



Payne, Alexis M

A00433398

Last, First Middle

Student ID

DEGREES CONFERRED:

Bachelor of Arts

Awarded 16 Jun 2023

TRANSFER CREDIT:

Start	End	Credits	Title
09/2019	06/2021	90	South Puget Sound Community College

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/2021	06/2022	46	In Sickness and In Health 4 - Narrative Psychology 6 - Positive Psychology 4 - Sociology of Health, Illness, and Healing 4 - Ethnography 4 - Medical Anthropology 4 - Advanced Topics in Medical Anthropology 4 - Community Psychology 4 - Applied Anthropology 12 - Internship: Evergreen Childcare Center
09/2022	12/2022	16	Beautiful Ideas: The Art and Science of Music and Biology 4 - Seminar: Beauty in Philosophy and Literature 6 - Introduction to Scientific Thinking 6 - Introduction to Music Fundamentals
01/2023	03/2023	12	What Think You of Falling in Love? Writing, Literature, Storytelling, and Cultural Perspectives on Love 4 - Comparative Literature, Writing, and Narrative Studies 4 - Literary and Cultural Studies: Social, Philosophical, and Historical Perspectives 4 - Creative Writing: Poetry and the Expressive Arts
04/2023	06/2023	12	Master in Teaching Spring Start 3 - Language Acquisition 2 - Language, Culture, and Critical Pedagogy 2 - Social Foundations of Education 2 - Culturally Responsive Teaching and Learning Part I 2 - Assessment 1 - Field work
04/2023	06/2023	4	Writing From Life 4 - English Literature: Creative and Nonfiction Writing

Cumulative

180 Total Undergraduate Credits Earned



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Alexis Payne

Deciding to spend my education at Evergreen was an exciting transition from distance learning during my time in community college. I chose Evergreen State College because of the welcoming student body and the diversity of interdisciplinary classes. Having a welcoming learning environment and interesting courses has enriched my education by helping me develop complex views of certain disciplines.

Furthering my education has improved my social interaction and helped me become confident with my own abilities. After coming to Evergreen being around other students helped my social skills. The pandemic had ruined this for me. Taking classes helped me work more with others which has strengthened my communication skills. Another experience that has shaped my outlook is working at the campus children's center. I worked as an intern in order to fulfill a requirement for my class and continued my work through onboarding. This has helped me feel more involved in the Evergreen community which has had a positive impact on my confidence. The combination of my courses and my work has helped me build a strong set of skills that I will carry with me.

I have gained many skills and abilities through my coursework at Evergreen. I have gained skills such as strong communication, advocacy, and collaboration. I have taken a variety of writing classes that have helped me improve my written communication as well as speaking skills. I have also started the teaching program and have had the opportunity to learn about different cultures and how everyone has different experiences. I have also been able to visit local schools and interacted with the students. Learning about students and their individual needs has helped me focus on this in my teaching. I have developed many new skills and have explored new areas of learning. My time at Evergreen has been interesting and engaging.



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April 2023 - June 2023: Writing From Life

4 Credits

DESCRIPTION:

Faculty: Rebecca Chamberlain, M.A. English Literature

This two-section course assisted prospective Prior Learning from Experience students in writing documentary essays for academic credit and offered a separate group, Creative and Effective Writers, the opportunity to develop their writing in several genres.

Writing from Life serves as the prerequisite for Evergreen's Prior Learning from Experience program, a sequence of courses for mature students with college-level or community-based professional experiences to write essays connecting academic theory and experiential learning. Students in this section wrote an autobiography and gained a foundation in writing academic essays to analyze their professional and community work for evidence of college equivalent knowledge. They learned or deepened academic research skills. Students revised their essays through multiple drafts, and their work culminated in a public reading and portfolio of work. The rigorous Prior Learning program is highly participatory, engages in readings on adult pedagogy/learning, and teaches self-editing, peer editing, and academic research and writing.

The Creative and Effective Writing section is made up of students with a strong foundation in academic, creative, or creative non-fiction writing. They committed to working in a semi-independent setting with significant feedback, critique sessions of two main pieces through in-class and online writing, and peer-group workshops and feedback. Students worked with the genre of their choice, and they developed a variety of activities and readings to deepen their knowledge, skills, and abilities. They completed two major writing assignments, that they revised through multiple drafts, culminating in a public reading and a portfolio of work.

