

OPPORTUNITIES FOR ADVANCED WORK IN PROGRAMS

At the end of every Evergreen program (8 or more credits), faculty are asked to complete an End-of-Program Review so that Evergreen can review and improve its curriculum. What follows is a table expressing data collected over the last five years, 2001-2006, regarding one section from the End-of-Program Review: **Were there opportunities for students to do advanced work in this program? If yes, please elaborate.** For the first question, “Were there opportunities for...advanced work?” faculty could answer “Yes” or “No.” The second question, “If yes, please elaborate,” was left open-ended. The chart below is organized first by “Yes” and “No” answers, and within these categories, programs are organized by planning unit, then alphabetically.

Academic Year	Program Name	Planning Group	Detail 1	Detail 2	Detail 3	Advanced Work?	Please elaborate on opportunities for advanced work in your program.
2005-06	Consuming Utopia: From Wilderness to Wal-Mart	CORE	CTL			Yes	The winter term research project gave all students a good deal of freedom to investigate a topic of their choice, and several chose to conduct intensive research.
2003-04	Fiction and Nonfiction	CORE	CTL			Yes	Students were encouraged to write larger pieces and some took that on. It was not a program requirement.
2003-04	Fishes, Frogs, and Forests	CORE	ES			Yes	Motivated students interpreted the assignments that we gave by producing much more advanced, high-quality work than the “default” response, which were usually shorter, less detailed, and less well researched.
2005-06	History and Evolution of Disease	CORE	SI	SPBC		Yes	Yes, in the form of independent research projects. But no upper-division credit was awarded.
2004-05	Interrogating American Cultures Through the Arts	CORE	EA			Yes	All of the students participated in projects in the spring. For the projects they created installations or developed curriculum to teach students K-12: Urban arts, mask-making, history, recycled art, parallel project.
2005-06	Madness and Creativity: The Psychological Link	CORE	CTL	SPBC		Yes	It is true that this program was a Core program--so first-year students only. But we urged students to challenge themselves in producing sophisticated research papers. The stronger students did what we feel is already "advanced" work, and we can only hope that they will be inspired to challenge themselves in programs to come.
2003-04	Our Place in Nature	CORE	CTL			Yes	Some students clearly excelled in the learning process and opted to research their individual topics in both greater depth at greater length. Advanced bibliographic searches were not required for our term project, but many students chose to follow upon our encouragement to do so.
2003-04	Perception	CORE	SI	CTL		Yes	Not for upper division credit but there were opportunities for students to undertake more advanced work. Case in point – students were required to develop and conduct an independent laboratory project at the end of winter quarter. Some students tackled quite elaborate questions.

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2003-04	Something Out of the Ordinary	CORE	SPBC	EA		Yes	Students were asked to not only engage in new skills, but to also further skills brought to the program. Assigned advanced readings each quarter and theoretical material. Designed individual projects to meet different advanced needs.
2005-06	A Novel Idea	CTL				Yes	All of these novelists were working on the MFA graduate seminar model for this program.
2003-04	Africa and the Black Atlantic World	CTL				Yes	The students were given the opportunity to read about twenty books of history and fiction dealing with relations between Africa and the Black Diaspora and discuss them in academic papers. Moreover, the students had the opportunity to watch 11 films and documentaries about the themes of the program and apply them to their reading, writing, and thinking. The students discussed the books and films elaborately. In addition the students had the opportunity to listen to the lectures of a number of guest speakers' and faculty's lectures on the topics of the program.
2005-06	America, to 2006	CTL				Yes	All the work was upper-division. The culmination was ten-week independent study projects, with ongoing guidance from faculty and feedback from peers, leading to major research papers and a symposium. For seniors, these constituted senior projects/theses.
2003-04	Ancient Stories / Modern Lives	CTL				Yes	Students could do the work at whatever level they were capable of. The texts were certainly "advanced."
2004-05	Arab and Muslim Women Writers	CTL				Yes	
2005-06	Art of Conversation	CTL				Yes	All of the work was advanced, and students drew from the materials and applied them as well as they could given their academic backgrounds and intellectual ability.
2003-04	Author, Author	CTL				Yes	Students who have worked in previous creative writing critique groups received more freedom in choosing their independent projects and more requirements to submit finished work for publication.
2003-04	Bilingual Education in Teaching	CTL				Yes	Students have the opportunity to conduct advanced research for their final project. They also have the opportunity to work in the field with the requirement of constantly informing their practice with theory.

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2005-06	Central America: Poetry and Politics	CTL				Yes	Bilingual literary anthology: students worked in groups of three to interview Central Americans in the region, transcribed and translated the interviews to English, edited and copyedited them into testimonio form, and used Adobe InDesign to design and lay out the book, which was distributed to local libraries and Latino community centers. Students also had weekly assignments in creative writing and translation (they were required to submit one piece for publication in an appropriate journal). Advanced Spanish skills, advanced skills in writing and publication.
2005-06	Democracy and Equality	CTL				Yes	The writing of appellate briefs and presenting oral arguments is the type of advanced work that students typically do in law school. The analysis of case law is also advanced work. Students used a law school case-book for that.
2003-04	Documenting the Northwest	CTL				Yes	The research paper involved advanced work and a number of students made it into their equivalent of a senior thesis.
2004-05	English Romantics	CTL				Yes	every day
2004-05	Exploring Judaism	CTL				Yes	Through their final project they were able to investigate a subject in greater depth.
2004-05	Faulkner and Friends	CTL				Yes	Students required to do panel presentations on life, times, work, and influence of authors not on central reading list.
2005-06	Fiction Laboratory	CTL				Yes	I'm not clear on the status of "advanced" in this question. No "advanced" credit was awarded. Students worked at their own level and several did work far in advance of others, who were generally beginners.
2003-04	Four Philosophers	CTL				Yes	Four Philosophers was predicated on the fact that study in the humanities is not a priori delimited by categories such as "basic," "intermediate," and "advanced." Some students eventually did advanced work; most did not. But the opportunity to do it was there in that sense that, for all interests and purposes, every serious student was encouraged from the start to go as far as he or she could go. Aptitude and interest, not ceilings such as "advanced," conditioned the quality of work attempted and completed.
2005-06	Human Rights, Literature and Theory	CTL				Yes	Everyone had the opportunity. Those capable of it did *amazing* work. This was billed as an advanced program, and attracted 75% genuinely advanced students.
2003-04	Illustrations of Character	CTL				Yes	Expectations of more sophisticated work in regular program activities.

