



Student No: W01144133 Date of Birth: 31-DEC

Date Issued: 25-NOV-2024  
OFFICIAL FE

Record of: Ajaleigh Mi'shell Irons  
SSN: \*\*\*\*\*5890

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Issued To: EVERGREEN  
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REFNUM:45391271

Course Level: Undergraduate

Awarded : Bachelor of Arts 15-JUN-2018  
College : Coll/Fine and Performing Arts  
Major/Field : Music  
Minor(s) : Education and Social Justice  
Degree Comments:  
Degree GPA : 2.78

SUBJ NO.	COURSE TITLE	CRED GRD	PTS R
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INSTITUTION CREDIT:

Term: Summer 2013  
ENVS 195 Perspectives Env and Sustain 2.00 S 0.00  
Term: Ehrs: 2.00 GPA-Hrs: 0.00 QPts: 0.00 GPA: 0.00  
Good Standing

Term: Fall 2013  
ANTH 201 Intro to Cultural Anthropology 5.00 C 10.00  
MUS 101 Fundamentals of Music 3.00 B 9.00  
MUS 104 Art of Listening to Music 3.00 C+ 6.90  
MUS 121 Aural & Keyboard Skills I 1.00 S 0.00  
MUS 212 Piano 1.00 B+ 3.30  
MUS 271 University Choir: Women 2.00 A 8.00  
Term: Ehrs: 15.00 GPA-Hrs: 14.00 QPts: 37.20 GPA: 2.65  
Good Standing

Term: Winter 2014  
ENG 101 Writing and Critical Inquiry 5.00 B- 13.50  
ESCI 101 Enviro Studies:A Scientific Ap 3.00 D 3.00  
MUS 122 Theoretcl & Analytcl Skills 3.00 B 9.00  
MUS 123 Aural & Keyboard Skills I 1.00 S 0.00  
MUS 212 Piano 1.00 A- 3.70  
MUS 271 University Choir:Women 2.00 B 6.00  
Term: Ehrs: 15.00 GPA-Hrs: 14.00 QPts: 35.20 GPA: 2.51  
Good Standing

Term: Spring 2014  
ANTH 353 Sex and Gender in Culture 5.00 C+ 11.50  
MUS 124 Theoretcl & Analytcl Skills I 3.00 B 9.00  
MUS 125 Aural & Keyboard Skills I 1.00 S 0.00  
MUS 212 Piano 2.00 A- 7.40  
MUS 271 University Choir:Women 2.00 A 8.00  
PSY 101 Introduction to Psychology 5.00 U 15.00  
Term: Ehrs: 18.00 GPA-Hrs: 17.00 QPts: 50.90 GPA: 2.99  
Good Standing

Term: Fall 2014  
COMM 101 Fundamentals of Speech 4.00 W 0.00  
LBRL 123 Western Trad III: Modern World 5.00 B- 13.50  
MUS 126 Theoretcl & Analytcl Skills I 3.00 F 0.00 A  
MUS 212 Piano 1.00 B+ 3.30  
MUS 221 Aural and Keyboard Skills II 1.00 U 0.00 A  
Term: Ehrs: 6.00 GPA-Hrs: 9.00 QPts: 16.80 GPA: 1.86  
Warning - Academic Rules

\*\*\*\*\* CONTINUED ON NEXT COLUMN \*\*\*\*\*

SUBJ NO.	COURSE TITLE	CRED GRD	PTS R
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Institution Information continued:

Term: Winter 2015  
ECON 101 Markets and Society 4.00 D 4.00  
FAIR 210A World Issues 4.00 S 0.00  
MUS 205 Survey Non-Westrn Muscl Cultrs 3.00 B+ 9.90  
MUS 212 Piano 1.00 A- 3.70  
MUS 271 University Choir:Women 2.00 A 8.00  
PHIL 102 Introduction to Logic 3.00 F 0.00  
Term: Ehrs: 14.00 GPA-Hrs: 13.00 QPts: 25.60 GPA: 1.96  
Warning - Academic Rules

Term: Spring 2015  
ART 109 Visual Dialogue 3.00 B+ 9.90  
BIOL 101 Introduction to Biology w/lab 4.00 C 8.00  
CSD 210 Communication and the Mind 3.00 B+ 9.90  
MUS 212 Piano 1.00 B+ 3.30  
MUS 271 University Choir:Women 2.00 C- 3.40  
SPAN 104 Review Elementary Spanish 5.00 D+ 6.50  
Term: Ehrs: 18.00 GPA-Hrs: 18.00 QPts: 41.00 GPA: 2.27  
Good Standing