Both sections explored literary techniques for deriving, clarifying, and expressing meaning from life experiences through narrative, expository, and mixed-genre essays and other genres. Students explored "what makes effective writing," and ways to strengthen critical and creative reading, writing, and thinking. Each offered a presentation on a grammatical issue. All were encouraged to meet with faculty and to work with writing groups and Evergreen's Student Writing Center.

Texts included: *On Writing Well*, William Zinser; *English Grammar: 100 Tragically Common Mistakes and How to Correct Them*, Sean Williams; *The Man Who Planted Trees*, Jean Giono; selected essays from *Best American Essays of the Century*, Joyce Carol Oats, and additional literary essays, readings, and resources from the, *Writing From Life Program Reader*, R. Chamberlain.

EVALUATION:

Written by: Rebecca Chamberlain, M.A. English Literature

Alexis Payne did solid work in "Writing From Life: Creative and Effective Writing." She was a self-directed learner who demonstrated solid reading, writing, speaking, and comprehension skills as she pressed into analyzing literary works and themes and developed proficiency in critical and creative writing practices. She participated in seminars and completed weekly synthesis essays in which she demonstrated her understanding of readings and analysis of literary texts and genres. In class, she completed writing prompts and developed skills in editing drafts of manuscripts and applying grammar, usage, and stylistic features. She developed learning goals, and she gave and received feedback in writing workshops. She encouraged and supported other students in developing their critical and creative reading, writing, and thinking skills. She earned 95% on her written work and attended each class.



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Over the quarter, she developed several major assignments through multiple drafts. They included an essay on "Why I Write," a thoughtful personal essay, and two major writing assignments that included narrative poems about ordinary people and places, longing and relationships, everyday events, and the kindnesses of family, neighbors, and friends. Alexis is very sensitive and aware, and she produced quality writing that culminated in a beautiful final portfolio and presentation of her varied works. I look forward to seeing how she develops her writing in the future.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - English Literature: Creative and Nonfiction Writing



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April 2023 - June 2023: Master in Teaching Spring Start

12 Credits

DESCRIPTION:

Faculty: Sunshine Campbell, Ph.D., Leslie Flemmer, Ph.D., Grace Huerta, Ph.D., Catherine Peterson, M.A.T., Michael Vavrus, Ph.D.

This first foundational quarter of the Master in Teaching: Integrated ML Pathway (MiT: Integrated ML) program was organized to center the voices and experiences of English Language Learners (EL) and Multilingual Learners (ML) in our K-12 schools and beyond. This quarter's theme was Equity of Opportunity and Access. Our learning this quarter was rooted in a commitment to supporting high-quality educational practice for multilingual learners specifically guided by Washington state's WIDA (World-Class Instructional Design and Assessment) standards.

The social justice emphasis of this program's theme focuses on pedagogy which addresses equitable access to the curriculum while promoting access to rich learning experiences. Through the five core strands described below, which incorporated workshops, seminars, field experiences and dialogue with community members and teachers in the field, teacher candidates explored these questions:

1. What is the meaning, purpose, and history of education in the United States?
2. How do we develop, teach and assess curricula that provide meaningful, culturally responsive ways of knowing to K-12 students?
3. How do teachers, and especially teachers of Multilingual Learners, ensure that students have access to the K-12 academic curriculum?
4. How do teachers ensure that we address WIDA and content area standards while meeting the needs of students and local districts?

The five core strands are described below:

Language, Culture, and Critical Pedagogy: This strand explored various pedagogical approaches to teaching and learning while introducing multilingual instructional strategies. These strategies invited teacher candidates to study and consider how to center practices supporting multilingual learners to co-construct critical literacy, linguistic repertoire, funds of knowledge, and academic understanding of language and culture. The pedagogical concepts studied included engaged pedagogy, democracy as freedom, pedagogical love, critical literacy development, transformative teaching, translanguaging, and plurilingual classroom practices among others. Students read from the following educational theorists including Limarys Caraballo and Sahar Soleimany, Paulo Freire, bell hooks, Alison Dover and Ferran Rodríguez-Valls, and Joan Wink. We combined theoretical explorations with practical exercises through workshops and learning activities. Students demonstrated learning and engagement through the following assignments and assessments: 1) Critical Vocabulary Development (CVD), a weekly reflective and critical essay wherein students explored new words and theories from readings and workshops. Students built upon their CVD for the next assessment, 2) Critical Vocabulary Concept Map (CVCN), an in-class generative group assignment where students developed a collective philosophical and pedagogical statement, and a co-constructed, iterative concept map, 3) Teacher's Toolbox Strategy Sharing and Practice assesses students' study of and conceptualizing methods that support multilingual students. This assignment included WIDA and content area standards, proficiency level descriptions, grade levels, description of the strategy, materials for the demonstration, detailed stages of the instructional activity, and finally, a post-strategy practice reflection.



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Culturally Responsive Learning and Teaching: This strand was designed as a foundation for further work in learning theory and inclusionary practices. The learning objectives included i) develop an initial understanding of influential learning theories in education, such as behaviorism and constructivism, including specific theories such as Vygotsky's Zone of Proximal Development and Scaffolding, and Piaget's Stages of Cognitive Development; ii) understand how practices rooted in inclusive and equity pedagogy such as Complex Instruction (equitable groupwork), discourse practices, and intentionally orchestrating whole group discussions remove barriers to participation and learning; and iii) understand the key principles of Inclusionary Practices such as culturally sustaining differentiation, Universal Design for Learning, and building a classroom community that supports difference. Teacher candidates demonstrated their evolving understandings and engagement with ideas and perspectives through the following assessments: (i) a weekly Reading Response as a formative assessment; (ii) a Visual Artifact assignment integrating learning theory and inclusionary practices as a mid-quarter summative assessment; and (iii) the Teaching Triad as the end-of-quarter summative assessment.

Social Foundations of Education: Social Foundations of Education was an introduction to social, economic, and political forces that have historically shaped public education into our current era. This strand was guided by the American Educational Studies Association position that the study of social foundations should bring intellectual resources derived from liberal arts disciplines "to bear in developing interpretive, normative, and critical perspectives on education, both inside of and outside of schools." Topics included the meaning of the "public" along with historical roots of colonial private education and the common school that resulted in the decentralized nature of U.S. public schools. This led to an exploration of the contested purposes of a K-12 education while differentiating between socialization and indoctrination of students. The strand devoted significant attention to groups that have been excluded from equitable educational opportunities due to differences in race, ethnicity, class, gender, and sexual orientation. Human rights documents were reviewed as related to the effects on public school students, their families, and local communities. Considered were the effects of an increasingly militarized society on public school students, their schools, and the funding that schools receive. The history and functions of school boards and the overall purpose of teacher unions were addressed. The history, interpretations, and applications of multicultural education were analyzed with particular attention to the work of James Banks. During the 10-week quarter, teacher candidates completed 8 short papers in response to assigned readings on broad social and political issues that affect the nature of public schools. The papers prepared teacher candidates for weekly workshops related to assigned readings. Teacher candidates submitted a culminating paper of 250-300 words focused on their respective current understanding of their social philosophy of education and their developing teaching identities.

Language Acquisition Methods: This strand introduced candidates to multilingual (ML) program models, foundational language learning theories, research and strategies specific to teaching MLs in K-12 classroom settings. In addition, teacher candidates were introduced to Washington's K-12 English Language Development competencies and the WIDA Standards (World-Class Instructional Design and Assessment). Throughout the quarter, candidates studied ML instructional strategies and conducted peer case study research. In their weekly dialectical journals, candidates also considered how K-12 students' heritage languages and lived experiences contribute to their learning assets or funds of knowledge. Other techniques candidates explored in this strand included offering ML's comprehensible input, developing interdisciplinary ML methods (i.e. music, social studies, math, science), identifying levels of language proficiency in the four language domains (listening, speaking, reading and writing), and integrating and scaffolding academic language when planning and demonstrating a ML content-area lesson.