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2004-05	Illustrations of Character: Literary and Philosophical Studies	CTL				Yes	Students could have received upper division credit.
2005-06	Japan Today: Studies of Japanese Language, History, Literature, Cinema and Culture; Study Abroad	CTL				Yes	Each quarter, the students were expected to do individual research/projects and present them at the end of each quarter. The students also had an opportunity to participate in study abroad in Tokyo during the spring quarter.
2005-06	Language and Law	CTL				Yes	This was an all-level program aimed at advanced students. There was a heavy workload, and the demands of the program materials were heavy. Both disciplines of law and linguistics were equally represented in the work of the program as well as the schedule. In the final projects winter quarter, for example, those students who wanted to do advanced work did so by doing law research on-line and in the Washington Supreme Court law library, producing appellate briefs that were exemplary. In one case, a student who took only fall quarter of our program interned with a judge in winter quarter and did legal research for him. The judge commented in his evaluation of the student that the student had produced case analyses that were equal in quality to "any competent lawyer in Portland." In the case of the linguistic analysis of Presentation of Self, some students applied the concepts they had learned both quarters and wrote analyses that were equal to those in a first-year course in a linguistics graduate program.
2005-06	Locating Queer Studies	CTL				Yes	Opportunity, yes. But no one took that opportunity. This is an on-going problem at Evergreen: students working at a basic level holding back those who wish to work at more advanced levels.
2003-04	Media Rhetoric	CTL				Yes	The entire program was predicated on advanced work, including reading level and criterion and professional media pieces.
2003-04	Narrative Poems of the Golden Age	CTL				Yes	Whole program
2004-05	Nietzsche	CTL				Yes	All work was advanced level.
2004-05	Novel: Life and Form	CTL				Yes	I consider reading, discussing, and writing about most of these novels advanced work - especially doing all but one episode of "Ulysses".
2004-05	Perception, Language and Reality	CTL				Yes	Program was all-level. Seminars were student lead and often worked at an advanced level. Projects allowed students to show what they could do.

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2005-06	Political Bodies: Recent Chilean Literature	CTL				Yes	The program presupposed an advanced level of Spanish language skills, but pushed students to do advanced work in literary and cultural analysis as well, using the language.
2003-04	Queer Looks, Queer Books	CTL				Yes	The material and pace of this class was more akin to a graduate seminar at a different college/university.
2005-06	Reading Jouisance as Ananda	CTL				Yes	Texts were graduate-level in my class. The individual study component invited advanced work in areas of students' expertise.
2004-05	Renaissance Studies	CTL				Yes	Students read, discussed, and wrote about More's "Utopia", Book I of Spenser's "Faerie Queene", Greenblatt on More and Tyndale, selections from Surrey and Wyatt, "As You Like It", Books II – III of "The Faerie Queene", Greenblatt on Wyatt and Spenser, "Henry IV" Part I, "Othello", Greenblatt on Marlowe and Shakespeare, Machiavelli's "The Prince", Rotman's "Signifying Nothing: The Semiotics of Zero", Jonson's "Volpone", Donne's "Songs and Sonnets" and "Holy Sonnets", selections from Marvell, Milton's "Paradise Lost", and half a dozen Xeroxed articles.
2005-06	Res Publica: Examining the Body Politic	CTL				Yes	Many students did extensive synthesis papers each quarter, and in Spring Quarter, we had the more advanced students composing even larger synthesis papers while the less advanced students worked on re-writing some of their previous work. Some students who did the Legislative Hearing project did very advanced—even professional—work.
2004-05	Russia: Empires and Enduring Legacies	CTL				Yes	The level of the Russia Program is already quite high. We encouraged students to pursue very high level work in their research papers in spring term. There were no additional assignments on top of what we asked of all the students.
2003-04	Shakespeare	CTL				Yes	I guess technically, no. We didn't offer upper division credit. However, students could certainly do advanced work in writing and performance, the former by working in conjunction with faculty on writing strengths and weaknesses and on conferencing about ideas presented in lecture or about which students were developing their own ideas.
2004-05	Slavery in Africa and the Americas	CTL				Yes	This was an upper division history program in which students read advanced texts, talked and wrote about them, and composed a major research paper on a particular topic in the history of slavery.
2003-04	Steinbeck's Americans	CTL				Yes	This was an all-level program and students were challenged and encouraged to work and contribute at the highest level of their capability.
2003-04	The Folk: Power of an Image	CTL				Yes	The research projects in both quarters were an opportunity to do advanced work.

