017)
16 credits	Team-taught	Daytime (weekdays)	3 quarters	Physics and evolutionary biology
16 credits	Team-taught	Daytime (weekdays)	3 quarters	Pregnancy, Birth, and Development from Anatomy/Physiology, Chemical, Genetic, and other (scientific) perspectives.
16 credits	Team-taught	Daytime (weekdays)	3 quarters	Prerequisites for medical school
16 credits	Team-taught	Daytime (weekdays)	3 quarters	Survey of Japanese media course. Taking several literary resources, such as graphic novels, books related to animation theory, Japanese novels, and essay collections, and requiring analysis and discussion related to the books in regularly scheduled seminars. Film viewings focused on directors, technical film analysis, and telling of narrative that relates to language studies or relates to historical period which is being studied. Accompanied by lectures related to culture, history, and modern issues around Japan. Partnered with language learning course.
16 credits	Team-taught	Daytime (weekdays)	3 quarters	Sustainable architecture and city planning studies. The program would have design components as well as hands-on construction. It would involve field trips to Seattle and Portland.
16 credits	Team-taught	Daytime (weekdays)	3 quarters	The program would involve upper division science coursework in population genetics and evolutionary developmental biology, as well as coursework in literature and mathematics.

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16 credits	Team-taught	Daytime (weekdays) 3 quarters	There would be a myriad of texts read and analyzed, along with synthesis papers or work to encourage the student to engage critically in the class. There would be an independent research project designed by the student, conducted over at least 2 months. There would be a number of class fieldtrips and guest speakers, providing other content and context for the subject matter of the class. Further, there would be dedicated student-lead discussion and community building time, to help engage the students and provide additional peer learning.
16 credits	Team-taught	Daytime (weekdays) 3 quarters	This program would have design aspects, 3D projects made in the wood and metal shops. The program would have a large emphasis of bringing nature into design as inspiration and a teacher. Working on a habitat for humanity house as a group project.
16 credits	Team-taught	Daytime (weekdays) 3 quarters	Wildlife Biology & Conservation / Ecosystem management with a strong quantitative component (statistics - calculus, physics), & zoology lab, & research project (including creative expression of work if desired)
16 credits	One instructor	Evenings & Weekends 3 quarters	I would model it after what Theresa Aragon has done in her business classes this year. Connecting the 3 quarters has allowed me to make strong ties within our class and build a great relationship with a mentor I truly respect!
16 credits	One instructor	Evenings & Weekends 3 quarters	The credit load, length and days and time could easily change depending on my schedule and the topic of the program. I would love to see something that touched on environmental history, political history, sociology, neuroscience, mindfulness, physiology, and then civic intelligence in the spring to bring the learning into a light of advocacy or activism. I love being able to tie science and philosophy together. I'm saying this as a senior, looking back on the individual programs I took. They flowed really well for me, and I would love to show other students a path to a wonderful education. I get really sad when I hear people talking about how they cannot link one class with another, because all my classes have blended together so perfectly.
16 credits	Team-taught	Evenings & Weekends 3 quarters	Business, for profit, not for profit, accounting
16 credits	Team-taught	Evenings & Weekends 3 quarters	Rigorous with much follow up.
16 credits		Evenings & Weekends 3 quarters	Dealing with all many of the issues that would be beneficial for any employee, but my focus would be in the public sector. So I am referring to things like conflict resolution, team building skills, understanding and developing interpersonal skills, dealing with legal requirements under ADA, HIPPA, discrimination, etc. How to work towards advancement, what is or is not appropriate, etc.
16 credits	One instructor	Evenings (weekdays) 1 quarter	Extensive individual or group projects and research, hands-on learning, long lectures, field trips