Assessment Practices: This strand provided students with an overview of pre-assessment, formative assessment, summative assessment, and equitable grading practices. Through reading, discussion, co-planning and practice, candidates worked toward gaining a better understanding around the knowledge and skills associated with designing, selecting, interpreting, and using high-quality assessments to



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improve student learning. Throughout the quarter students read various texts about grading and assessment and participated in workshops where they engaged in discussion and collaborative learning experiences. Each week, students were required to complete a learning log that summarized their new learning from the week and made connections to other learning in the past, or in the current program. Students were also asked to show their understanding of alignment between assessments and state or national standards for learning through i) a mid quarter Standards Project and ii) a final performance assessment, the Teaching Triad.

As a culminating assessment of learning, teacher candidates designed and taught a 30-minute Teaching Triad as their final summative assessment. The Teaching Triad asked candidates to synthesize their learning across all strands to design and teach a 30 minute lesson to K-12 students at an assigned grade level and content area (for example, a 3rd grade math lesson). Candidates submitted a group Backwards Design Lesson Planning document where they identified standards, wrote learning targets, designed assessment(s), and planned activities using inclusionary practices such as multilingual learner strategies, Universal Design for Learning, differentiated assessments, and equitable groupwork.

In addition to these core strands, teacher candidates read the memoir *Solito* by poet Javier Zamora, about his experience migrating from El Salvador to the United States. Candidates responded to bi-weekly literary response questions and engaged in seminar discussion on the book.

Through a Mediated Field Experience, where faculty accompanied small groups of teacher candidates into five different local schools to observe EL classroom instruction, teacher candidates came to know the diversity among language learners that include newcomers; students with interrupted formal education (SIFE); students with English as an Additional Language (EAL), and students whose funds of knowledge build upon their heritage and Indigenous languages. Teacher Candidates observed in elementary, middle, and high school EL classrooms. They debriefed the observations with the host teachers and the MiT faculty in order to mediate the teacher candidates' experience in the field and to highlight important features of high quality EL instruction.

During this quarter, teacher candidates engaged in a series of four professional development workshops: i) The Washington Educator Code of Conduct; ii) Mandatory Reporting; iii) Connecting classrooms with Community Resources; and iv) Special Education Law.

Throughout the program, candidates were assessed on the following InTASC Standards across the five core strands:

Standard #2: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.



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EVALUATION:

Written by: Sunshine Campbell, Ph.D., Leslie Flemmer, Ph.D., Grace Huerta, Ph.D., Catherine Peterson, M.A.T., Michael Vavrus, Ph.D.

Alexis Payne is developing toward meeting the Learning Standards for the first quarter of the MiT program. Alexis's overall participation in program activities was variable and could be described as passive. After receiving feedback, Alexis became more actively engaged yet this continues to be an area needing significant growth. Alexis attended all Mediated Field Experiences and was an active listener during the debrief sessions and would, at times, ask insightful questions. Alexis's participation in Seminar improved across time to where Alexis was a more active participant in discussions. Alexis contributed meaningfully to the conversation at least once during each discussion. Alexis's next steps are to come to Seminar, or any text-based discussion, with several ideas to bring up for discussion and to ask questions and make comments that keep the conversation focused on teaching future multilingual learners.

Language, Culture, and Pedagogy: Alexis completed all eight Critical Vocabulary Development (CVD) essays, two Critical Vocabulary Concept Maps, and one Teacher's Toolbox Strategy Sharing and Practice, demonstrating an emerging understanding of language, culture, and pedagogy. It should be noted that Alexis's writing skills on assignments varied from underdeveloped to developed. When asked for revisions, they were submitted generally showing more development. Alexis met the criteria for the CVD by identifying critical words and quotes, and providing some analysis, theoretical meaning, and personal connections. The co-constructed concept maps demonstrated a collaborative effort among Alexis and three other colleagues to further develop a collective philosophical and pedagogical statement. The concept maps included reflections and such words as "unlearning, democratization, and autonomy." A quote from their collective statement captured this understanding of teacher and student relationship building by stating, "We see these words as guides on our journey and the common theme among them is that they are student-focused, yet relevant to our paths as future teachers."