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2004-05	Women's Voices and Images of Women	CTL				Yes	The students were encouraged to read up secondary sources when writing expository essays.
2004-05	Acting and Directing: Queer Theory and Practice	EA				Yes	Students technically developed did more work; carried multiple parts in plays, designers, included stage work.
2003-04	Art in the Americas	EA				Yes	This was a junior/senior level program and students were required to do advanced work in art and art history. The books they read were certainly upper division books.
2005-06	Experimental Puppet Theater, Object Theater and Dance	EA				Yes	Students created individual projects which they could access at their level of experience and expertise
2004-05	Foundations of Performing Arts	EA				Yes	The students who are particularly insightful are encouraged to write scripts, which become the basis of our dramatization. These scripts are advanced levels of work.
2005-06	Foundations of Performing Arts: Music and Theater	EA				Yes	The sharper students did directing, sound design, and stage work at very high levels of sophistication.
2005-06	Foundations of Visual Art	EA				Yes	Since it was a year-long program, some students worked thematically on their painting for all three quarters. Some (but not all by any means) did advanced painting work by spring quarter's end.
2003-04	Imagining Books	EA				Yes	Yes, IF that means the sort of freedom that allows students to create advanced avenues of study and to do work commensurate with their level of experience and ambition. Essentially, assignments and workshops were set up so that students who already possessed experience would still have time and encouragement (challenge) to do serious work.
2003-04	Issues in Contemporary Art	EA				Yes	It was all advanced work. It is the only area in our curriculum where you can.
2003-04	Mediaworks	EA				Yes	Spring quarter each student did an independent project that gave them an opportunity to integrate specific themes, techniques, and strategies into their own work.
2005-06	Mediaworks	EA				Yes	Third quarter involved the production of a 10-minute independent media project; this is equal to advanced work in other undergraduate programs in media arts

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2003-04	Music Composition for the 21st Century	EA				Yes	These students were the upper division music students. Their assignments required that they work at a level commensurate with advanced college level composers.
2005-06	Music in Culture	EA				Yes	Research projects and music workshop were open to all levels of prior preparation (thus some did advanced work).
2004-05	Photo Projects	EA				Yes	it was an advanced program. Students needed to take a lot of initiative, and perform a lot of research for their final projects.
2004-05	Puppet and Object Theater	EA				Yes	I have developed in the last few years a unique set of experimental puppetry programs that are specific to Evergreen and unique in the world. In the way my programs are structured, students negotiate with faculty the extent and level of their work, tackling projects at different levels. I can easily say I have several groups doing graduate level work in my class. It all boils down to allowing them the room and resources. FACULTY STUDENT RATIO TOO HIGH!
2005-06	Sculpture: Site Specific	EA				Yes	This program assumed basic sculpture skills and asked students to expand their technical and conceptual skills to include new genres of public art.
2004-05	Seeing the Light	EA				Yes	Students were expected to work towards advancing their photographic skills (both technical and aesthetic). Many students did advance photo work in conjunction with their final projects.
2005-06	Seeing the Light	EA				Yes	All students worked for five weeks in small teams to produce a major photo-documentary project. They were expected to produce an end product (such as a bound book) that was of advanced-level work.
2004-05	Shadowlands	EA				Yes	I let them do it. The program is based on radical teaching. Graduate level readings and graduate level work were the norm.
2003-04	Studio Projects: Painting	EA				Yes	Students were able to work at the level appropriate to their skills in painting.
2003-04	Working Small	EA				Yes	Work in series based on topic of their choice, independent research. Exhibitions of their work at end of fall and winter quarters. Attended professional conference in Seattle with shops on artists' portfolios, documenting their work.
2005-06	Advanced Floristic Research	ES				Yes	16 units of upper-division science, e.g., used journal articles for seminars plus upper-division plant systematics textbook.

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2004-05	Animal Behavior	ES				Yes	Every student conducted a complete piece of scientific research, including inception and hypothesis generation, literature review, experimental design, collection of field data, data analysis, interpretation, and communication in both a research paper and an oral presentation.
2004-05	Community Food Systems in Nicaragua and Costa Rica	ES				Yes	I presume you mean Natural Science advanced? - Topical cropping systems could be advanced and was for many. - Individual projects, papers could be on appropriate topic and with peer review.
2005-06	Disturbance Ecology	ES				Yes	This was an upper-division science program that expected advanced work from students. Opportunities for students to do advanced work included the development of a sampling design test table with statistics and advanced spatial analyses in GIS.
2003-04	Ecological Agriculture	ES				Yes	Special exercises – nutrient cycling (6-12 hrs) need to think through. More extensive use of library (12 peer-reviewed references) for advanced credit)
2005-06	Ecology of Harmful Algal Blooms	ES				Yes	Field and library research projects. Use of research-grade instruments.
2003-04	Environment, Health, and Community	ES				Yes	Spring quarter the focus has been on high-level, independent projects, nested in the class as a learning community. These projects involve demanding public policy and community links, some requiring community accountability and plans for continued project development.
2003-04	Exploring Biogeochemistry	ES				Yes	All work was upper division science.
2005-06	Field Ecology	ES				Yes	Upper-division credit was available to students who conducted advanced work--this was assessed in a variety of ways, but included projects and papers that could be published in journals, projects that demonstrate a novel approach to a question, address a timely issue in a thorough manner, or make a significant contribution to plans for long-term ecological research.
2004-05	Forests in Space and Time	ES				Yes	Independent project during winter quarter. Also some students did independent work during the fall since some of the material was a repeat for them.
2003-04	Fungal Kingdom	ES				Yes	The entire program was upper-division science work.
2003-04	Hydrology	ES				Yes	This program was designed for advanced undergraduates and graduate students. Upper division and graduate students at other schools commonly use the same texts that we assigned. Past versions of the program have helped our undergraduates get accepted to graduate programs in hydrology and water resources.