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16 credits	Team-taught	Evenings (weekdays)	1 quarter	Natural science, philosophy and art
16 credits	Team-taught	Evenings (weekdays)	2 quarters	I would like a more in-depth look at the humanities in general, and the generation of story-telling (fairy-tales, myths, etc.) in particular. These would be explored through the adaptations in literature and film of the modern era, and would prompt discussions of why the stories came about and why they changed.
16 credits	Team-taught	Evenings (weekdays)	2 quarters	I would want to take an 16 credit program concerning adolescent development as it applies to sociology and psychology. Also, because I am a full-time worker it would have to be an evening course, although I know Evergreen does not offer 16 credit evening courses.
16 credits	One instructor	Evenings (weekdays)	3 quarters	A program focusing on artists of all kinds, giving plenty of time for the creation of art in and outside the program while also covering the sale and distribution on one's art. This program would require the student to make a website to display their work and also sell, if possible. (general focus on online services)
16 credits	Team-taught	Evenings (weekdays)	3 quarters	All aspects of working with others. Culture, communication, psychology, sociology, culture, etc...
16 credits	Team-taught	Evenings (weekdays)	3 quarters	An integrated history, political science, and economics class covering the development of contemporary geopolitics, economics, and political and economic theory.
16 credits	Team-taught	Evenings (weekdays)	3 quarters	I would like a program that includes both government and leadership.
16 credits	One instructor	Weekends (Sat, Sun)	3 quarters	Upper and advanced ceramics skills and glaze chemistry
16 credits	Team-taught	Weekends (Sat, Sun)	3 quarters	Lectures, outings, seminars, readings.
12 credits	One instructor	Daytime & Evenings	1 quarter	I would have a program that utilizes the fine metals studio as well as the print-making studio because I transferred from an art school to be able to use these facilities. This program would give you a background in metallurgy and the history of print-making. The teacher would require the students to have their own personal research projects that we would then use to influence our studio work.
12 credits	Team-taught	Daytime & Evenings	2 quarters	A class that focuses on art history, has time allowed for independent subjects, such as an art project, and explores what business and art have to do to each other. Obviously this is something that certainly applies to my personal goals for my future. I hope others would be interested in a class like this as well.
12 credits	Team-taught	Daytime & Evenings	2 quarters	I'd design a program that focuses on doing work directly with the campus. Surveys, gardens, design/build, food systems, etc. It would also have a large element of self skill building to gain the ability to take on such projects.
12 credits	Team-taught	Daytime & Evenings	2 quarters	Writing, filed work, natural ecological history of the northwest, history and culture of the northwest (Whitman's semester in the west?)

If you were to design your dream program, what would it look like? (Olympia Campus)

Credits	Faculty	Instructional period	Description of field(s) of study
12 credits	Team-taught	Daytime & Evenings 3 quarters	An in depth look at composition beginning with music theory and computational notation. The program would focus on composition for the first quarter while giving students an intro to audio recording. for the next two quarters the faculty and students would have two intensive brain storming sessions per quarter to plan the direction of the program. This program would consist of 25 students with two faculty and would focus heavily on self directed work, weekly critiques and individual assignments.
12 credits	Team-taught	Daytime & Evenings 3 quarters	I already took it. It was Building Resilient Communities with Gillies Malanrich and Joli Sandoz
12 credits	One instructor	Daytime (weekdays) 1 quarter	Environmental, ecology, agriculture
12 credits	Team-taught	Daytime (weekdays) 1 quarter	Research essays, reading, etc.
12 credits	One instructor	Daytime (weekdays) 2 quarters	Akkido and Santaria
12 credits	Team-taught	Daytime (weekdays) 2 quarters	Combining theory and practice in art history/philosophy/and visual art/media studies
12 credits	Team-taught	Daytime (weekdays) 2 quarters	Community outreach through architecture and landscape design, historical restoration and diagnosing community needs. Will also focus on economic and political landscapes of a specific community.
12 credits	Team-taught	Daytime (weekdays) 2 quarters	Glass blowing similar to the program, From the Fire: The Art and Science of Ceramics (Spring 2014), but with glass blowing rather than ceramics
12 credits	Team-taught	Daytime (weekdays) 2 quarters	History, bio-chemistry, economics, farming, business management of brewing.
12 credits	Team-taught	Daytime (weekdays) 2 quarters	Modern roles in death and dying :)
12 credits	Team-taught	Daytime (weekdays) 2 quarters	Project-based assignments, accountability to complete work placed heavily on students, light but interesting and relevant readings
12 credits	Team-taught	Daytime (weekdays) 2 quarters	Research, individually or collectively then sharing the research with one another. Less teacher involvement and more student sharing. I did not like constantly having to listen to a teacher go on and on with no student interaction, perhaps it is because I am an older returning student but I liked hearing from my classmates a lot more.
12 credits	Team-taught	Daytime (weekdays) 2 quarters	Upper division health sciences, pre-med studies. Ideally, something that would leave students fully prepared to take the biology, chemistry, sociology, and psychology portions of the MCAT - and maybe physics, too.
12 credits	One instructor	Daytime (weekdays) 3 quarters	Development and completion of projects at The Evergreen State College that contribute to the future of TESC and student life/academic life. Also lots of events - symposiums, conferences, large public talks.
12 credits	Team-taught	Daytime (weekdays) 3 quarters	A combination of analytical chemistry, organic chemistry and calculus based physics, with a heavy emphasis on scientific instrument use.