Term: Summer 2015  
ANTH 335 Quantitative Methods in Anthro 5.00 SW 0.00  
EDUC 309 Storytelling 4.00 SW 0.00  
MUS 105 Pop and Rock Music Survey 3.00 SW 0.00  
Term: Ehrs: 0.00 GPA-Hrs: 0.00 QPts: 0.00 GPA: 0.00  
Good Standing

Term: Fall 2015  
CLST 350 Greek Mythology 4.00 C 8.00  
HIST 265 LGBT Experience in US History 5.00 B+ 16.50  
MUS 126 Theoretcl & Analytcl Skills I 3.00 C- 5.10 I  
MUS 212 Piano 1.00 A 4.00  
MUS 221 Aural and Keyboard Skills II 1.00 S 0.00 I  
MUS 271 University Choir: Women 2.00 A 8.00  
Term: Ehrs: 16.00 GPA-Hrs: 15.00 QPts: 41.60 GPA: 2.77  
Good Standing

Term: Winter 2016  
MUS 097 Piano Sight-reading 0.00 S 0.00  
MUS 105 Pop and Rock Music Survey 3.00 C- 5.10  
MUS 212 Piano 1.00 A 4.00  
MUS 222 Theoretcl/Analytcl Skills II 3.00 F 0.00 A  
MUS 223 Aural and Keyboard Skills II 1.00 U 0.00  
PSY 230 Lifespan Developmental Psych 5.00 C 10.00  
WGSS 212 Feminist Theory and Expression 4.00 B- 10.80  
Term: Ehrs: 13.00 GPA-Hrs: 16.00 QPts: 29.90 GPA: 1.86  
Warning - Academic Rules

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*Shelli Soto*

Shelli Soto, Interim Registrar



Student No: W01144133 Date of Birth: 31-DEC

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Level: Undergraduate

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SUBJ NO.	COURSE TITLE	CRED GRD	PTS R	SUBJ NO.	COURSE TITLE	CRED GRD	PTS R
Institution Information continued:				Institution Information continued:			
Term:	Spring 2016			Term:	Winter 2018		
ANTH 397B	Dynamics of Apocalypse	5.00 B	15.00	EDUC 411	Education and Social Justice	4.00 A	16.00
HIST 103	Intro American Hist to 1865	5.00 D-	3.50	ENG 338	Women's Lit N Am and Europe	5.00 A-	18.50
MUS 097	Piano Sight-reading	0.00 S	0.00	MUS 212	Piano	1.00 A	4.00
MUS 212	Piano	1.00 A-	3.70	MUS 276	Piano Accompanying	2.00 A-	7.40
MUS 271	University Choir:Women	2.00 A	8.00	MUS 342	History of Music 1600-1830	3.00 A	12.00
Term:	Ehrs: 13.00 GPA-Hrs: 13.00 QPts: 30.20 GPA: 2.32			Term:	Ehrs: 15.00 GPA-Hrs: 15.00 QPts: 57.90 GPA: 3.86		
	Good Standing				Good Standing		
Term:	Fall 2016			Term:	Spring 2018		
AMST 242	Lesbian/Gay Bisex Experience	4.00 KA-	14.80	FAIR 314E	Critical Pedagogy	4.00 S	0.00
ANTH 215	Intro Biological Anthro w/lab	5.00 B-	13.50	MATH 107	Math Reasoning & Applications	4.00 B	12.00
MUS 098	Piano sight-reading	0.00 S	0.00	MUS 212	Piano	1.00 A	4.00
MUS 212	Piano	1.00 A	4.00	MUS 276	Piano Accompanying	2.00 A	8.00
MUS 271	University Choir: Women	2.00 B+	6.60	MUS 343	History of Music 1830-Present	3.00 A	12.00
Term:	Ehrs: 12.00 GPA-Hrs: 12.00 QPts: 38.90 GPA: 3.24			Term:	Ehrs: 14.00 GPA-Hrs: 10.00 QPts: 36.00 GPA: 3.60		
	Good Standing				Good Standing		
Term:	Winter 2017			***** TRANSCRIPT TOTALS *****			
ANTH 335	Quantitative Methods in Anthro	5.00 B+	16.50	Earned Hrs	GPA Hrs	Points	GPA
EDUC 412	Seminar in Educational Equity	4.00 A	16.00	TOTAL INSTITUTION	214.00	201.00	560.20 2.78
MUS 098	Piano sight-reading	0.00 S	0.00	TOTAL TRANSFER	0.00	0.00	0.00 0.00
MUS 212	Piano	1.00 B+	3.30	OVERALL	214.00	201.00	560.20 2.78
MUS 222	Theoreticl/Analyticl Skills II	2.00 B	6.00 I	***** END OF TRANSCRIPT *****			
MUS 223A	Aural Skills II	1.00 C-	1.70				
Term:	Ehrs: 13.00 GPA-Hrs: 13.00 QPts: 43.50 GPA: 3.34						
	Good Standing						
Term:	Spring 2017						
ANTH 481	Childhood and Culture	5.00 B	15.00				
MUS 098	Piano sight-reading	0.00 S	0.00				
MUS 212	Piano	1.00 A-	3.70				
MUS 224	Theoreticl/Analyticl Skills II	2.00 B	6.00				
MUS 225A	Aural Skills II	1.00 B-	2.70				
SEC 512	Seminar in Educ Philosophy	4.00 A	16.00				
Term:	Ehrs: 13.00 GPA-Hrs: 13.00 QPts: 43.40 GPA: 3.33						
	Good Standing						
Term:	Fall 2017						
FAIR 336B	Peace Corps Experience	4.00 S	0.00				
FAIR 336M	Music Intl Social Change	4.00 S	0.00				
MUS 098	Piano sight-reading	0.00 S	0.00				
MUS 212	Piano	1.00 A-	3.70				
MUS 276	Piano Accompanying	2.00 A-	7.40				
MUS 326	Orchestration/Arranging	3.00 B+	9.90				
MUS 341	History of Music to 1600	3.00 A-	11.10				
Term:	Ehrs: 17.00 GPA-Hrs: 9.00 QPts: 32.10 GPA: 3.56						
	Good Standing						
***** CONTINUED ON NEXT COLUMN *****							

*Shelli Soto*

Shelli Soto, Interim Registrar

# WESTERN WASHINGTON UNIVERSITY BELLINGHAM, WASHINGTON 98225-9008



## ACCREDITATION

Western Washington University is accredited by the Northwest Commission on Colleges and Universities.

## DEGREE REQUIREMENTS

180 quarter hours of credit are required for the baccalaureate degree. Prior to June 1, 1971, 192 quarter hours of credit were required.

## COURSE NUMBERING

001-099 no credit 300-399 third-year courses  
100-199 first-year courses 400-499 fourth-year courses  
200-299 second-year courses 500-699 graduate level courses

## FAIRHAVEN COLLEGE GRADING

Prior to Fall Quarter 1987, academic records for Fairhaven College students were posted and maintained yearly rather than quarterly. Completions carry the prefix FAIR and the transcript notation is S (satisfactory). Written student-faculty evaluations are required for the official awarding of credit. Conventional letter grades appear quarterly for studies taken in other WWU departments. GPA is not computed for Fairhaven College students. Degree requirements for Fairhaven College include a core program and completion of either a student-faculty designed concentration or an established WWU major.

## OTHER ABBREVIATIONS

(AP) Advanced Placement (COR) Correspondence  
(CIS) Contract Independent Study (WI) or (WP) Writing Proficiency  
(RIP) Resident Ind Study Program (EXM) Course Challenge

## UNDERGRADUATE AND GRADUATE LEVELS

Prior to Fall 1999, post-baccalaureate course work was included in the graduate section of the transcript. Beginning Fall 1999, post-baccalaureate course work taken while not enrolled in a master's degree program appears on the undergraduate transcript. Master's and post-master's course work appear on the graduate transcript.

## TRANSFER CREDIT

Undergraduate transfer credit totals are accurate, but names of some transfer institutions may not be included.

## GRADING

The grade point average is calculated by dividing the total number of grade points by the total number of credits accumulated in courses in which the student has received a final grade, including grades of F and Z and excluding grades of EP, P, NP, S, and U. To determine points for an individual course, multiply the number of credits according to the following table.