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2003-04	Introduction to Environmental Studies	ES				Yes and No	As an all-level program, we feel that we did challenge students in their thinking about critical environmental and social issues. Although many responded with a sophisticated grasp of the material, no upper division credit was given.
2005-06	Introduction to Environmental Studies: Land	ES				Yes	We had several students who were juniors and seniors, and for their research projects they were able to work at a more advanced level. There were some other students who, over the course of two quarters, were able to move to a more advanced level. There were some students who wanted to do extra work on how to collect data on campus--and they worked independently with one faculty.
2004-05	Marine Life	ES				Yes	Advanced scientific research.
2004-05	Plant Ecology and Taxonomy	ES				Yes	all upper division science
2003-04	Practice of Sustainable Agriculture	ES				Yes	Complete all work well. Use of references in paper.
2004-05	Practice of Sustainable Agriculture	ES				Yes	Upper division work was encouraged of students that showed they were capable and interested.
2004-05	Protected Areas?	ES				Yes	All was at upper division level.
2003-04	Rainforest Research	ES				Yes	Independent scientific research
2003-04	Symbiosis	ES				Yes	This was an upper division science program (*16 hours)

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2005-06	Symbiosis	ES				Yes	See program description as follows. Prerequisites: One quarter of organic chemistry recommended. A minimum of one year of college-level chemistry with lab and advanced course work in either botany, microbiology, mycology or zoology is required. Prerequisites will be verified the first day of class. Description: Symbiosis can be defined as "the living together of differently named organisms." This program will look at the biology of symbiotic associations through lecture, readings, laboratory, field work and seminar topics taken from the primary literature. Although particular attention will be paid to mutualistic symbioses, parasitic associations will also be covered. Defining aspects of plant-animal, animal-animal, bacteria-plant, bacteria-animal, protozoa-animal and fungi-plant symbioses will be examined at the organismal, physiological, cellular, biochemical, molecular and ecological levels. Characteristics that define the integration between the host and symbiont of specific associations will be investigated through fieldwork and in the laboratory. Students will complete a take-home examination, keep a lab notebook and undertake a small research project that culminates in a poster with a short oral presentation. Credit awarded in: symbiosis, symbiosis seminar, parasitology, ecological physiology, symbiosis laboratory, and research. All credit will be designated as upper-division science.
2004-05	Teaching Gardens	ES				Yes	Every student produced an individual garden design or interpretive panel design.
2005-06	Temperate Rainforests	ES				Yes	Extra scientific labs were available; five students carried this out.
2003-04	Tropical Rainforests	ES				Yes	Upper-division science program; all work was advanced
2005-06	Tropical Rainforests; Study Abroad Winter: Costa Rica	ES				Yes	Upper-division science credit.
2005-06	Vertebrate Evolution	ES				Yes	All of the work in this program was at an upper-division undergraduate or graduate level.
2005-06	Water	ES				Yes	Research project Winter Quarter using skills from Fall Quarter.
2005-06	Watershed Ecology: From Rivers to Ridges	ES				Yes	Final projects required advanced work (upper-division science credits).
2003-04	Age of Irony: 20th-Century America	EWS	CTL	SPBC		Yes	Some student projects were advanced, both in the kind of research methods they used, the approach, and the quality of the final work.

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2005-06	Art of Mexico	EWS	CTL	EA		Yes	The research paper was the opportunity for students who were ready to go ahead and do advanced work. They all worked at their own level and some students did produce advanced research papers both quarters. Students who stayed in the program both quarters (more than half did) really had a sophisticated understanding of Mexican culture by the end of winter quarter.
2003-04	Art, Creativity, and the Sacred	EWS	EA	CTL		Yes	This was an advanced art history class. Students read classic texts in the area we were studying and were quizzed and tested to aid their retention, analysis, and synthesis of what was presented. In-depth bi-weekly lectures presented material at an advanced level. A final project allowed students the opportunity to achieve greater depth in a specific area they were most engaged with.
2004-05	Art, Words, and Women	EWS	SPBC	EA		Yes	The quality and quantity of work assigned was advanced although not all students rose to the occasion equally well. Some did and improved their knowledge, their awareness, their writing and thinking abilities through their hard work.
2005-06	Arts, Environment and the Child: Walking the Wheel of the Seasons	EWS	ES	EA		Yes	Some students took leadership roles. New students would come in and other students were asked to move into a role of teaching in computer technology, in educational or celebration projects, or in community or events organizing. Students facilitated and were coordinators, as well as moving into a more advanced understanding of medicinal plant study. Also, students could initiate and then lead and facilitate their own projects. Students could mentor other students in the project. A few students who had adequate background had opportunity to do additional work such as earning upper-division credit in botanical studies.
2004-05	Arts, Nature, Pattern	EWS	EA	SI		Yes	Students were encouraged to participate fully in art and computer activities. Since levels of preparation were different, advanced students were encouraged to go further than the rest of the class.
2003-04	Chronic Illness, Disability, and Deafness	EWS	SPBC	CTL		Yes	We talked frequently about what in a paper would make it upper division and they did at least one integrative paper per quarter.
2003-04	Doing Science	EWS	SI			Yes	That possibility is always there considering their own personal writing and projects.
2004-05	Education, Values and Society	EWS	SPBC	CTL		Yes	Students were given a special option to do more substantial soc sciences research. The whole 4 credits section on beauty was designed to offer students to complex analysis.
2004-05	Embracing Conflict	EWS	SPBC	CTL		Yes	Students who did advanced presentation/min-lectures.

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2003-04	Finding Your Voice: Advocacy and Change	EWS	EA	CTL		Yes	Students who were ready to do more advanced writing could work to their own level in this program.
2004-05	Florence, The Cradle of the Renaissance	EWS	EA			Yes	The students who had an art or art history background wrote essay or produced final projects at a more advanced level, working with faculty.
2003-04	Government and the Economy	EWS	GRH	SPBC		Yes	
2005-06	History According to Film	EWS	EA	CTL		Yes	Yes, in the sense that the paper topics allowed more advanced students to explore a subject more fully.
2005-06	Ideas Made Manifest: Art and Philosophy in the Middle Ages	EWS	EA	CTL		Yes	The program was designed for upper-division work--the readings were challenging and the process of integrating art history with philosophy called for fairly advanced critical thinking and synthesis skills.
2005-06	International Policy and Business: Europe	EWS	SPBC			Yes	The reading and research requirements represented advanced work. I have taught this same program as a graduate course.
2004-05	Justice at Work	EWS	SPBC			Yes	The projects and regular assignments gave them an opportunity to apply complex legal and historical concepts to a new subject. The weekly assignments also presented the opportunity for advanced work in critical analysis of an author's work.
2005-06	Liberty and Justice For All: Contemporary Political Philosophies In Historical Context	EWS	CTL			Yes	The final paper was structured in such a way as to allow students to build on previous work in history, philosophy, or the social sciences generally.
2005-06	Making Your Place	EWS	EA	SPBC		Yes	Students who stayed with the program for three quarters worked intensively with interviewing, editing, creative writing, and performance.
2005-06	Order and Chaos: Making and Breaking Rules in Science and the Arts	EWS	EA	SI		Yes	In some cases, students who had more experience in certain areas were encouraged to delve more deeply into areas such as sequential art, theatre, and probability, but this was not a major emphasis.
2004-05	Peacemaking	EWS	SPBC			Yes	Students proposed individual projects at varying levels -- ranging from introductory volunteer stint at the Dispute Resolution Center to a complex analysis of definitions of justice. The negotiation simulation, which occurred at the very end of the program is one I normally use with graduate students.

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2005-06	People Management in Organizations	EWS	SPBC			Yes	There were no limits on the degree of research for their projects. Moreover, they could team up and conduct work with classmates to a level they all agreed upon.
2004-05	Politics and the Media	EWS	SPBC			Yes	For final projects, students selected with strong backgrounds were able to build on that background.
2003-04	Positive Psychology	EWS	SPBC			Yes	- Preparation for research opportunities; Data analysis; Public speaking
2004-05	Positive Psychology	EWS	SPBC			Yes	Opportunities to assist with program planning, activity development, peer consultation, and research more broadly and deeply into Positive Psychology.
2005-06	Public Health in the United States	EWS	SPBC			Yes	Students chose the level of outbreak investigation they completed for two major assignments. Many in-class activities allowed students a choice of complexity.
2004-05	Science Writing	EWS	SI	CTL		Yes	12 credit option
2004-05	Sex, Gender and Evolution	EWS	SI	SPBC		Yes	the breadth and depth of the disciplines, concepts, theories, and critiques was such that all students had the opportunity to stretch themselves to their full capacity
2003-04	Shakespeare: Body and Soul	EWS	CTL			Yes	Writing and performance work were both self-determined, so students could work as deep as they were able.
2003-04	Silk Roads: China, the Middle East, and the New World	EWS	SPBC	CTL		Yes	Upper division credit upon request and merit; individual contracts which expanded and/or brought more depth to class themes.
2003-04	Sport and Society	EWS	SPBC			Yes	This was judged by the quality of their work. Students had to do in-depth analysis of specific issues in sport and violence in sport and had to do a position paper on intercollegiate athletics at TESC.
2004-05	Stage and Screen	EWS	EA			Yes	More advanced work was possible in some of the assignments, particularly groups who studied a particular aspect of television/popular culture in relation to theatre.
2005-06	Systems Theory for Business and Organizations	EWS	SPBC			Yes	Three students requested "extra" work and were given ideas, encouragement, and support to do more and continue past the course to develop their systems perspective.
2003-04	Understanding Your Food	EWS	SI			Yes	Students self selected to participate in upper division nutrition research
2004-05	Women's West	EWS	SPBC	EA		Yes	Readings were advanced levels and the assignments were demanding.
2004-05	Work and the Human Condition	EWS	SPBC	EA	CTL	Yes	Depending on their prior experience and study, some students were able to do (and did) work we could specify as upper division.

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2005-06	Managers as Leaders: Public Sector Leadership with Rapid Change	EWS-GRH	SPBC			Yes	Students were given the opportunity and a requirement to complete one report on leadership from an area or devoted to a specific topic matching their own interest or career goal.
2004-05	America in the 20th Century	IA	CTL	SPBC		Yes	It was an all level program - so advanced work was often an individual effort.
2005-06	American Frontiers: Critical Histories	IA	NAW IP	CTL		Yes	Advanced research in U.S. history.
2004-05	American Places	IA	CTL	NAW IP		Yes	The major independent study enabled a significant number of seniors to do senior projects/theses. It supported ALL students who were prepared to take advantage of the opportunity, including freshmen, to do advanced work. For most students in the program, the major project and final paper was the most advanced academic work they've done.
2005-06	Animated Visions: Allegories of Resistance	IA	EA	CTL		Yes	Individual students were able to do advanced work in the context of the poetry, animation, and history/literature workshops. Theoretical material was fairly sophisticated, although this was an all-level program with 50% first-year students.
2003-04	Art of Local History	IA	ES	CTL		Yes	Two students are doing advanced work. In addition to the regular program requirements, they are required to read 4 texts in Pacific Northwest History: Schwantes, _The Pacific Northwest; Robbins, _ Hard Times in Paradise; Boxberger, _ To Fish in Common; and one text of their choice along with three peer-reviewed journal articles. From this they produced an annotated bibliography and a 7-page thesis paper related to a theme of their choice in Pacific NW history.
2005-06	Art's Sources	IA	EA	CTL		Yes	In the studio--students adapting assignments to their particular level of work.
2005-06	Asian Culture and Art; Study Abroad Winter: India; Study Abroad Spring: China	IA	CTL	EA		Yes	In the performing arts workshops, students moved into the advanced repertoire of Indonesian Gamelan music performance practice by spring quarter. The other workshops reached at least the intermediate level.
2003-04	Dance, Creativity, and Culture	IA	EA	SPBC		Yes	It was an advanced program.
2005-06	Drawing from the Sea	IA	ES	EA		Yes	In art, students could conduct advanced, independent work in drawing or photography. In science, research projects allowed advanced students to pursue more sophisticated questions and to use more focused primary literature than science novices.

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2005-06	Emerging Order: What to Make of It?	IA	SI	EA		Yes	Students completed independent projects. Some of the well-prepared students produced excellent work which demonstrated advanced understanding of conceptual ideas and technical skills.
2004-05	Evolution of the Book	IA	CTL	NAW IP		Yes	Our program offered a good deal of flexibility to include beginners and people with experience--we simply took people from where they were when we met them to wherever we could get them by the end of the program. They accomplished a wide range of work, and we did a lot of individual instruction.
2004-05	Framing Film	IA	EA	CTL		Yes	students could elect to do an advanced project: a research study, with longer paper; a set up (with historical and film background) for the class screenings; facilitate a seminar.
2005-06	Imaging the Body	IA	EA	ES		Yes	In the winter, students had to do a 4-credit independent project on anatomy and 4-6-credit research project developing a series of artworks. Depending on the skills and ambitions of the students, there was the opportunity to do advanced work in either of these arenas. One student, for example, undertook additional research into the history of icons and made 11 icons that, in this context, went well beyond the scope of the assignment. That said, not many students took this opportunity.
2004-05	Imperialism	IA	CTL	SPBC		Yes	In the student projects.
2005-06	Information Landscapes: Mapping the Invisible	IA	CTL	SI		Yes	Original web work, both individually and collaboratively. Significant projects to support efforts of the Library. Developments of a Wiki to serve as a "survival guide" to students wanting to use Information Technologies at Evergreen.
2003-04	Ireland: Living Between Worlds	IA	EA	CTL		Yes	In winter quarter their collaborative projects required them to go beyond simply integrating program materials; they had to present it to their colleagues in an original, creative format that required them to pull out the most important aspects of the subject (Irish America) and reframe it according to issues of race, class, gender, and religion.
2003-04	Islands	IA	EA	CTL		Yes	Because much of the work was project oriented, advanced students could perform at their own level.
2005-06	Jefferson's American West	IA	CTL	ES		Yes	There was space in program assignments for more advanced students to do advanced work.
2004-05	Local Knowledge	IA	EA	ES		Yes	Extensive community based work requiring maturity and responsibility. Several projects on the senior thesis level. Also - program grounded in the practice of community based research and education -- demanding and enhancing intellectual, ethical and practical development. For the faculty as well.

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2003-04	Looking Backward	IA	CTL	SPBC		Yes	Students were approached as we encountered them. Looking Backward was an all-levels program and we expected level-appropriate work. We also encouraged and tracked growth and improvement. Hence, we assumed more advanced work from Juniors than from First-year High School Directs at the beginning of the program. As the year unfolded, everyone who stayed in the program for the full academic year showed growth and refinement in thinking, writing, reading comprehension, and the like.
2005-06	Memories, Dreams, Beliefs: Personal and Cultural Explorations of the Dynamic Psyche	IA	SPBC	EA	SI	Yes	Upper-division-level work in Developmental, Transcultural, Transpersonal and Depth Psychologies; Abnormal Psychology, Research Methodology, Internships, Social Services volunteering, Laban theory.
2005-06	Movement and Resistance	IA	CTL	EA		Yes	Research proposals.
2005-06	Reconciliation: A Process of Human Balance; Study Abroad Winter: Peru	IA	SPBC	NAWIP		Yes	Everyone designed independent work.
2004-05	Rhythmic Meditations	IA	SPBC	EA		Yes	Independent research that students did, open space and individual research project design, workshop components facilitated allows students to work in their own space.
2005-06	Vietnam and Iraq War: Uncomfortable Parallels?	IA	SPBC	CTL		Yes	Yes, students could do advanced work through the research project. Some students, seniors in particular, could do advanced work in political economy. For instance, some looked at the political and economic context to do comparisons between the two wars. Another senior did work that involved research in psychology and political science on what makes people able to commit atrocities.
2005-06	Voice of the Poem and Other Musics	IA	EA	CTL		Yes	Both poetry and music students were encouraged to create "advanced" projects. Groups were formed to write, rehearse, and perform an "opera."
2004-05	Astronomy and Cosmologies	SI				Yes	Research projects in astronomy.
2003-04	Astronomy and the Cosmologies	SI				Yes	http://academic.evergreen.edu/curricular/astro2004/home.htm

Academic Year	Program Name	Planning Group	Detail 1	Detail 2	Detail 3	Advanced Work?	Please elaborate on opportunities for advanced work in your program.
2005-06	Atoms, Molecules and Reactions	SI				Yes	The entire program was advanced work.
2003-04	Atoms, Molecules, and Research	SI				Yes	Everything in the program was advanced.
2003-04	Data to Information	SI				Yes	Students had the option of earning upper-division credit in the math and CS parts of the program.
2005-06	Data to Information	SI				Yes	Students were able to design their own projects, some of which were very sophisticated.
2004-05	Energy Systems	SI				Yes	Research projects in physics and energy
2004-05	Environmental Analysis	SI				Yes	Field work, lab work and research project work were all advanced.
2004-05	Introduction to Natural Science	SI				Yes	This program is considered a lower division program and as such, students received lower division credit. That said, students did carry out extensive, independent laboratory projects spring quarter. No number given.
2004-05	Mathematical Origins of Life	SI				Yes	It was upper division math
2005-06	Mathematical Systems	SI				Yes	Nearly all the credit in the program was upper-division science credit.
2004-05	Methods of Applied Mathematics	SI				Yes	It is upper division math
2004-05	Molecule to Corporation	SI				Yes	All upper division science
2003-04	Molecule to Organism	SI				Yes	This program was all upper division; it more than adequately prepared students for entrance into the following graduate programs: medical school, dental school, nursing school, chiropractic school, naturopathic college, Ph.D. programs in biology and chemistry. In addition, students were well prepared to enter the workforce in a scientific career.
2004-05	Molecule to Organism	SI				Yes	In this upper-division program, students carried out advanced work in both chemistry (e.g. molecular orbital theory and multi-step organic synthesis strategies) and biology (e.g. establishment and interpretation of morphogen gradients in forming the body plan). In the spring quarter laboratory, students carried out individual research projects that ranged from building complex natural molecules and isolating natural products to assessing the cytoskeletal organization of a developing Drosophila oocyte and characterizing taste bud formation in catfish.
2005-06	Molecule to Organism	SI				Yes	Advanced work was carried out in winter and spring both in class and in lab.
2003-04	Physics of Astronomy	SI				Yes	http://academic.evergreen.edu/curricular/phyastro/home.htm

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2005-06	Physics of Astronomy	SI				Yes	Major research projects required. Http://academic.evergreen.edu/curricular/PsyAstro/0906/research.htm [Webpage not currently available.]
2003-04	Student Originated Software	SI				Yes	- Advanced computer science course content.; Team projects that required advanced programming skills and ability to work independently to learn new technology.
2003-04	Topics in Advanced Mathematics	SI				Yes	Our program was an upper-division science program, so from my perspective, all the work was advanced.
2004-05	500 Years of Globalization	SPBC				Yes	This was an advanced program.
2004-05	A Few Good Managers Wanted	SPBC				Yes	Case studies and economic analysis of communities as well as market research and business planning.
2003-04	Advanced Management Topics	SPBC				Yes	Virtually everything we did was advanced work. The Good Managers program is billed as an advanced topic in management offering, and the prerequisites are adhered to. We build on the basics they on with them.
2005-06	Buddhist Psychotherapy	SPBC				Yes	Mainly in the area of internal reflection (psychological and spiritual).
2004-05	Business in Action	SPBC				Yes	We used a business simulation exercise that allowed great flexibility in approach. More advanced students were able to apply more sophisticated analysis to their play of the game.
2003-04	Constructing the North American State, 1750-1800	SPBC				Yes	This was an upper division program. Several students were working at the graduate level.
2003-04	Engaging Cuba	SPBC				Yes	1) Attended a day conference on Marxism in Cuba.; 2) Heard lectures from leading Cuban intellectuals on Cuban economy, politics, energy policy, U.S. foreign policy.
2003-04	Growing Up Global	SPBC				Yes	It was all advanced work.
2004-05	Health in a Biocultural Perspective	SPBC				Yes	If they chose to and produced papers of sufficiently detailed analysis, students could earn upper division credits for their research papers.
2004-05	Latin America in a Global Free Market	SPBC				Yes	T.V. Production Video documentary Production Working in different community and development projects in Chile and Latin America.
2004-05	Marxist Theory	SPBC				Yes	A senior level class that I have taught as a graduate program at Colorado.
2004-05	Masculinities and Femininities Across the Globe	SPBC				Yes	Juniors and seniors who consistently demonstrated the ability to comprehend and apply theoretical and empirical information (at an intermediate or advanced level of understanding and integration) in their work.

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2005-06	Multicultural Counseling	SPBC				Yes	Internships, research/synthesis papers, exams. All students who have applied to graduate school per date are going directly into doctoral psychology programs, skipping Master's degrees based on their level of competency and preparation.
2004-05	Organizing for Democracy	SPBC				Yes	some reading advanced. Many opportunities; suggested readings, guest speaker.
2004-05	Patience	SPBC				Yes	Students were encouraged to explore topics in-depth. They reported learning how to guide their own learning in order to successfully complete projects, applying theories and new skills to their final projects. Several students said that they had completed graduate level work. Students completed projects such as writing drug addiction curriculum, completing environmental projects, starting a visual arts portfolio, and performing in a major public performance.
2003-04	Performing Gender	IA	SPBC	EA		Yes (wint qtr)	Sociology – optional research paper; Theater – optional upper-division acting work
2005-06	Philosophy, Society and Globalization: How We Got Where We Are	SPBC				Yes	They would choose to write a longer research papers.
2005-06	Political Economy and Social Change	SPBC				Yes	The major research paper provided this opportunity.
2003-04	Political Economy and Social Movements	SPBC				Yes	Yes, but not formally. There were options when people did their research projects to do more in-depth work if they wanted to, as well as my giving them extra readings in economics and more advanced research options when requested.
2004-05	Pooled Sovereignty and Corporate Management	SPBC				Yes	
2003-04	Turning Eastward	SPBC				Yes	Individual and group research projects and presentations
2004-05	Turning Eastward: Explorations in East/West Psychology	SPBC				Yes	Some structure with solid background in psychology and Buddhism. Did more advanced studies via their individual and group research projects.
2005-06	What's Love Got To Do With It? Contemporary Issues in Marriage and Family Life	SPBC				Yes	Students wrote analytical summaries of our seminar books, turned in thesis statements, and outlined and revised two longer papers in response to detailed criticism by faculty. This was all advanced work, though not all students achieved it.

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2005-06	Tribal Reservation-Based/Community Determined: Muckleshoot	TRI				Yes	RBCD Students normally register for 12 credits per quarter. Those capable of additional work propose in-depth projects for additional credit, which is often representative of advanced work.
2005-06	Tribal Reservation-Based/Community Determined: Nisqually	TRI				Yes	Although most of the students in our program take 12 credits, all but two of my students took 14 or more credits, comprising advanced work.
2005-06	Tribal Reservation-Based/Community Determined: Skokomish	TRI				Yes	Most of the students in class are working towards furthering their education, and many different opportunities have been discussed with them, including internships, scholarships, summer opportunities, and work-study opportunities. Students are also encouraged to participate in senior capstone projects that provide a summative review and demonstration of their learning. Students are also actively encouraged to work towards eventual publication of their work, and they are regularly provided with samples of journals that display student work in a variety of scholarly settings. We have many plans, dreams, and hopes as our time together continues.
2004-05	Tribal: Reservation-Based/Community Determined: Muckleshoot	TRI				Yes	RBCD students normally register for 12 credits per quarter (they're all adults with jobs, families and other responsibilities). As a result, those who are able and capable often pursue independent, advanced work for an additional 1-4 credits per quarter.
2004-05	Tribal: Reservation-Based/Community Determined: Nisqually	TRI				Yes	Hard to address in program like ours. w/different year students. Only junior and senior can do more than 12 credits. Seniors = moderators in seminar.
2004-05	Tribal: Reservation-Based/Community Determined: Quinalt	TRI				Yes	Self directed research.
2003-04	Constructing Citizens	SPBC				No?	Do you mean beyond the syllabus? Unclear what you really mean... (1 quarter all-level)
2005-06	Columbia River: Origins, Salmon and Culture	CORE	ES			No	
2004-05	Designing Languages	CORE	CTL	SI		No	

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2005-06	Growing up Global	CORE	SPBC			No	
2003-04	Labyrinths	CORE	EA			No	
2004-05	Negotiating Cultural Landscapes	CORE	SPBC	EA		No	
2004-05	Old and New Worlds	CORE	CTL	EA		No	
2005-06	Nation and Narration: Mexico/Brazil	CTL				No	
2003-04	Physicist's World	CTL				No	
2004-05	Poetics and Power	CTL				No	
2005-06	William Faulkner: Yoknapatawpha Saga	CTL				No	
2004-05	American Eye: A History of America in Photographs and Fiction	EA				No	
2003-04	Foundations of Visual Arts	EA				No	
2005-06	Incisive Line	EA				No	
2005-06	Inventing Systems With Music and Movement Theater	EA				No	
2004-05	Farm to Table	ES				No	
2004-05	Introduction to Environmental Chemistry: The Atmosphere	ES				No	
2004-05	Introduction to Environmental Studies	ES				No	
2003-04	Up Close	ES				No	
2005-06	1905	EWS	CTL	SI		No	
2003-04	Evil: Concepts and Realities	EWS	SPBC	CTL		No	
2004-05	Market, Forum and Village	EWS	CTL	SPBC		No	

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2005-06	Religion and Society	EWS	CTL	SPBC		No	
2005-06	Seeing is Knowing: From Data to Images and Back	EWS	SI			No	
2005-06	Victoria Still Rules	EWS	CTL	SI		No	
2005-06	What's Cookin': The Science of Food	EWS	SI			No	
2004-05	New Tools for Community Transformation	EWS (GRH)	GRH			No	
2005-06	Business and Society: Put Your Money Where Your Mouth Is	IA	SPBC	CTL		No	
2003-04	Christian Roots	IA	ES	EA		No	
2004-05	Forensics and Mystery Writing	IA	SI	CTL		No	
2003-04	Health and Human Development	IA	SPBC	SI		No	
2003-04	Here, There, and Everywhere	IA	SPBC	ES		No	
2005-06	Indigenous Peoples and Ecological Change	IA	ES	NAWIP		No	
2005-06	Physicist's World	IA	CTL	SI		No	
2004-05	Science of Fat	IA	ES	SI		No	We had an independent research component, but I would not call that advanced work in most cases.
2005-06	Anti-Indian Movements: Origin, Images and Responses	NAWIP				No	
2003-04	Algebra to Algorithms	SI				No	

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2005-06	Algebra to Algorithms: An Introduction to Mathematics for Science and Computing	SI				No	
2005-06	Introduction to Natural Science	SI				No	
2003-04	Mathematics in History and Science	SI				No	
2005-06	Matter and Minerals	SI				No	
2003-04	Modeling Motion	SI				No	
2004-05	Science Seminar	SI				No	
2005-06	Science Seminar	SI				No	
2005-06	Symmetry in Nature	SI				No	
2003-04	Transforming the Globe	SI				No	
2004-05	American Civil War in Modern Memory	SPBC				No	
2003-04	Culture and Participatory Research	SPBC				No	
2004-05	How People Learn	SPBC				No	
2005-06	Managing a Maritime Business	SPBC				No	
2003-04	So You Want to Be a Psychologist	SPBC				No	
2004-05	So You Want to Be a Psychologist?	SPBC				No	
2005-06	So, You Want to Be a Psychologist?	SPBC				No	

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2003-04	Tribal: Reservation Based-Muckleshoot	TRI				No	