RECORD OF ACADEMIC ACHIEVEMENT

The Evergreen State College - Olympia, Washington 98505

OFFICIAL TRANSCRIPT DOCUMENT

Rogers, Stephanie A — A00444927

Last, First Middle — Student ID

Former Name(s): Gottschalk, Stephanie Alice;

TRANSFER CREDIT:

Start	End	Credits	Title
09/2000	12/2003	108	**Flagler College**

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/2023	12/2023	8	**General Biology** *8 - General Biology with Laboratory*
09/2023	12/2023	4	**Prior Learning From Experience Preparatory** *4 - Documenting Learning Experiences*
01/2024	03/2024	4	**Marine Animal Nutrition** **4 - Animal Nutrition Science: Marine Aquaculture*
01/2024	03/2024	4	**Revitalizing Traditional Medicine in the Americas** *2 - Critical Indigenous Studies* *2 - Environmental Humanities: Botany*
01/2024	03/2024	4	**Topics in Mycology Seminar** **2 - Topics in Mycology Seminar (Certificate Sequence)* **2 - Science Writing (Certificate Sequence)*
01/2024	03/2024	2	**Prior Learning from Experience Document Writing** *2 - Portfolio Design*
04/2024	06/2024	8	**Environmental Applications of Fungi** **8 - Environmental Applications of Fungi (Certificate Sequence)*
04/2024	06/2024	4	**Psychedelics** *4 - Psychedelics (Certificate Sequence)*
04/2024	06/2024	2	**Prior Learning from Experience Document Writing** *2 - Academic Portfolio Design*
06/2024	09/2024	8	**Student Originated Studies: Pacific Northwest Plant Identification** *4 - Pacific Northwest Plant Identification* *4 - Plant Biodiversity Conservation*

Cumulative

156 Total Undergraduate Credits Earned

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June 2024 - September 2024: Student Originated Studies: Pacific Northwest Plant Identification

8 Credits

DESCRIPTION:
Faculty: Lalita M. Calabria, Ph.D.

Pacific Northwest Plant Identification was a science program focusing on topics in plant biodiversity conservation and plant identification skill-building. Student learning was supported through weekly readings and lectures, virtual lab sessions and plant family workshops. Their understanding of the material was assessed through homework questions, lab assignments, quizzes, and exams. Some students opted to take portions of the program which is reflected in the narrative evaluation and credit allocations. A description of each major assignment is provided below.

Students learned to use dichotomous keys to identify unknown vascular plant specimens. For virtual labs, they used Hitchcock and Cronquist, *Flora of the Pacific Northwest*. Students keying skills were assessed through an identification notebook which included key paths, macro- and microscopic photos, as well as a detailed technical description of the vegetative and floral characteristics for 20 plant species. Using Simpson, *Plant Systematics* and other available resources, students also studied diagnostic characters of 24 common vascular plant families. Students recorded their weekly field observations of plants using *iNaturalist*, an online citizen science tool to document biodiversity. Weekly, asynchronous, seminar discussions focused on a range of topics including plant ecology, conservation and restoration of PNW ecosystems. Students completed a 5–7-page literature review and a final presentation focusing on a topic of their choice in plant biodiversity conservation.

EVALUATION:
Written by: Lalita Calabria, Ph.D.

Stephanie (Alice) was an engaged student who participated actively in our learning community. Alice completed all plant systematic homework assignments. Also, their performance on the quizzes indicated an excellent understanding of the topics covered.

Alice's plant identification notebook was excellent. Alice's photographs were well-labeled and included scale, highlighting the diagnostic features for the plant species keyed. Overall, Alice showed a developing knowledge of morphological terminology and using dichotomous keys to identify an unknown plant species. On the final sight identification exam, Alice demonstrated an excellent ability to sight identify 24 vascular plant families without keys or outside references. Alice completed all of the required entries into our class *iNaturalist* project. Based on the quality and completeness of Alice's entries and their end-of-quarter learning reflection, it was clear that Alice used this online community science tool effectively.

