



Patterson, Justin Tyler

A00438225

Last, First Middle

Student ID

TRANSFER CREDIT:

Start	End	Credits	Title
09/2001	06/2004	59	Collin County Community College
09/2001	06/2004	4	Collin County Community College
09/2004	06/2005	5	Texas A&M University
09/2021	06/2022	22	Austin Community College

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
03/2022	06/2022	16	Environmental Psychology and Public Health: Linking Health, Social, and Environmental Justice <i>4 - Environmental Psychology</i> <i>4 - Public Health, Critical Health Literacy and Health Disparities</i> <i>4 - Seminar in Environmental and Social Justice</i> <i>4 - Independent Research Project: Food Deserts: Their Health Impacts, and What We Can Do About Them</i>
03/2022	06/2022	4	Writing From Life <i>4 - Composition and Rhetoric</i>
06/2022	09/2022	12	A People's Epistemology <i>4 - Epistemology: Philosophy of Knowledge</i> <i>4 - Political Economy</i> <i>4 - Advanced Composition</i>
06/2022	09/2022	8	Social Media Networking/Communications Coordinator for the Center for Responsible Forestry <i>8 - Social Media Networking and Communications Coordinating</i>
09/2022	12/2022	8	Climate Policy Action: Science and Policy Basics <i>4 - Climate Change and Society (Certificate Sequence)</i> <i>4 - US Environmental Policy (Certificate Sequence)</i>

Cumulative

138 Total Undergraduate Credits Earned



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September 2022 - December 2022: Climate Policy Action: Science and Policy Basics
8 Credits

DESCRIPTION:

Faculty: Anthony Levenda, PhD

This program explores key concepts in climate science and policy. The fundamental goal is to equip students intellectually to better understand basic concepts in climate science and policy so we can tackle this challenge. The program started with an overview of climate science and key concepts of the Earth's energy balance, system feedbacks, climate models and scenarios, and impacts on human-natural systems. With this basis, we progressed into a study of the societal causes of the climate crisis and ways to remedy it. The challenges and solutions for climate change span across society and the economy, which means that addressing the climate crisis requires transformative change to both eliminate greenhouse gas emissions and adapt to the impacts of climate change. Global greenhouse gas emissions need to reduce rapidly in the next ten years and reach net zero around mid-century in order to have a chance of avoiding dangerous climate change. At the same time, climate change is exacerbating existing societal vulnerabilities and is having deep impacts across natural and social systems. We then explored how policy can be a tool towards the transformation necessary to address this crisis. We explored theories behind and practical approaches to the multilevel governance of climate change. We also covered a range of public policy areas related to climate change mitigation and adaptation, including energy supply, energy use and demand, carbon markets and economic tools, food and agriculture, and transportation. The goal is to help each of us learn more about dealing with complexity in climate policy-making and the range of actors involved spanning multiple levels of government as well as non-state actors.

Learning objectives include:

- Basic knowledge and understanding of climate science and societal causes of climate change as well as key policy instruments in climate policy
- Analyze the impacts of climate change on people and places, especially on vulnerable populations
- Understand the evolution of US climate policy, including the role of ideas and actors in the policy process across multiple levels of government
- Identify and evaluate responses and solutions to climate change including mitigation of greenhouse gas emissions, adaptation to warming, public perceptions, and policies from the local to the global
- Effectively communicate in writing the issues and debates around the human dimensions of climate change and climate justice

This class is a part of a series of courses that comprise the Climate Policy and Action Certificate sequence.

EVALUATION:

Written by: Anthony Levenda, PhD

Justin was prepared and insightful for the entirety of the quarter. He attended each class and was prepared for each discussion. This course of study challenged Justin to gain mastery of concepts and theories related to climate science and policy and then apply them in short papers, a group climate mitigation policy project, and a final synthesis paper. He completed each assignment thoroughly and thoughtfully. Throughout the quarter he demonstrated an ability to effectively communicate in both writing and classroom debates. He demonstrated significant existing knowledge of key climate science



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principles as well as significant interest in climate policy. He showed significant knowledge in his understanding of climate policy as it relates to broader societal causes of climate change, and expanded his understanding of potential avenues of action through multiple levels of government. Through engagement with key readings on multilevel climate governance, such as Ostrom's polycentric model, he prepared a synthesis paper that highlighted how climate change requires action at all levels of government to respond to context-dependent climate problems and solutions. He also went beyond course required readings to demonstrate how inter-city and urban/rural knowledge transfer can help create more effective, popular, and efficient policy strategies.

In group work and classroom discussion, Justin was always well prepared, collegial, and supportive. He helped create a learning environment that challenged our community to think critically about possible avenues for climate mitigation, including controversial topics like nuclear energy. In particular, he provided key leadership in project management and ideas in his group project on the banning of gas-powered lawn equipment as applied in policy to Washington State. All of Justin's work shows that he is very-well prepared for graduate study in fields related to environmental policy and urban planning.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

- 4 - Climate Change and Society (Certificate Sequence)
- 4 - US Environmental Policy (Certificate Sequence)



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June 2022 - September 2022: Social Media Networking/Communications Coordinator for the Center for Responsible Forestry

8 Credits

DESCRIPTION:

Faculty: Eirik Steinhoff, PhD

Here is what Justin set out to do under the auspices of this well-designed Internship Learning Contract, which was titled **Social Media Networking/Communications Coordinator for the Center for Responsible Forestry**:

- Developing an overall marketing and social media outreach strategy focused on:
 - Audience and Community Engagement
 - Petition Sign-ups
 - Attracting Donors and Sponsors
 - Increasing Awareness of Benefits of Legacy Forests
 - Increasing Awareness of Proposed Timber Sales
- Creating foundational infrastructure for social media and email marketing best practices
- Developing Ad Campaigns based on industry best practices

Here are a few of the possible learning outcomes Justin identified in his internship proposal:

- The ecology and management of forest ecosystems in the Pacific Northwest
- History and current state of logging efforts and how that affects our shared ecosystem
- Building coalitions within the state of Washington
- Principles of forest ecology and benefits of protection of legacy forests
- Understanding of forest management and sustainable forest harvesting
- In-depth understanding of political coalition building practices in relation to conservation and sustainability
- Media and Public Relations principles in relation to conservation and sustainability

EVALUATION:

Written by: Eirik Steinhoff, PhD

Justin has done outstanding work through this internship, fulfilling all of the learning objectives he set for himself this quarter, and more. He stayed in steady contact with the faculty sponsor by means of periodic updates that reflected on his learning and his documented accomplishments. At quarter's end Justin wrote a clear and concise 5-page single-spaced essay surveying the learning that took place through this contract.



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Justin's field supervisor, Daniel Harm (Communications Director at the Center for Responsible Forestry), wrote the following evaluation of Justin's work:

Over the course of the summer, I worked side by side with Justin on a plethora of communication and infrastructure development projects. Justin brought a thorough level of professionalism, good cheer, work ethic, and innovative talent.

The main areas of work he was involved in include:

- Activating a new facebook account
- Developing a social media publishing protocol
- Developing a social media content creation workflow
- Strategizing effective Call to Action campaigns
- Running multiple ad campaigns
- Creating pitch decks for funding proposals
- Producing a successful rally to project legacy forests.

For his part, Justin offers the following reflections in his self-evaluation:

Much of my learning was focused on legacy forests- what they are, their benefits, their connection to water, air, and land sustainability, and the efforts to conserve them from logging. During this internship, I was fortunate to have insight into large amounts of scientific research and data about legacy forests, particularly those present in WA. However, I found the dynamics of policy and legal challenges to conservation as the most interesting knowledge gained this quarter. As I plan to remain very active in public policy, the skills, knowledge, and connections gained in this realm should continue to serve me well.

I maintained excellent communication and helped drive the initiatives of CRF. I found that my skills, forged in a long corporate career, are very valuable in creating efficient operations for non-profit sectors. This also illustrates the more challenging parts of this internship. Much of my time was spent working with CRF staff to align with industry best practices in communication, organization, operations, marketing, and fundraising. I believe that I have provided the CRF team with foundational support to move forward more effectively.

My congratulations to Justin on a summer well spent. I wish him the very best, and look forward to learning where his studies take him next, both on the page and in the world at large.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

8- Social Media Networking and Communications Coordinating



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Student Self Evaluation for Social Media Networking/Communications Coordinator for the Center for Responsible Forestry

06/2022 - 09/2022

During this internship with The Center for Responsible Forestry, I anticipated multiple learning outcomes including, among others, the principles of forest ecology, distinction of legacy and old growth forest classification and impact, conservation efforts regarding complex forest systems, and specific challenges to conservation efforts in the State of WA. My goal was to leave this internship with a firm understanding of the dynamics of WA State conservation efforts, political processes, and ecological impacts of legacy forests. I achieved this goal.

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June 2022 - September 2022: A People's Epistemology

12 Credits

DESCRIPTION:

Faculty: Anthony Zaragoza

In this course, we asked ourselves what is my most significant knowledge? What are the most important things I've learned in life? As a learning community we reflected on these questions, wrote extensively about them, revised our writing multiple times, and presented them to each other on the final day of class. For a study of epistemology, the philosophy of knowledge, Mr. Patterson examined the most significant learning of his life through advanced reading, composition, and critical thinking. To do this, he first listed, reflected on, and analyzed key pieces of his knowledge. Next, he wrote a paragraph about each one, then chose a smaller number of the paragraphs to expand into one-page pieces, then a smaller set of those pieces he developed into a 3–5-page essay, and finally he shared some of his knowledge in a 10-minute presentation to his peers and a sizable external audience. Throughout our work together, he considered the process of deconstructing and decolonizing his thinking and how humans construct, reconstruct, analyze, and describe what we know and why it's important to know it. Readings and discussions of them focused on the distribution of power and wealth, how this has evolved historically and impacted various groups differently. Over the course of the quarter students made use of the writing center, revised their work extensively and participated in class knowledge writing workshops.

EVALUATION:

Written by: Anthony Zaragoza

For his studies of epistemology, Mr. Patterson examined deeply the most significant learning of his life through advanced reading, composition, and critical thinking, while also considering these through a lens of political economy. To achieve this, he listed, reflected on, and analyzed 18 pieces of his own life knowledge. He wrote a thoughtful paragraph about each, chose 6 of the paragraphs to expand into one-page pieces, then 3 of those pieces he successfully developed into 3–5-page essays, and finally he shared some of his knowledge in a 10-minute presentation to the class. Each week Mr. Patterson was an extremely and thoughtfully active participant in our work discussing our texts for the week, listening to our weekly knowledge panel guests who shared their knowledge, and workshopped his writing in small groups. Mr. Patterson did a wonderful job using this opportunity to develop his ideas for productive and critical conversation involving a wide range of philosophical issues and social realities. In his written work, Mr. Patterson offered interesting and relevant observations and insights. In his presentation, the knowledge he offered made me and the class reflect and learn from his discoveries. The presentation was well-rehearsed and exceptionally delivered. Mr. Patterson demonstrated well his ideas in discussion, in his writing, and in his end of the quarter presentation. He has had a very successful quarter studying epistemology. He is an excellent co-learner and should be very proud of the knowledge he shared, and the knowledge he gained with and from the learning community this quarter! The work he has done and the skills he has developed, especially in deep dialectical dialogue, contribute well to his preparation for graduate studies as well as careers in communications, policy analysis, leadership, organizing, social work, information management, nonprofit development, teaching, among various others.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12

- 4 - Epistemology: Philosophy of Knowledge
- 4 - Political Economy
- 4 - Advanced Composition



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Student Self Evaluation for A People's Epistemology
06/2022 - 09/2022

With my goal of working in public policy and political arenas after my graduation, I am consistently looking to expand my knowledge of political economy, history of social movements, and effective communication. This course, A People's Epistemology (APE), was an excellent exploration of this knowledge. From the diverse sets of texts to the discussion of complex concepts, I was challenged and given the tools to excel. Much of my learning in this course consisted of two main themes: exploration of different worldviews and perspectives on political or social organizing, and refinement of my current knowledge and communication of it.

I was active and involved throughout the course and pushed myself to go above and beyond the normal requirements. I was consistently prepared and successfully completed all course objectives on time and without any issue. In discussion with peers, I struck the right balance of leaning in and leaning back as needed. By contributing questions and probing for deeper connections, I advanced my learning and understanding of the course material. I am looking forward to expanding the skills and knowledge acquired in APE and am certain that the lessons learned will serve me well into the future.



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March 2022 - June 2022: Writing From Life

4 Credits

DESCRIPTION:

Faculty: Eirik Steinhoff, Ph.D.

This course was designed as an opportunity for students to define, develop, and deepen their craft as writers. Weekly reading and writing assignments were geared towards cultivating a robust repertoire of readerly and writerly reflexes, on the one hand, in order to analyze and represent lived experience, on the other. "Reading as a writer" and "writing as a reader" were at the core of our practice, which placed a premium on analyzing rhetorical situations and eliminating clutter. The essay as a genre was prised free from the monopoly of the 5-paragraph theme and returned to its root meaning: an "attempt" in language that recruits readers to the inquiry.

Weekly writing assignments provided a specific set of challenges that allowed students to build their reflexes in relation to our objectives. Peer review was a key component of our work together; workshops and seminars served to deepen our skills in collaborative inquiry. At the end of the quarter students collected their work in a final portfolio capped off by a cover letter in which they reflected on their metamorphoses, their accomplishments, and their aspirations.

Assigned reading included texts by bell hooks, Mike Rose, John Warner, Martin Luther King, Jr., William Zinsser, Verlyn Klinkenborg, Rosmarie Waldrop, David George Haskell, Arthur Plotnik, Lydia Davis, Daniel Dennett, Ursula K. Le Guin, and others.

The motto supervising our inquiry this quarter was: *The only way to do this right is by writing!*

Writing From Life also serves as the prerequisite for Evergreen's Prior Learning from Experience program. The rigorous PLE program involves a sequence of courses in which students with college-level or community-based lived experience write essays connecting academic theory and experiential learning. A subset of students in Writing From Life who were interested in pursuing the PLE program wrote a preliminary draft autobiography and gained a foundation in writing academic essays to analyze their professional and community work for evidence of college equivalent knowledge.

EVALUATION:

Written by: Eirik Steinhoff, Ph.D.

Justin successfully defined, developed, and deepened his craft as a writer this quarter. His participation in class demonstrated a dynamic engagement both with assigned texts and with people in the (virtual) room. He completed all required writing assignments, and receives full credit. Justin was registered in the PLE-track for this course, and successfully completed all the requirements for this prerequisite. He is welcome to join the PLE program, if he so chooses.

Justin's final portfolio nicely documents his growth as a writer. The energetic variety of work on display shows a writer unsatisfied with routine accomplishment and eager to do what it takes to hit the nail on the head even as he explores new modes and methods.

Justin came in with good reflexes as a reader and writer and made avid use of the tools the course introduced to expand his range in productive and inventive ways. He engaged in thoughtful and deliberate peer review, and his peers, in turn, were able to name what they valued in his writing.

Let me quote a few sentences from Justin's self-evaluation, which does a wonderful job naming his learning:



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"In this course, I wrote a significant amount of work in many different genres, which expanded my use of form. As I have a wealth of experience in business-focused writing, I formed well-worn patterns over the years which took away from the overall impact in my writing. I am proud of my work throughout the quarter to understand, isolate, and challenge these patterns. I pushed myself throughout the quarter to go "above and beyond" the normal requirements. Within my writing, I noticed a shift in clarity of my voice and ideas, particularly a proclivity to "tighten" my word usage. This act of critical reading and editing has helped further develop my written voice."

I couldn't agree more. This has indeed been a very productive quarter for Justin. He leaves this course poised for success both on and off the page. It has been a pleasure working with Justin, and I look forward to learning where his reading and writing (and more) take him in the months and years to come.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Composition and Rhetoric



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March 2022 - June 2022: Environmental Psychology and Public Health: Linking Health, Social, and Environmental Justice

16 Credits

DESCRIPTION:

Faculty: Kina Montenegro, PhD, Carolyn Prouty, DVM

In this team-taught interdisciplinary program, students studied environmental justice through the lenses of social and environmental psychology and public health. Students examined public health principles and the social determinants of health, focusing on the common pathways that drive environmental injustices and health disparities including social, economic and racial inequities, and institutional power. Tenets of disability justice including intersectionality, interdependence, and collective liberation were also central to our inquiry, as were critical hope and community resilience.

As part of our program, students completed extensive work related to the field of environmental psychology, with an emphasis on social psychology and environmental justice. Students utilized psychology to understand the connection between themselves and the environment, and people and the environment. These connections were rooted in readings of research articles, discussions, and lectures on what pro-environmental behaviors consist of, such as attitudes, values, norms, and different theories surrounding the intent and motivation behind environmental behavior and/or climate skepticism. Students also explored and applied techniques related to behavior modification and persuasion to influence their own behavior and the behavior of others.

Students completed multiple forms of evaluative assessment to measure performance on the above topics. Weekly reflections in the form of journal entries and synthesis assignments served to help students articulate meaningful connections to material, demonstrate integrative and critical thinking, and communicate creatively and effectively. Seminar discussions and seminar assignments demonstrated comprehension of and engagement with readings, as well as reflective and critical thinking skills in the form of questions, opinions, and insights. Seminar participation involved active listening, evaluation of peer's contributions, and formulation of meaningful contributions to discussion of texts.

16-credit students additionally completed a group library research project on a program topic, culminating in a conference-style poster presentation that incorporated new evidence-based practices in their research poster design. Students worked collaboratively to complete component assignments including an annotated bibliography, draft and final abstracts, poster creation, and coordinated presentation to their peers. Students applied and articulated what they learned concerning persuasion into the design of their posters and presentation.

EVALUATION:

Written by: Carolyn Prouty, DVM

Justin Patterson successfully achieved all of the learning objectives in this program—his first at Evergreen—with excellent quality work. Justin's return to school comes after years of working in corporate and small business sectors, including extensive work with policy change. He brought to the program an interest in environmentally focused psychology as a method for enacting change around environmental and urban planning practices. Justin's participation in the program was outstanding in all aspects of our work, from leadership in seminar discussions and group work to writing and thinking, demonstrating a dedication to advancing skills through multiple modes of inquiry. Justin completed more than the required work of the program on time, had excellent attendance, maintained a positive attitude throughout the program, and received full credit.



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Seminar discussions and small group workshops were central to the work of the program. Justin contributed frequently and thoughtfully, articulating valuable perspectives often reflecting his long experience in fields related to program content. Justin was an inclusive and thoughtful leader in small group work. He often addressed the need to lean into the complexity and gray areas of black-and-white, binary-prone discussions.

Weekly readings and written integrative responses were a cornerstone of our work in bringing critical perspectives from social and environmental psychology and public health literature. Justin's writing was excellent: insightful, detailed, well-cited, and well organized. His writing thoughtfully articulated the authors' ideas, creating cohesive arguments, clearly connecting multiple sources and ideas, and providing solid, rational arguments. Justin demonstrated an advanced ability for critical analysis and a thorough understanding of program materials. From one of his best papers: "Hope requires the foundational support of both the "reformer" and the "revolutionary... When reformers lay the tracks, revolutionaries provide the spark, and the larger population can see the way forward. And one must see the path to walk it."

Students completed two take-home integrative exams in spring, responding to questions about essential program themes, topics, and arguments. On the midterm, Justin demonstrated excellence, with complete, thoughtful, precise, and correct answers reflecting a thorough and sophisticated understanding of the concepts covered. He incisively described the seminal work of the Bullards and community in establishing the environmental justice movement, citing external sources. He provided a thorough and detailed explanation of how "race" is not biology but ideology, and the harm done by assumptions that health disparities are inherent in an individual's biology, rather than deriving from experiences of racism, including segregation and environmental exposures. On the final exam, Justin again did excellent work, revealing a very strong ability to productively apply his knowledge of models and theories to real-world examples. He very successfully described the relationship between having a marginalized identity and chronic stress and its impacts on the body. Finally, he articulately explained his vision of the role of hope and resilience in tackling the world's pressing problems, and named specific actions that can increase agency and efficacy.

For the final poster project, Justin was a member of a three-person group that examined the history and current practices in food deserts. Justin's research focused on a positive view of initiatives to reduce food deserts as an opportunity that can benefit communities, private investors, and city governments. In the poster making process Justin made effective revisions to the abstract and posters based on feedback and posed excellent questions to faculty. The group's annotated bibliography and abstract were both very well executed. Together, they completed excellent work drafting, revising, and coordinating their poster design, resulting in three cohesive posters with strong layout, easy to read text, and expressive graphics that were highly in-line with their topic and supporting materials. The presentation was well-prepared, and each member worked fluidly with the others to support and expand on each other's work; for most questions their peers asked, group members supported each other by adding to each response. In addition, the group produced a very well-written statement articulating the elements of persuasion that they incorporated into the poster, demonstrating comprehension of those psychological models. The group was greatly satisfied with how well they supported each other, and expressed that Justin was a constant force in the group, keeping everyone on track, initiating meetings and directions for the group to go in, and helped all group members find information for their specific posters.

Overall, Justin demonstrated a sophisticated understanding of the linkages between social and environmental psychology, and the social and political determinants of population health. Justin demonstrated leadership, respect and inclusivity in all aspects of the program.



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SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 4 - Environmental Psychology
- 4 - Public Health, Critical Health Literacy and Health Disparities
- 4 - Seminar in Environmental and Social Justice
- 4 - Independent Research Project: Food Deserts: Their Health Impacts, and What We Can Do About Them



The Evergreen State College • Olympia, WA 98505 • www.evergreen.edu

EVERGREEN TRANSCRIPT GUIDE

Accreditation: The Evergreen State College is fully accredited by the Northwest Commission on Colleges and Universities.

Degrees Awarded: The Evergreen State College awards the following degrees: Bachelor of Arts, Bachelor of Science, Master of Environmental Studies, Master of Public Administration and Master In Teaching. Degree awards are listed on the Record of Academic Achievement.

Educational Philosophy:

Our curriculum places high value on these modes of learning and teaching objectives:

- Interdisciplinary Learning
- Collaborative Learning
- Learning Across Significant Differences
- Personal Engagement
- Linking Theory with Practical Applications

Our expectations of Evergreen Graduates are that during their time at Evergreen they will:

- Articulate and assume responsibility for their own work
- Participate collaboratively and responsibly in our diverse society
- Communicate creatively and effectively
- Demonstrate integrative, independent, critical thinking
- Apply qualitative, quantitative and creative modes of inquiry appropriately to practical and theoretical problems across disciplines, and,
- As a culmination of their education, demonstrate depth, breadth and synthesis of learning and the ability to reflect on the personal and social significance of that learning.

Our students have the opportunity to participate in frequent, mutual evaluation of academic programs, faculty and students. In collaboration with faculty and advisors, students develop individual academic concentrations.

Academic Program

Modes of Learning: Evergreen's curriculum is primarily team-taught and interdisciplinary. Students may choose from among several modes of study:

- **Programs:** Faculty members from different disciplines work together with students on a unifying question or theme. Programs may be up to three quarters long.
- **Individual Learning Contract:** Working closely with a faculty member, a student may design a one-quarter-long, full-time or part-time research or creative project. The contract document outlines both the activities of the contract and the criteria for evaluation. Most students are at upper division standing.
- **Internship Learning Contract:** Internships provide opportunities for students to link theory and practice in areas related to their interests. These full- or part-time opportunities involve close supervision by a field supervisor and a faculty sponsor.
- **Courses:** Courses are 2-6 credit offerings centered on a specific theme or discipline.

The numerical and alpha characters listed as Course Reference Numbers designate modes of learning and are in a random order.

Evaluation and Credit Award:

Our transcript consists of narrative evaluations. Narrative evaluations tell a rich and detailed story of the multiple facets involved in a student's academic work. A close reading of the narratives and attention to the course equivalencies will provide extensive information about student's abilities and experiences. Students are not awarded credit for work considered not passing. Evergreen will not translate our narrative transcript into letter or numeric grades.

Transcript Structure and Contents: The Record of Academic Achievement summarizes credit awarded, expressed in quarter credit hours. Transcript materials are presented in inverse chronological order so that the most recent evaluation(s) appears first.

Credit is recorded by:

Quarter Credit Hours: Fall 1979 to present

Evergreen Units: 1 Evergreen Unit (1971 through Summer 1973) equals 5 quarter credit hours

1 Evergreen Unit (Fall 1973 through Summer 1979) equals 4 quarter credit hours

Each academic entry in the transcript is accompanied by (unless noted otherwise):

- The Program Description, Individual Contract or Internship Contract which explains learning objectives, activities and content of the program, course or contract.
- The Faculty Evaluation of Student Achievement provides information on specific work the student completed and about how well the student performed in the program or contract.
- The Student's Own Evaluation of Personal Achievement is a reflective document written by the student evaluating his or her learning experiences. Students are encouraged but not required to include these documents in their official transcript, unless specified by faculty.
- The Student's Summative Self Evaluation is an optional evaluation summarizing a student's education and may be included as a separate document or as a part of the student's final self- evaluation.

Transfer credit for Evergreen programs, courses and individual study should be awarded based upon a careful review of the transcript document including the course equivalencies which are designed to make it easier for others to clearly interpret our interdisciplinary curriculum. These course equivalencies can be found at the conclusion of each of the Faculty Evaluation of Student Achievement.

The college academic calendar consists of four-eleven week quarters. Refer to the college website (www.evergreen.edu) for specific dates.

This record is authentic and official when the Record of Academic Achievement page is marked and dated with the school seal.

All information contained herein is confidential and its release is governed by the Family Educational Rights and Privacy Act of 1974 as amended.

If, after a thorough review of this transcript, you still have questions, please contact Registration and Records: (360) 867-6180.