Alexis also identified and shared a multilingual strategy for the Teacher's Toolbox Strategy Sharing and Practice, Learning Games for Speaking and Listening (specifically, the telephone game). However, critical elements were missing from Alexis's template and instruction such as the theoretical description, how the strategy aligned with WIDA standard descriptions, and connections to PLD (proficiency level descriptors). These elements are central to planning multilingual instructional strategies and learning activities. In addition, Alexis chose the telephone game, which is effective with a larger group of participants, but in Alexis's CVCM group, there were only three participants. Therefore, the strategy Alexis selected provided participants minimal opportunities to discuss the language objective: building listening or speaking skills. In the feedback reflection, Alexis stated that peers helped her discover important ways to offer instruction and scaffolding for multilingual learners. Alexis's post-reflection regarding the activity captured both openness and areas for growth, such as:

I thought that this lesson went well and that my group members were helpful with making suggestions. One piece of advice is to involve more people in the activity and to include visuals for multilingual students. They said that it could be a really effective lesson by including more accessible elements.... I didn't include elements that could improve access for certain students. A piece of advice that I received was to write down the phrase in English and in another language that a student may speak. This would reduce language barriers. They also suggested saying the phrase in English and Spanish. Someone else suggested writing the phrase on the board in both languages and having the students turn their backs to the board and selecting a multilingual student to look at the board and have them start the activity. I thought that another option could be to stay near multilingual students to assist them by providing translation. I enjoyed this project because it gave me the chance to plan and reflect on my lesson. I was able to think about how to improve this for the future and how to make it accessible prior to introducing it to my students.



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Such program and peer feedback are helpful as Alexis considers next steps for moving forward. First, Alexis should fully review templates and other documents for teaching and planning ML instruction to ensure all the components are complete. Given this program requires teacher candidates to learn how to support ML students in the classroom, it is important to review and implement the WIDA ELD standards, identify language proficiency targets and grade level expectations. Finally, Alexis will need to continue to make connections to the language learning theories and practices that inform pedagogy and assessment. If Alexis is uncertain about expectations for assignments or how to access the WIDA website, we encourage all students to reach out to faculty for support.

Culturally Sustaining Learning and Teaching: Alexis demonstrated an emerging understanding of learning theories, equitable teaching practices, and inclusionary practices as evidenced through Alexis's weekly Reading Responses and the mid-quarter Visual Artifact assignment. Alexis's weekly Reading Responses were variable; they approached, and sometimes met, the rubric criteria indicating variability in terms of clear summaries and strong connections between the texts and the Essential Questions for the strand. Alexis's mid-quarter Visual Artifact assignment, a poem Alexis wrote, showed clear connections made among multiple ideas developed from this strand. The artist statement accompanying the visual artifact further clarified these connections yet needed to support ideas by directly naming and referencing texts and workshops from the strand. Alexis's next steps are to develop ideas and positions about educating children by drawing on evidence from texts and resources studied in the strand. Overall, Alexis met the learning objectives for this strand.

Social Foundations of Education: Alexis's work was generally good. In weekly workshops and written assignments as the quarter progressed, Alexis began to make significant interpretations of assigned readings along with critical reflections on new areas of learning and how readings related to a developing philosophy of education. In the final essay, Alexis thoughtfully stated, "My intention as an educator is for all students to see themselves represented in the classroom and for their thoughts and views to be heard." As a teacher candidate soon to begin a year of student teaching, Alexis has expressed, through this program strand, a developing disposition for working with diverse groups of learners.

Language Acquisition Methods: Alexis demonstrated a basic understanding of the concepts associated with teaching English language learners through the completion of seven reader response dialectical journals, where some multilingual (ML) instructional strategies were identified. Alexis's understanding of indicators of language proficiency and the WIDA standards were emergent. Alexis also completed a developing research project titled, "Peer Teacher Interview: Mini Case Study" with inconsistent use of APA formatting. Alexis interviewed Victoria and Kevin, teacher candidates from Oregon and Colorado, respectively. Topics Alexis identified in the project included the importance of family and teachers to both candidates. According to Alexis's data, Victoria had a positive upbringing, given the inspiration of her mom who was also a teacher. Alexis also shared in the data Victoria's love of reading, the study of Japanese and an interest in teaching multilingual learners. In addition, in the findings, Alexis described Kevin's background in biology and many field research experiences. Coupled with Kevin's prior teaching work, Alexis noted his collaborations with middle-level ML science students. Alexis also introduced some program literature in the case study analysis (Feldman, Vavrus and Zamora) where she highlighted such themes as grading, inequality, housing needs, immigration and the need for students to feel safe. Alexis needed, however, to identify examples of ML strategies in the analysis where the participants reveal ideas about their future ML pedagogy.