Alice completed all of the seminar response papers which deepened their skills in interpreting primary scientific papers and science media sources from a critical perspective. Alice's understanding of effective scientific writing has increased this quarter, as demonstrated through the completion of a literature review paper on the topic of Integrating Cultural Burning Practices with Government Approaches to Fire Management. Alice took advantage of all opportunities for faculty and peer feedback on revisions and this was reflected in their final paper which was excellent. Alice's final presentation to the class was well-rehearsed and highlighted their command of the literature relating to the topic. Overall, the presentation had a solid framework that tied the various aspects of the research together.

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SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

4 - Pacific Northwest Plant Identification
4 - Plant Biodiversity Conservation

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April 2024 - June 2024: Prior Learning from Experience Document Writing

2 Credits

DESCRIPTION:
Faculty: Penelope Partridge, MA, LMFTA

The Prior Learning from Experience (PLE) Program allows students with significant professional or community-based experience to accelerate a baccalaureate-level college degree through evidential portfolio submissions. In this course section, which is the second in a series of two, students had the opportunity to continue assembling and refine a draft portfolio for future submission. These portfolios can earn academic credit for past learning and life experience that has a baccalaureate-level equivalent at Evergreen.

The PLE program is highly participatory, engaging students in academic research and readings on academic and autobiographical writing. It also teaches self-editing, peer-editing, and writing skills that can be used to succeed in academia. This course is intended to refine the PLE process and provide students with feedback and resources for completing the portfolio that will be created independently and/ or with the support of an optional subsequent PLE Document Writing course, which can be taken a total of three times.

EVALUATION:
Written by: Penelope Partridge, MA, LMFTA

Stephanie was a good student this quarter. Their engagement with both independent work and synchronous participation in our learning community were enjoyable to witness. Their ability to bring an authentic history to the work of the class while maintaining a professional and personable demeanor with everyone in the group made them an important member of our course. They also paid close attention to the finer points of portfolio assembly, which require considerable academic research and problem-solving.

Stephanie has been diligent in adhering to course agreements and has demonstrated strong personal leadership skills in their independent work. I am confident that they will be a valuable addition to any learning or vocational community they choose to join.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2

2 - Academic Portfolio Design

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April 2024 - June 2024: Psychedelics

4 Credits

DESCRIPTION:
Faculty: Lalita M. Calabria, Ph.D.

Psychedelics was a course that explored historical, cultural, religious, and economic perspectives on psychoactive substances from plants and fungi. Lecture and readings covered the biology, ecology and chemistry of psychedelic plants and fungi, as well as how these compounds can be used as therapeutic agents to treat alcoholism, anxiety, depression, drug addiction and PTSD. Students' growing knowledge of these topics was reinforced and assessed through bi-weekly quizzes. Students learned to analyze and evaluate a wide range of sources related to psychedelic research through seminar discussions based in the scientific literature and popular science media including documentaries, podcasts and news articles. Students also read a book of their choice on a topic in psychedelics and prepared a report which was shared with the class through an asynchronous “book fair”. Finally, students conducted library research and prepared a monograph report focused on either a species of psychoactive plant or fungus, a biography of a leader in psychedelic research, or a related topic. This research culminated with a presentation to the entire class. This class is a part of a series of courses that comprise the Mycology Certificate sequence.

EVALUATION:
Written by: Lalita M. Calabria, Ph.D.

Stephanie's (Alice’s) performance on quizzes reflected a solid understanding of the biology, chemistry and ecology of psychedelic plants and fungi. Alice’s seminar responses indicated an excellent ability to synthesize psychedelic research into an interdisciplinary framework, including careful consideration of the political, economic and ethical dimensions of psychedelic medicalization. Alice’s monograph report on *Amanita muscaria* demonstrated excellent library research skills. Alice’s presentation on this topic to the class was very engaging and effective. The book report on *Psilocybin Mushrooms of the World: An Identification Guide* provided a complete evaluation of the book’s themes and highlighted Alice’s well-developed analytical and critical thinking skills.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Psychedelics (Certificate Sequence)

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April 2024 - June 2024: Environmental Applications of Fungi

8 Credits

DESCRIPTION:
Faculty: Lalita M. Calabria, Ph.D. and Aziz Turkoglu, Ph.D.