Grades A through D-, S, and P are considered passing. Some courses are graded on the S/U system. For these courses, appropriate curricular authorities have determined that the A-F system is inappropriate. Neither S nor U is considered in the calculation of grade averages. Pass/No Pass grading is available on an optional basis to students in courses taken to fulfill electives. P and NP identify courses taken on the Pass/No Pass basis and are not counted in computing grade point averages.

An EP grade meets degree requirements during recognized university-wide exceptional circumstances.

## Grade Points

Grade	Per Credit	
A	4.0	Excellent
A-	3.7	
B+	3.3	
B	3.0	Good
B-	2.7	
C+	2.3	
C	2.0	Fair
C-	1.7	
D+	1.3	
D	1.0	Poor
D-	0.7	
F	0.0	
Z	0.0	Failure (unofficial withdrawal)

The following grades carry no grade points:

AUD	(Audit, no credit)	P	(Pass)
EP	(Pass – Exceptional Circumstance)	S	(Satisfactory)
IP	(In Progress)	SW	(School Withdrawal)
K	(Incomplete)	U	(Unsatisfactory)
NP	(Not Passing)	W	(Course Withdrawal)
		X	(No grade reported)

For terms prior to Spring 2020, K followed by another grade indicates that the K (Incomplete) was completed and assigned a grade, e.g., KA means that a K grade was changed to A. Beginning Spring 2020, an incomplete (K) grade is replaced with a final grade when the course is completed (with no preceding K).

## FRESH START

Undergraduate students who return to WWU after an absence of five years or more may request a Fresh Start grade point average. Grades marked with an asterisk (\*) indicate that the student was granted a Fresh Start and those grades are not included in the calculation of the cumulative GPA.

## COURSE REPEATS

The repeat rules have changed over the years. The current catalog will indicate the repeat rule currently in effect.

Courses marked with "I" in the Repeat (R) column have grades that are included in the grade point average and in the total earned credits. Courses marked with "E" in the Repeat (R) column are excluded from both the grade point average and the total earned credits. Courses marked with "A" in the Repeat (R) column are included in the grade point average but excluded from the total earned credits.

## FORMER NAMES

The state legislature established New Whatcom Normal School in 1893. Classes were first held in September 1899. The baccalaureate degree was first offered in 1933.

The name changed to Whatcom State Normal School (1901-1904), Bellingham State Normal School (1904-1937), Western Washington College of Education (1937-1961), Western Washington State College (1961-1977), and Western Washington University (1977-present).

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Any questions regarding the validity of the information you are receiving should be directed to: Registrar's Office, Western Washington University, 516 High Street, Old Main 230, Bellingham, WA 98225-9008, Tel: (360) 650-3432.

## FAIRHAVEN COLLEGE: EVALUATION PROCEDURE

Fairhaven College does not grade its students in the usual manner of A-B-C-D-F. As distinguished from the other Western Washington University Colleges, courses and studies completed are posted "FAIR" and the transcript character used is "S": Satisfactory. These are different than P grading systems as P grades do not require any formal assessment but that is not the case with Fairhaven S grades. Fairhaven College uses narrative evaluations, written first by the student and then by the instructor, in all of its courses. Each narrative evaluation has the description of a course which may be used for articulation purposes. Additionally, you will note that the written evaluations, which comprise the student's portfolio, describe the learning progress as identified by both the student and the instructor; they result from seminars, discussions, written work, and conferences. These narrative evaluations will give you a sense of the student's participation in their course, along with an evaluation of their quality of work.



**Fairhaven College  
Of Interdisciplinary Studies  
Course Evaluations and Assessments**

**Evaluations for: Ajaleigh Mi'shell Irons**  
**Quarter/Year: Winter 2015**  
**Instructor: Shirley A. Osterhaus**  
**Course number and title: FAIR 210A World Issues**

**Course Description**

We are citizens of the world! As global citizens, what do we know and understand about world issues and ourselves in a world faced with complex issues, such as, growing economic disparities, fragile democracies, environmental degradation, wars and militarism, civil liberties, racial profiling, and globalization? How do we become intelligently informed? What is our awareness of and participation in local and global efforts for positive social change? In addition to the weekly forums of guest speakers, open to the campus and Bellingham community, registered students in the class will participate in weekly research from independent media sources, discussion of the issues, reflection papers and actively engage in positive social change.

**Student Self-evaluation**

Taking a Fairhaven courses, again, was a juxtaposition compared to the main campus classes that I had grown accustomed to. Fairhaven craved more than just telling students what they should know about a topic, but focuses more on asking the students' perception and critique of the topic. Finding my voice and opinion took some adjusting to, but the process yielded great outcome.

My original goal at the beginning of the class was to meet new people and built a better sense of the popular views of similar aged college students. As class continued my goal evolved, I wanted to lower my guard and eliminate any prior biased thinking that would cloud and prohibit me from keeping an open-mind, and any clear, well-rounded observations and consideration of the situation and others opinions.

Through the World Issue's course, I learned more about current world problems and how cleverly camouflaged they are to the public's knowledge. I discovered how blind I was to their causes and sustaining factors and more importantly, that I was so naïve to my contribution in its maintenance. My attitude towards the common issues, other people, and myself as significantly developed. The class taught me how tightly inter-woven issues are, the uneven allocation of the consequence, and brought my attention to how effective working as a community is. I learned how to sharpen my critical thinking skills -the importance in asking questions, reflecting on my individual actions and lack thereof, and analyzing the cause and catalysis effect of an action. I learned how to implement change on an individual and global level.

The world's problems are a great example of how influential people really are, and at first, I was discouraged to see that power used self-destructively for rapidly gratification. As the course continued, I was shown all the solutions of people who were using their power to implement change. Their courageousness and determination is where my confidence in myself blossomed.

My attempts in the class were present, but my regularity in turning my assignments in on time was lacking. Looking back, my research on the week's topic is where I accumulated most of my tardiness. Despite having the weekend, it was a challenge to find, summarize and reflect on certain topics. My responsibilities for the class were very clear and patterned, but my miscellaneous priorities were my downfall. Nonetheless, I'm convinced that the (late and punctual) work that I did turn in was thoughtful and sincere.

My attendance for the class was pretty consistent. I missed class once due to illness but made an effort to come to class regularly. All the topics that we reviewed sparked my interest and I enjoyed researching more on them. My readiness for class on Mondays were occasionally irregular and in some instances I didn't have my research paper printed nor did I feel that I could accurately articulate my findings to the group. During small group discussion, again I tried to stay open-minded to others ideas and opinions, I worked on not making anyone feel inferior, judged or excluded when they were sharing and I tried to always be attentive of my other classmate's input.

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Shelli Soto, Interim Registrar



**Fairhaven College  
Of Interdisciplinary Studies  
Course Evaluations and Assessments**

**Faculty Evaluation of Student**

Aja,

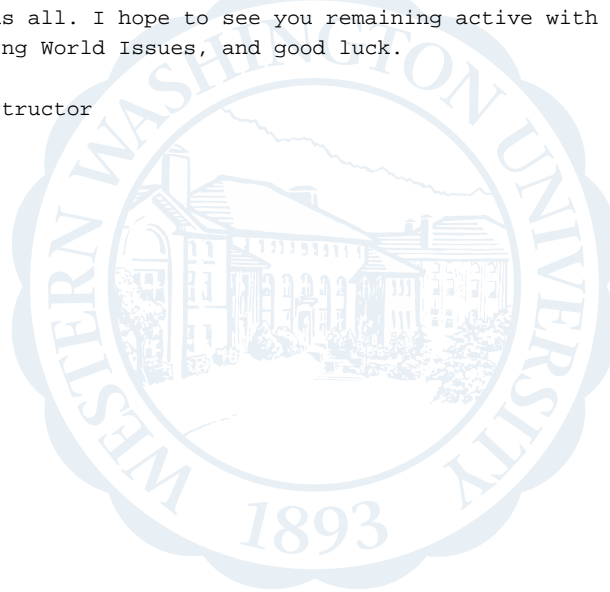
â Your thorough and analytical work put your written assignments in a tier high above many of your peers. Each week you provided research assignments that were packed full of precise statistical information that defined your opinion. Your numerical analysis of world issues not only gave you a better understanding, but also taught me. Your assignments felt as if I was reading a document that I could cite as a source due to its informative and well cited nature. However, as you mentioned in your self-evaluation, you had an abundance of tardy work. Five assignments were turned in late. This was not as detrimental due to the caliber of work you provided, but something that needs to be improved on none the less.

During class discussions you were an active listener. Never did you overpower your peers or force an opinion upon them. Instead, you observed your peers opinions, chiming in when you had new information to add. This calm demeanor made the class far more willing to accept your arguments.

This calm, and inquisitive nature allowed you to get the fullest of World Issues. You have the ability to see an issue holistically. After reading your final integration paper it is clear that this translates to you understanding of the world. You are able to recognize the interconnectedness of our modern planet, and the affect one individual can have on us all. I hope to see you remaining active with these skills as you progress into you future. Thank you for taking World Issues, and good luck.

Written by Zane Sharif, TA

Confirmed by Shirley Osterhaus, Instructor



*Shelli Soto*  
Shelli Soto, Interim Registrar



**Fairhaven College  
Of Interdisciplinary Studies  
Course Evaluations and Assessments**

**Evaluations for: Ajaleigh Mi'shell Irons**

**Quarter/Year: Fall 2017**

**Instructor: Dominique Renee Coulet du Gard**

**Course number and title: FAIR 336M Music Intl Social Change**

**Course Description**

The course explores the significance of music in various social change movements affecting human rights outside the US. Areas of focus include issues of music as manifesto; gender equality in Russia; class and ethnicity rights; the Arab Spring Movement; the Estonian Singing Revolution, and Bob Marley. Materials will be linked to the study of ethnomusicology. One class trip (required) will help in understanding the content of history in music.

Students will be required to complete readings, participate in discussions with group activities, write two essays, lead one discussion, and submit a final paper or present a project in class. Attendance and participation are at the core of this course, with only 3 allowed missed classes.

**Required text:**

Pussy Riot: A Punk Prayer (2012) The Feminist Press at CUNY available at WWU AS Bookstore or via online resources.

Bob Marley: A Life (2008) by Gary Steckles, Interlink Books.

**Additional Course Materials:**

Canvas Modules will include documents, and various links to music videos and articles.

**Student Self-evaluation**

One of the goals I set out for myself that I'm proud I achieved was being more vocal and sharing my ideas in class. I am an audio learner and appreciate the knowledge, feedback, and options of my other classmates, so I'm glad that I pushed myself to speak up more and reciprocated my feedback to the class. I feel I consistently came prepared to class and was engaged with the reading/class material by asking questions and actively listening. The rapport demonstrated through class made it more comfortable to engage in class discussions. Although I feel I was successful in meeting new people and sharing my ideas in small groups, I need to work on my overall confidence. I think this was evident in my presentation of my paper. Even though the presentation was only 3-5 minutes long, my public-speaking skills failed, and I rushed through my paper topics, avoided eye contact, and stumbled over my words. Despite this, I think the class was receptive and encouraging. As uncomfortable as I feel talking in front of people, I know that I will only get better with practice.

Another one of my weaknesses I need to improve on is my work methods. I'm a slight perfectionist and want my work to accurately reflect what I'm learning in the class, and often bite off more than I can chew to accomplish this. For example, in my final paper I cover three subtopics when I could have narrowed it down to one. I'm happy with how my paper turned out, but soon discovered the big work load I created for myself when doing my research and trying to link the three subtopics together. This inevitably lead to procrastination, and although my assignments were all turned in on time, they weren't as punctual as I would have liked (some were submitted hours before the due date). I feel this weakness could be improved with better time management, regular self-assessments, and weekly goal-setting to keep me on track towards the due date.

I feel I gained a wider and more inclusive idea of music in relation to social change than was expected. As a musician, I experience music through leisure/academics, and needed to be mindful of the biases I hold, and be aware that others do not experience music as I do. It was challenging, but necessary to shift my perspective, and acknowledge that my experience of music is a privilege in that I'm able to study music without negative repercussions, which is not true for everyone. I've learned that others encounter with music can be a means of livelihood, revolutionizing, or hope, but also an act that can be life-risking. I've been studying music for a while now, and it is so pinpoint focused on "classical" music from Western Europe, which is great no doubt, but also has its limitations. So, it was refreshing that we got to include more diverse experiences and viewpoints of how music is linked to the historical and global trend of igniting transformation. I really enjoyed that we got a variety of multicultural perspectives of music within the scope of social change, and I will continue to evolve these new-found perspectives as I carry out my musical studies. Even though we didn't

A handwritten signature in black ink that reads "Shelli Soto".

Shelli Soto, Interim Registrar





**Fairhaven College  
Of Interdisciplinary Studies  
Course Evaluations and Assessments**

study the musical cannon (theory, aural skills, orchestration etc.), I definitely feel that I've grown as a musician, and expanded my perceptions to incorporate a wider range of social topics. This class was very eye-opening and did a great job of highlighting the power that music has had through the historical context of social change.

I've really enjoyed this class and getting the chance to learn with you again. Thank you for all your efforts!

**Faculty Evaluation of Student**

Ajaleigh,

Thank you for your deeply thorough self-evaluation. I appreciate the dedication you place on education. I was so pleased to find you had enrolled in this course, as you had taken a large (50+ enrollment) Sex and Gender Anthropology course with me last year. I very much observed that you applied yourself in being much more verbally interactive this quarter, given the small group size (18.) Your attendance was excellent throughout the quarter, and you contacted me when you had to miss part of one class due to an overlapped music activity.

Your three essays and final paper were all very clearly written. Some editing of the first paper involved citation methods. Other than that minor issue, you are a very observant, deep thinker, paying attention to both the broad issues as well as the specific details. For instance, in your first essay you wrote about "The Effect Music on Culture" decidedly a broad topic, yet you were able to focus on the Riot Grrrl movement and The Singing Revolution of Estonia, making clear points about each movement as activism and music as a vehicle for social change.

Your final project, as you say, was broad. In our discussions outside of class you spent time deliberating the merits of the topic on the functions and effects of music. Though broad, you were able to combine information relating to the evolutionary functions of music and its effects on the human brain all within the context of music therapy. I agree that the topic was very broad, and well worthy of a master's degree, yet your paper did cover all the salient points needed to make a clear case for the power of music therapy. I agree that narrowing your topic would have made for an easier route to completion. As far as your presentation, it was only of 5 minute duration. Practicing does help, yet you got the points across and students engaged with your materials.

In all, I appreciate your dedication to music as a performer and your new foray into ethnomusicology and viewing the power of music for effective social change.

Sincerely

Dominique Coulet du Gard

A handwritten signature in black ink that reads "Shelli Soto".

Shelli Soto, Interim Registrar





**Fairhaven College  
Of Interdisciplinary Studies  
Course Evaluations and Assessments**

**Evaluations for: Ajaleigh Mi'shell Irons**  
**Quarter/Year: Spring 2018**  
**Instructor: Clayton Todd Pierce**  
**Course number and title: FAIR 314E Critical Pedagogy**

**Course Description**

Introduction to Concepts in Educational Equity.

In this course we will draw from empirical research to examine the social, political, economic, and historical context of schooling for students of color in U.S. K-12 and higher educational systems. Students will be introduced to a set of ethnic studies concepts and theories from which to better understand the educational experiences and realities of historically underrepresented students. The course will also challenge students to reflect on their educational experiences and the schooling conditions of students of color in general, and to apply the concepts introduced in class to their own educational experiences.

More specifically, the course is intended to enable students to:

1. Develop an understanding of the histories, concepts, perspectives, and theories used to examine the complex realities of historically underrepresented students;
2. Articulate their understanding of concepts such as privilege, microaggressions, institutional racism, whiteness, resistance, decolonization, and activism, and apply these concepts to their personal educational experiences and to the debate over educational (under)achievement, (in)equity, and the politics of education;
3. Engage in inter-ethnic/racial dialogues about race and racism, the use of power and privilege to institutionalize inequity, methods for achieving social and educational change.

**Texts:** The main text for the course will include *Is Everyone Really Equal? An Introduction to Key Concepts in Social Justice Education* by Ozlem Sensoy and Robin DiAngelo, with accompanying blogs and media sources.

**Credit/Evaluation:** Evaluation will take account of regular attendance, evidence of critical reading, engagement in class discussion, and completion of assignments.

**Student Self-evaluation**

I am very pleased with how the course was conducted and appreciated the roundtable discussions that the class had together. Having a seminar class really helped clarify and expand my understanding of the readings which I wouldn't have been able to do on my own. The open environment that was created made it comfortable to speak freely with other students about our experiences in school and gave me new perspective of my classmates. I was expecting to learn more about education equity and the schooling experience of underrepresented students by collaborating with my fellow classmates through reading and discussing theories on social justice. My goals for the class was to deepen my understanding of the causes which enable inequity in schools. I have recently begun the long process of interrogating my identities and biases to understand my role in solidarity work and hoped that this class would aid in my process. By unpacking some of the theories and concepts behind educational injustice, this class has helped me rename some of my own recollections of school. Because I really value the input from my classmates I try to push myself to speak up and share my thoughts. One thing that I've been working on in the classroom is not being intimidated to ask clarifying questions or speak up when I feel I have something to offer that class which I feel like I accomplished this quarter. The final project was challenging for me just because I had never made a lesson plan before and was struggling to incorporate critical pedagogy into the curriculum that could be translated into K-12 activities. I enjoyed the final project and appreciated that we were able to express out autonomy by picking our curriculum topic! To be completely honest, I didn't always come to class prepared with the assigned readings for that day. Occasionally I would only get 1/3 of the way through, which hindered my ability to more fully engage in class discussions. Although I didn't complete some of the readings by the assigned date, I continued to read them throughout the quarter to find connections between the texts and participate in further class discussions that could benefit from previous text references. I thought the readings were interesting and appreciated that most of them were online for easy access. I had a hard time finishing a few of them because of the amount of time it would take me to read them through. I'm a thorough reader, but I found myself having to reread over

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multiple passages from multiple readings in order to conceptualize them (one of the reasons why going over them in class was so helpful). I could have done more to address my struggles with finishing the assigned readings such as coming to office hours to talk about my difficulties.

I tried to be consistent with my attendance for the class although I did arrive a couple minutes late when traveling from North campus. I had a time override and had to leave class 20 minutes early once a week which would require me to leave in the middle of activities sometimes. I tried not to disrupt the class when I left. One of my strengths that I bring into the classroom is that I always try to support the learning community by keeping an open mind and hesitating judgment to new ideas that get brought up. I learn best in environments that foster shared communication, so I am aware of any idioms, criticisms, or tone of voice that I use when having group conversations which could potentially disrupt the sharing process. I know that student experience is a valued source of knowledge that was welcomed into the classroom which can also be an emotional action for some students, so whenever these moments arrived I tried to be understanding and provide affirmations when needed.

**Faculty Evaluation of Student**

Aja,

It was a pleasure to have you in the critical pedagogy seminar this quarter. In particular, I really appreciated the thoughtful and well-crafted questions you would pose to the class on many occasions; it was always very clear to me that you had read and thought deeply about the text we were engaging for each class. I can also recall multiple times in class discussion that you helped unpack a difficult or unknown concept for the class which was greatly appreciated. I am grateful for the hard work you put into the class which benefited everyone. In this evaluation I focus on your attendance and participation, your student group led class, and final curriculum project (parts A and B).

Your attendance and participation were excellent throughout the quarter--because of a class time conflict you did need to leave class early on a number of occasions but communicated well with me about this conflict which I appreciated. As mentioned above, I was really grateful in how you shared your thoughts and insights on the readings with the seminar--you often provided sparks of insight that really shifted how we were thinking about a problem and offered powerful forms of evidence. I highly encourage you to continue engaging in this way in future classes/seminars because I feel sharing ideas and questions is one of the best ways in which to develop critical thinking skills. As you mentioned in your narrative evaluation, I agree that it is a good idea to take advantage of professors' office hours to discuss and unpack readings you feel need more attention. With this said, I also appreciated how you brought questions and clarifications to the whole group which often times ends up benefiting everyone.

For your group led class, you helped facilitate dynamic group discussions with thoughtful questions generated from the readings. I thought in particular your group connected a rich discussion of the banking model of education and problem posing teaching to the Ted Talk video titled "the training ground". Again, I thought that your participation shined when you directly pointed the class to a question you had and asked us to think collectively about the problem.

Your final project (parts A & B) built a highly relevant and critical lesson plan on school gardens and their integration into school curriculum. I think your lesson plan is a fantastic idea and moreover it is one that communities, teachers, and students are doing across the country so there are really strong models to look to for implementing your own version. In particular, the focus on media literacy and having students research and critique food advertising is a great idea. I also like the connection to food justice issues such as food deserts and migrant farmworker justice--these are key pieces to the food system in the US that is important for students at a young age to start engaging with and thinking about. One good method, as you discussed in your presentation, is to have students conduct a food assessment of their community and perhaps compare to another community who leaves nearby. I've done this with junior high students and it can be very productive and eye opening for students. Well done.

Thank you for the wonderful quarter and continue your great work going forward.

Best, Clayton

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