Assessment Practices: Alexis showed a good understanding of assessment practices including pre-assessment, formative assessment, summative assessment, and grading practices. Over the course of the quarter Alexis engaged in authentic reflection of new learning and made meaningful connections to other strands and prior experiences in their learning logs. They showed a good understanding of the texts through the summary in their learning logs. Alexis engaged in workshop activities and discussion to develop the knowledge and skills associated with design Alexis demonstrated a good grasp of



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backwards design in planning for assessment through their mid-quarter standards project and in their co-planning for instruction for their end of quarter teaching triad. Overall Alexis met the standards for the assessment strand.

Teaching Triad: As the culminating summative assessment for the quarter, Alexis and two other teacher candidates co-planned and co-taught a 30-minute elementary school social studies lesson about cultural and environmental characteristics that affect the distribution and movement of people, goods, and ideas. The lesson was intentionally designed for grades 2-3, newcomer, beginning and intermediate multilingual students. The plan included content standards, learning targets, WIDA standard (ELD-SS.2-3.Explain.Expressive), and language proficiency strategies. Their backward design included a variety of assessments, instructional strategies and learning activities that focused on reviewing and introducing key vocabulary (culture, environment, food, goods, etc.), a whole group poster activity (preassessment of foods, their origin, and uses such as wheat, tomato, dairy), independent reading (i.e., small booklets with vocabulary/glossary, visual representations of food, Spanish translations, cultural food representations from different countries, etc.), small group discussions and identifying examples of foods and goods from students' experiences or knowledge (self, family). The learning target stated, "Students can explain the origin of food, production, and movement/distribution of goods around the world." During the implementation of the lesson, Alexis's team included multiple structured interactions among learners which effectively supported and deepened learning (e.g., independent thinking tasks, small group analysis, and Jigsaw). Formative assessments were aligned with the learning targets and addressed the language development needs of multilingual learners including the three charts around the room asking students, "what do you know about...?" (Various foods), fist to five, and jigsaw instructional activity. In addition, Alexis's team clearly showed evidence of planning and implementing ML curriculum and instructional strategies that recognized language development needs and academic content instruction. Additionally, there was strong evidence of differentiation of the curriculum, such as providing multilingual students with bilingual glossaries, visuals, repetition, and extra support from the teachers. While the team worked and planned well together, it was unclear how Alexis was interacting with the class to assess learning. As a result, Alexis should consider the following as she develops teacher practices: engage with students by interacting directly and asking questions to assess learning. It is critical to monitor student groups to learn about how students are understanding instructions and assessments. Another option is to check in either one on one or meet with small groups. Overall, Alexis helped plan and implement a solid lesson that represented significant learning from strands across the quarter.

Overall, Alexis met all program requirements, although to a minimal degree.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12

- 3- Language Acquisition
- 2- Language, Culture, and Critical Pedagogy
- 2- Social Foundations of Education
- 2- Culturally Responsive Teaching and Learning Part I
- 2- Assessment
- 1- Field work



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January 2023 - March 2023: What Think You of Falling in Love? Writing, Literature, Storytelling, and Cultural Perspectives on Love

12 Credits

DESCRIPTION:

Faculty: Rebecca A. Chamberlain

This advanced literature program surveyed different representations of love as students investigated how stories of star-crossed lovers, unrequited love, spiritual love, and love of friends, family, and the natural world are compelling forces in literature, myth, history, and culture. From Shakespeare's "As You Like It," when Rosalind asks, "What think you of falling in love," transforming gender stereotypes and social conventions, to the metaphysical aspects of love expressed by Jalāl al-Dīn Rūmī, 13th C. Persian poet, when he remarks, "in the end, everything is about loving and not loving," students drew inspiration from classic texts. They explored representations of love from the passion of "Isis and Osiris" in ancient Egypt, to Sappho, "Eros and Psyche," and the categories of love described by Plato and classic Greek traditions, to Medieval Courtly love traditions, Arthurian Romances, Tristan and Isolde, Heloise and Abelard, and Rumi, to sacred texts and spiritual traditions, to naturalists' descriptions and devotion to the natural world, to diverse literary traditions from Shakespeare to Blake, and the Beatles, and contemporary traditions of social and humanitarian service through "love in action" represented by bell hooks and others. As they explored various aspects of love, from the romantic to the mystical, they considered selections from various authors, poets, artists, and filmmakers. They explored how love is represented in traditional cultures, world mythology and folklore, contemporary media and podcasts, firsthand narrative accounts, and sociological and psychological studies of how different cultures sanction or restrain this powerful emotion.