Environmental Applications of Fungi was an upper-division science program focused on cultivation of edible and medicinal mushrooms, as well as laboratory techniques for fungal isolation and identification. Lectures provided background on fungal biology and ecology, applications of mycorrhizal and endophytic fungi to restoration, agriculture and forest management, mycoremediation, fungal systematics and bioinformatics. In-person labs and workshops provided students with hands-on experience in the following methods: sterile technique and fungal isolation, cultivation of oyster and shitake mushrooms, production of grain spawn, inoculation of tree species with mycorrhizal fungi, truffle hunting and growing techniques; molecular and microscopic methods for identification of fungi. Students presented posters on a topic of their choice related to environmental applications of fungi using various reference books, peer-reviewed scientific papers and other resources.

This class is a part of a series of courses that comprise the Mycology Certificate sequence.

EVALUATION:
Written by: Lalita M. Calabria, Ph.D. and Aziz Turkoglu, Ph.D.

Stephanie's (Alice's) participation in program activities was excellent. Alice's performance on the exams reflected a solid understanding of the topics covered. Alice's learning reflections indicated an excellent ability to synthesize learning from a variety of sources into a cohesive framework. Alice's lab reports indicated mastery of skills and techniques for the identification and cultivation of fungi. Alice's poster on mycoremediation of microplastics from ocean environments showed very good library research and media literacy skills. The poster content was engaging and effective at communicating the connection between the natural and social sciences.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

*8 - Environmental Applications of Fungi (Certificate Sequence)

* indicates upper-division science credit

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January 2024 - March 2024: Prior Learning from Experience Document Writing

2 Credits

DESCRIPTION:
Faculty: Penelope Partridge, MA, LMFTA

The Prior Learning from Experience (PLE) Program allows students with significant professional and/or community-based experience to accelerate a baccalaureate-level college degree through evidential portfolio submissions. In this course section, which is the second in a series of two, students had the opportunity to gain support while assembling a draft portfolio for future submission. These portfolios can earn academic credit for past learning, and for life experience that has a baccalaureate-level equivalent at Evergreen.

This course is intended to advance the PLE process and provide students with a roadmap for completing the portfolio that will be created alongside the Document Writing course. The PLE program is highly participatory and engages students in academic research, readings on academic and autobiographical writing, and teaches self-editing, peer-editing, and writing skills that can be used to succeed in academia.

EVALUATION:
Written by: Penelope Partridge, MA, LMFTA

Stephanie was an excellent student and participant in PLE this quarter. They attended every session, supported other students in the learning community with enthusiasm, and moved thoroughly and thoughtfully through the planning of their PLE portfolio. They also paid close attention to the finer points of portfolio assembly, which require considerable academic research and problem-solving.

Stephanie followed through on course agreements, showcased strong personal leadership skills in their independent work, and, I believe, will be an asset to any learning or vocational community they choose to be a part of. I look forward to hearing about Stephanie's future pursuits.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2

2 - Portfolio Design

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January 2024 - March 2024: Topics in Mycology Seminar

4 Credits

DESCRIPTION:
Faculty: Lalita M. Calabria, Ph.D.

Topics in Mycology was a 4-credit course that offered students the opportunity to study fungi and deepen skills in critical thinking, science writing and science communication. Students learned to find and evaluate peer-reviewed literature and popular media sources through library research and seminar discussions. Weekly writing exercises and workshops, supported by the text *Writing Science* by Josh Schimel, aided students in learning science writing fundamentals. Students produced two original pieces of writing; one popular science-style article, and a literature review focused on topics in mycology. Students shared their research with the class in the form of a short “lightening talk” and a final group presentation. This class is a part of a series of courses that comprise the Mycology Certificate sequence.

EVALUATION:
Written by: Lalita M. Calabria, Ph.D.

Stephanie Rogers (Alice) completed all Writing Science exercises, which reflected an excellent understanding of science writing fundamentals. Alice’s popular science article on mycelium-based building materials highlighted their journalistic skills and incorporated elements of effective science writing such as storytelling and using concrete examples. Alice’s lightening talk on this topic was very clear and engaging. Alice’s team research paper on fungal pathogens of marine organisms had a well-defined structure and a strong opening. They did a great job of identifying interesting themes and knowledge gaps in the research. For both writing assignments, Alice took advantage of opportunities for peer and faculty feedback, which led to significant improvements in mechanics and organization of their writing. Alice’s excellent team research presentation had a strong storyline and was well-practiced. Alice’s seminar discussion responses indicated an exceptional ability to analyze, evaluate and synthesize information from a variety of sources.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

*2 - Topics in Mycology Seminar (Certificate Sequence)
*2 - Science Writing (Certificate Sequence)

* indicates upper-division science credit

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January 2024 - March 2024: Revitalizing Traditional Medicine in the Americas

4 Credits

DESCRIPTION:
Faculty: Hailey Maria Salazar, MA

This course explored the impact of colonialism and the suppression of traditional Indigenous medicine practices in the Americas, with a particular focus on the contemporary revitalization of these practices. Students examined historic events such as the Mexican Inquisition to gain an understanding of the historic and systemic oppression of traditional medicine practices. Through exploring contemporary revitalization of these practices, students discussed the rising interest in traditional healing practices and the implications of this for Indigenous communities.

The course examined the ongoing debates surrounding the recognition and respect for traditional medicine, including issues of cultural appropriation and the lack of access to healthcare resources. Throughout the course, students were encouraged to engage in critical thinking and discourse surrounding the complex use of traditional medicines in the Americas.

Through readings, films, and seminars, students developed an understanding of the history, politics, and cultural importance of traditional medicine practices for Indigenous communities, as well as the contemporary challenge and opportunities for their revitalization. Furthermore, the course examined the ongoing debate surrounding the decriminalization and legalization of plant medicines. Students explored the ethical and political considerations surrounding these discussions, including the implications for Indigenous sovereignty and cultural preservation.

Students gained a deep understanding of the complex relationship between colonialism and traditional Indigenous medicine practices, the contemporary revitalization of these practices, and the challenges and debates surrounding their recognition and respect. This course was designed to provide students with a nuanced understanding of these issues and a framework for addressing related issues in their communities.

EVALUATION:
Written by: Hailey Maria Salazar, MA

Stephanie, who goes by Alice, effectively fulfilled the learning objectives and outcomes for this program, having been present for most class days and attentive during learning sessions. Alice participated with the learning community by engaging in class activities focused on the application of course content. In addition to participation in seminar, Alice co-led seminar on ethnomedicine and medical anthropology. Alice was well prepared and engaged in methods to facilitate an insightful discussion.

Alice satisfactorily completed course assignments and completed a portfolio of work containing responses to free write prompts dealing with various aspects of the program theme, reflection papers on weekly assigned content, lecture and seminar notes, and their final project. Throughout the quarter, students worked to develop a final project pertaining to a course related theme of their choice. Alice submitted a proposal, project update, and final draft on their project titled “Restoring Indigenous Access to Medicinal Plants on Private Lands”. Alice’s exceptional research paper thoroughly discussed settler colonialism’s relationship with Indigenous land use, as well as the needs and benefits for Indigenous access.

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SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

2 - Critical Indigenous Studies
2 - Environmental Humanities: Botany

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January 2024 - March 2024: Marine Animal Nutrition

4 Credits

DESCRIPTION:
Faculty: Pauline C. Yu, Ph.D.

This course was a survey of principles of nutritional biochemistry, feeding and digestive anatomy and physiology of aquatic resources, particularly Pacific Northwest salmon and shellfish. Students had weekly synchronous meetings online to discuss primary research literature about relevant class topics, and asynchronous lectures on the aforementioned topics. Students had three laboratory activities on biochemistry (protein and fatty acid extraction and quantitation) and feeding (bivalve clearance rate measurement); reports on each of those activities were assigned. Students had weekly homework assignments based on lecture topics, 2 asynchronous discussions and two take-home written exams that covered the lecture topics.

EVALUATION:
Written by: Pauline C. Yu, Ph.D.

Stephanie (Alice) demonstrated an overall strong understanding of the presented concepts in fisheries science and has met with distinction the requirements of this course. Alice demonstrated consistent engagement with lecture topics and assigned readings as indicated by completion of all homework and asynchronous discussion assignments. Alice completed 2 exams and received perfect scores.

Alice completed all laboratory assignments, and demonstrated a consistently solid ability to estimate protein using a spectrophotometric assay, to measure bivalve clearance rate through both cell counts and chlorophyll a measurement, and to examine free fatty acid content in shellfish tissues through completion of assigned observations and reports. The completed assignments consistently met the requirements with regards to documentation and were well-analyzed. Alice demonstrated solid technical writing skills throughout the course, in exams and lab reports.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

*4 - Animal Nutrition Science: Marine Aquaculture

* indicates upper-division science credit

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September 2023 - December 2023: Prior Learning From Experience Preparatory

4 Credits

DESCRIPTION:
Faculty: Paul R McCreary, PhD

The Prior Learning from Experience Program allows people with significant professional and/or community-based experience to kick-start or accelerate a college degree. In this section, students had the opportunity to work individually, as well as collaboratively, through assembling a vibrant portfolio of essays (and in some cases part of these were performative, e.g., music) on the college-level learning and community-based work they have built outside the classroom. These essays and possible performative works can serve to earn academic credit for past college-level learning, and as a useful portfolio of work that is a springboard to future pursuits such as graduate school and career advancement.

EVALUATION:
Written by: Paul R McCreary, PhD

Stephanie (Alice) Rogers completed all requirements of the Prior Learning Experience Preparatory course in an exemplary manner. The student produced exceptional written work for their autobiographical introductions and learning essay. Their descriptions of past work and prior learning experiences were clear and very well written. Alice participated consistently and effectively in group critique sessions, providing valuable feedback to fellow classmates regarding those students' own writings. The contributions during these critique sessions demonstrated remarkable skills at analyzing and communicating about the work of others. Finally, the research conducted to identify academic course goals connected with their own past activities was comprehensive and illustrative of the academic value of those experiences.

Alice Rogers is an exceptional, conscientious student who was a valuable addition to the class!

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Documenting Learning Experiences

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September 2023 - December 2023: General Biology

8 Credits

DESCRIPTION:

General Biology with Laboratory: The program began with an overview of the history of life on earth, the fossil record and Darwin's observations about natural selection and common ancestry. Students studied the basic rules of genetic inheritance, cell division, evolution by natural selection, evolutionary forces, population dynamics, and speciation. Students used these concepts to investigate, write a paper and prepare a presentation on a representative organism on the tree of life. This activity required students to learn about major characteristics of each group, modes of replication, evolutionary history, and ecological significance. Students also studied cellular and molecular biology, focusing on the structure and function of cells and biomolecules, the central dogma, gene regulation, cellular respiration and metabolic processes. The quarter ended with the study of genomics, molecular research innovations, virology, and immunology. Laboratory investigations were focused on field techniques, making solutions, basic microscopy, observational studies, microbiology techniques, plant dissection and analyses, DNA manipulation, and gel electrophoresis. The program used the *Biological Sciences,* 6th Edition, textbook by Scott Freeman.

EVALUATION:

Written by: Clarissa Dirks, Ph.D.

General Biology with Laboratory: Stephanie (Alice) demonstrated an overall outstanding comprehension of the concepts and skills presented as evidenced by work in lecture and laboratory sessions. Alice's performance on online quizzes indicated an excellent understanding of the material. Alice turned in all homework assignments and the work submitted was always well done. In general, Alice showed enthusiasm for learning biology and worked well with peers during workshop sessions and in the in-person biology laboratory. Alice's laboratory reports were an excellent record of thinking and actions while performing experiments. Alice showed excellent laboratory skills, was a great problem solver, and frequently asked insightful questions. At the end of the quarter, Alice showed excellent communication skills with an informative paper and a well-delivered presentation on the wolf eel, *Anarrhichthys ocellatus*. In summary, Alice was an outstanding student in a rigorous, foundational science program and is ready for more advanced work in this area.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

8 - General Biology with Laboratory

EVERGREEN

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.