

**Advanced Work Across the Curriculum
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What counts as advanced work? What do faculty understand by advanced work?

The most common response to this question mentioned independent projects, often involving research. Other common responses described the way that advanced work prepared students for graduate-level work, stated that part of the work in the program could serve as a senior thesis, or compared the course material to graduate-level work.

We organized this summary primarily by planning unit area.

CTL: One common theme was that “advanced” work was higher-quality work rather than, say, 300-level or above work. Another theme was that the program included reading “hard” texts (e.g. *Ulysses*) that were necessarily advanced. Several responses mentioned independent research projects, usually with a paper or presentation as the final project; some responses mentioned the importance of using secondary sources as a requirement of advanced work. A few responses compared their programs to graduate or professional school work (e.g. MFA, law school) with work products like novels or legal briefs. Two responses mentioned that foreign language (both Spanish) was required for the program activities; otherwise foreign languages were not mentioned as criteria for advanced work.

EA: One common theme was that “advanced” work took the form of an independent project with some kind of showable product in the form of exhibition, film, theatrical production, etc. One characteristic of such work included fulfilling many roles in a production. One response compared their program to graduate school work. Quite a few faculty mentioned that the opportunity for advanced work was available in their program, and that they tailored their expectations to student abilities.

ES: The most common response was that the program included independent research projects in the field or lab. Some mentioned the use of particular instrumentation or software as part of this research. Another common response was stating that most or all of the program credits were upper-division credits. A few responses mentioned the importance of using library and primary sources in their research papers. Several responses also mentioned use of graduate-level texts and/or the value of the programs for preparing students for graduate school.

SI: The most common response stated that most or all of the program credits were upper-division credits. Another common response was that the program included independent research projects in the field or lab. Several responses mentioned the value of the programs for preparing students for graduate school.

SPBC: These responses contained many diverse (often optional) independent or collaborative projects, including case studies, economic analysis, day conference and lectures in Cuba, video documentary, business simulation, and internships. One described internal reflection as advanced-level work. Several responses compared their work to graduate-level programs.

How might question be more usefully posed?

The question is fairly vague and produces diverse responses. In addition to the variety of interpretations of “advanced” described above, faculty responses variously interpreted the meaning of “opportunity.” Was there a possibility for advanced work? Was there preparation for advanced work? Were there prerequisites for the program? Was advanced work accomplished? Was upper-level credit awarded? Was advanced work expected or required? The question should be revised if we want to limit the kinds of responses we get.