If you were to design your dream program, what would it look like? (Olympia Campus)

Credits	Faculty	Instructional period	Description of field(s) of study
12 credits	Team-taught	Daytime (weekdays) 3 quarters	Community based learning with guidelines that are mostly up for interpretation. Freedom to explore creative responses to issues in the world through whatever means available. Freedom to incorporate all types of research from different fields of study and resources to do so through faculty and community.
12 credits	Team-taught	Daytime (weekdays) 3 quarters	Designing and carrying out a long term research experiment with both lab and field aspects and finishing with one or more research papers
12 credits	Team-taught	Daytime (weekdays) 3 quarters	I would be working to learn about psychology, and midwifery. Working in conjunction with local birthing centers.
12 credits	Team-taught	Daytime (weekdays) 3 quarters	It would be focused on sustainable community building with an focus on the use of art as activism and world-change, it would therefore include a graphic design and illustration component.
12 credits	Team-taught	Daytime (weekdays) 3 quarters	social work and activist organizing, including in-program internships with creative writing among students and members of engaged communities
12 credits	One instructor	Evenings & Weekends 2 quarters	I have found 1 instructor works better, the class would be 2 days a week and alternate every other Saturday.
12 credits	Team-taught	Evenings & Weekends 2 quarters	Geology and Earth science, integrated with small amounts of biology. Perfect for those science endorsements I'm having a hard time completing.
12 credits	Team-taught	Evenings & Weekends 3 quarters	Anthro-, psycho-, and cultural exploration of linguistics. The evolution of language, the evolution of (and need for) slang and "hidden" languages in communities, and how/why these words are inherently understood to mean what they mean. Perhaps incorporating body language of different types of authority figures and how it is programmed into the psyche to respond the way that it does (mom vs. president vs. pop star). credits in English, Psychology, Anthropology, Media Studies, Linguistics
12 credits	Team-taught	Evenings & Weekends 3 quarters	Include an element of travel as well as weekly meetings that are made up of evenings and weekends. The program would consist of learning about business principals and include an internship and potentially a language component. We would be responsible for group projects and role playing.
12 credits	One instructor	Evenings (weekdays) 1 quarter	Marketing and social media. If there was one communications instructor and one psychology instructor, that would be even better. They could interweave the studies of social psychology with the mind of marketing. Any social media-related programs are in dire need at Evergreen as our world is rapidly changing and influenced by the Internet. Many jobs can be found online.
12 credits	One instructor	Evenings (weekdays) 2 quarters	A creative writing program encompassing graphic novels, comics, and classic lit
12 credits	Team-taught	Evenings (weekdays) 2 quarters	Community Collaborative Projects in eco-design of homes & landscapes

If you were to design your dream program, what would it look like? (Olympia Campus)

Credits	Faculty	Instructional period	Description of field(s) of study
12 credits	One instructor	Evenings (weekdays) 3 quarters	Sound for film. It would include how to record audio for videography and how to sync it to film.
12 credits	One instructor	Evenings (weekdays) 3 quarters	This program would be to teach students each of the fundamental concepts in the field of Phonetics - in particular reference to students learning all the principles to linguistic-phonetics in both a thoroughly and carefully-approached manner systematically. By these means, the students will become competent over such concepts that are mandatory to carry out research within this field. Because this class includes basic principles in Acoustics, Linguistics, and Statistical-research (within the Social Sciences), it would be important to understand what exactly is being measured, and what data is required to if one wants to measure sound. More importantly, students would want develop their critical-reasoning skills when writing about those "things" that are being measured. This program would be 12 credits in that sense.
12 credits	Team-taught	Evenings (weekdays) 3 quarters	Formation of intentional communities from conception to occupation, growth, governance, and maintenance/change.
8 credits	One instructor	Daytime (weekdays) 1 quarter	Focus on Web Development CSS3, HTML5, JavaScript Back in the day these languages are more powerful now allowing you to be able to do animations with css and Jquery's Basically program work consists on exploring on designing and layouts creating a flashy webpage for themselves and build on it with flashy animations and etc.
8 credits	Team-taught	Daytime (weekdays) 2 quarters	Research and implementation of students interest (with potential for upper division credit.) Week one would involve the students determining their project and what implementation would entail. Weeks 2-10 would be researching the details, designing the project, and figuring out how to implement it. Weeks 10-20 would be executing their plans. Weekly updates required, along with documentation of their process and the concepts behind the workings of their project. This is a rough outline of a great program which could be taken along side others.
8 credits	One instructor	Daytime (weekdays) 3 quarters	Disability studies, with developing workshops on how to education people about ableism, studied with the intersections of race, gender, and sexuality.
8 credits	One instructor	Daytime (weekdays) 3 quarters	Radio journalism, KAOS training, large ongoing projects like monthly or weekly podcasts.
8 credits	Team-taught	Daytime (weekdays) 3 quarters	Ground water, Ecology and Conservation
8 credits	Team-taught	Evenings & Weekends 3 quarters	To teach about computer coding in the form of sound using DWT (discrete wavelet transformation) and steganography for decoding email messages. Morse code in the form of binary 0's and 1's tuned into a frequency pitch and sent stealth mode or undetectable using algorithms. Teach students how to make appliances sing with frequencies.

If you were to design your dream program, what would it look like? (Olympia Campus)

Credits	Faculty	Instructional period		Description of field(s) of study
8 credits	Team-taught	Evenings (weekdays)	1 quarter	I am interested in new learning now. Something that would incorporate the Evergreen approach to viewing issues and ideas from many angles.
8 credits	One instructor	Evenings (weekdays)	3 quarters	I would love a program that focuses on ecology, geology, and plant/animal biology that includes more teachings of the environment (weather, hydrology, geology, etc.) and it's affects on diversity.
8 credits	Team-taught	Daytime (weekdays)	2 quarters	[No detail provided]
8 credits	One instructor	Evenings (weekdays)	1 quarter	[No detail provided]
8 credits	One instructor	Evenings (weekdays)	1 quarter	[No detail provided]
8 credits	Team-taught	Weekends (Sat, Sun)	2 quarters	[No detail provided]
16 credits	One instructor	Daytime & Evenings	3 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)	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	One instructor	Daytime (weekdays)	3 quarters	[No detail provided]
16 credits	One instructor	Daytime (weekdays)	3 quarters	[No detail provided]
16 credits	One instructor	Daytime (weekdays)	3 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	Team-taught	Daytime (weekdays)	3 quarters	[No detail provided]
12 credits	Team-taught	Daytime & Evenings	2 quarters	[No detail provided]
12 credits	Team-taught	Daytime & Evenings	3 quarters	[No detail provided]

If you were to design your dream program, what would it look like? (Olympia Campus)

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