Students reviewed a variety of sources, both contemporary and traditional, as they engaged in critical reflection and analysis of texts, films, and performances, and developed tools of literary criticism, historical analysis, creative expression, and cultural studies. Sources included ballads and songs, literature, mythology, poetry, plays, films, novels, and works of art. Students experienced a rigorous program of reading, writing, artistic expression, oral presentation, and critical discussion. Writing, research, and independent projects were designed for the committed student who wanted to work deeply and write well. Instructional strategies included lectures, workshops, films, performances, seminars, and mid-term examinations.

12 credits: In addition to all program activities, students who enrolled for 12 credits developed substantial projects that expanded their learning, abilities, and skills through a 4-credit in-program Individual Learning Contract (ILC).

Assignments Included: 1) Attendance and Participation; 2) A Journal/Portfolio; 3) Learning Goals; 4) Weekly Reading Journal; 5) Five Reflective Essays; 6) Reading Journal; 7) Writer's Choice Project (three drafts); 8) Mid-Term Examination; 9) Contribution to the *Journeys in Love Program Reader*, and 10) A Major Independent Study Project that included: a) a project proposal; b) project work and weekly learning logs; c) an annotated bibliography; d) a final synthesis essay; e) final presentation of project; 11) Evaluations of work.

Texts included: Diane Ackerman, *A Natural History of Love*; William Blake, *The Marriage of Heaven and Hell*; Chretien De Troyes, *Arthurian Romances*; Sam Hamill, Ed., *The Erotic Spirit: An Anthology of Poems of Sensuality, Love, and Longing*; bell hooks, *All About Love*; Gabriel Garcia Marquez, *Love in the Time of Cholera*; William Shakespeare, (author) Juliet Dusinberre, Ed. *As You Like It (Arden Shakespeare: Third Series)*; and Sappho (author) and Mary Barnard (translator), *Sappho: A New Translation*. Students also read extensively from, Chamberlain, Rebecca, Ed., *Journeys in Love: A*



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Program Reader in Literature, Culture, History, Psychology, and Gender (that included articles, myths, short stories, poems, essays, films, podcasts, academic resources, and websites.)

Films included: *Gabbeh*, Mohsen Makhmalbaf; *Orphee*, Cocteau; *Black Orpheus*, Marcel Camus; "As You Like It," Kenneth Branagh; "Shape of Water," Guillermo del Toro; "Tristan and Isolde," Kevin Reynolds; *Power of Myth*, "Love & The Goddess," Bill Moyers and Joseph Campbell; "bell hooks, Talks About Love; and selections from "El Postima," "Like Water for Chocolate," "Ugetsu," and other films.

Guests included: Laura Simms: "Robe of Love: The Power of Stories to Evoke Love and Life's Work." Matthew Trenda and Tobey Anderson, and the South Sound Storytelling Guild (SSSG); Max Cohen, "Prophets & Poetics: Intersectional, Outsider, New World Poets Invoke Blake."

EVALUATION:

Written by: Rebecca A. Chamberlain

Alexis did excellent work in this upper-division literature and writing program. Alexis grew in developing strong writing and communication skills, and in confidence to analyze classic literary works. They demonstrated excellent academic reading, writing, comprehension, presentation, and research skills as they pressed into analyzing major literary works and themes and developed proficiency in critical and creative practices. Alexis demonstrated excellent interpersonal and quiet leadership skills that drew the best out in others and contributed to class discussions and workshops, giving feedback and valuable critique in writing and peer groups, and supporting and deepening other students' understanding of the materials. They demonstrated discipline, focus, and solid organizational and time management skills in meeting deadlines and producing quality writing, presentations, and work in person and online, earning 100% in their online work. They attended 17 out of 19 classes. They developed and met thoughtful learning goals. For the core of their academic work, they wrote five reflective essays that offered a sophisticated analysis of program topics, themes, literary works, and a variety of films, podcasts, and literary genres. They had a strong understanding of bell hooks, Diane Ackerman, Rumi, Rilke, essays, short stories, and other works. For their major writing project, they developed three drafts of a remarkable poem that explores, "What is Love," through identity and commitment in partnership, the power of love to break down barriers, and the role of poetry to have an honest conversation with one's future self.

For their Individual Learning Contract (ILC), "Exploring Poetry Through Love, Trauma and Growth," Alexis developed a series of exquisite poems and gave a reading that was beautifully paced and captured the attention of her audience. Working from her braille text, she read "Goodnight Luna," a memorable poem about the moon "dressed in stars." Her partner-poem explores love through closeness, distance, sound, and music, and as she says, "Once again, he sweeps me into his arms, arms that are my home." Other poems explore life challenges and choices. Her poems explore nature, work, life-long companionship, and the power of timeless, ageless, love, to transform through everyday life, and as a foundation for healing and growth in the expressive arts.

In closing, Alexis was an exemplary citizen of the program and was a talented leader and collaborator. They showed initiative, reliability, and personal responsibility for their learning, the material, and the learning community. They raised the quality of class interactions, offered excellent insights, demonstrated a complex understanding of the materials, and made important contributions to all aspects of the program. They met each intellectual challenge and academic opportunity. Alexis's takeaway was to understand how and why they write and to be able to understand and synthesize a variety of literary works. I will watch their career with interest.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12

4 - Comparative Literature, Writing, and Narrative Studies



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4 - Literary and Cultural Studies: Social, Philosophical, and Historical Perspectives

4 - Creative Writing: Poetry and the Expressive Arts



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September 2022 - December 2022: Beautiful Ideas: The Art and Science of Music and Biology

16 Credits

DESCRIPTION:

Faculty: Andrea Gullickson, D.M.A. and Donald Morisato, Ph.D.

Does the universe embody beautiful ideas? Can the experience of beauty inspire a renewed search for truth? These questions by authors Frank Wilczek and Elaine Scarry served as the basis of our interrogation throughout this program. We considered the concept of beauty through the writings of a diverse group of thinkers from antiquity to the present as we examined principles that connect the beauty of scientific structures, musical structures, and our perceptions of truth and beauty.

Studies in music fundamentals included pitch and rhythmic notation, major/minor scale construction, and triads. Readings and exercises to support our work in all areas of music theory were assigned from *Music Theory for the 21st-Century Classroom* by Robert Hutchinson. Chapters from W.A. Mathieu's *Bridge of Waves: What Music Is and How Listening to It Changes the World* provided a framework for deeper consideration of the balance between our experience of music as a physical force and as a means for exploration and communication of ideas. Guided listening workshops and assignments provided opportunities to move musical concepts from technical discussion to the realization of ways in which they are experienced. Student learning was assessed through workshop participation, worksheet assignments, mid-quarter quizzes, and week 10 small group presentations in which students prepared listening experiences of a musical composition as a vehicle to synthesize and discuss concepts examined throughout the program.

In building a framework for understanding the sensory perception of music, biology lectures introduced the theory of evolution by natural selection; physical properties of sound waves; organization of the central nervous system; anatomy of the ear and brain; structure of proteins and lipids; action of ion channels and membrane potentials during neuronal signaling; auditory processing pathways and the perception of music; music and emotion. Background reading came from chapters of *Sensation and Perception*, Fifth Edition by Jeremy Wolfe et al.; *Biological Science*, Sixth Edition by Scott Freeman et al.; and *Musicophilia: Tales of Music and the Brain* by Oliver Sacks. Students collaborated in workshop groups to solve problems that applied biological concepts, chemical principles, and quantitative reasoning skills. To complement classroom learning, four laboratory sessions introduced students to the behavior of sound waves, dissection of the mammalian brain, analysis of complex sounds, and microscopy of neurons. