Advanced Work Across the Curriculum, A Supplement
EPR Workshop, 8 August 2006
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These notes are a supplement to what Andrew and Kevin have written. As I was a later reader, I asked different questions of the responses.

The question is "Were there opportunities to do advanced work?" Immediately, it became apparent that there are a number of interpretations of this question and no agreed-upon understanding of what constitutes "advanced work." The responses seem to suggest a range of understandings:

- "High quality" work
- Independent research
- Upper-division work in a lower-division program
- Upper-division work in an upper-division program
- Graduate-level work in an upper-division program
- The nature of the texts used in the program
- Specialized work (e.g. Legal research, writing appellate briefs)

All of these possible understandings seem to be at play in the responses, across all areas. The SI respondents seem most uniform in classifying advanced work as upper-division work in an upper-division program. The most general response across all the areas was that advanced work was done through individual research and independent projects.

I think perhaps the question itself, "Were there opportunities to do advanced work," was confounding, and I am wondering what, exactly, was behind the question. The term "opportunities" perhaps was used to allow faculty to counter the argument (an accreditation comment?) that we do not do much advanced work at Evergreen. In any case, a large number of respondents noted that their programs were structured to provide the opportunity or space for students with sufficient background or initiative to push beyond basic expectations. This was often pointed to as opportunities for advanced work. But here, too, the level of that work was unclear and we don't know how much of it was achieved. Among Core respondents, 9 out of 15 reported advanced work, but in none of these responses was it clear how the work was "advanced." Most referred to the work as "high quality" or "deeper."

There were one or two responses that stated advanced work was shown through research methodologies, analytical frameworks, overall conceptualization, as well as research and writing of a major paper, including data collection and analysis.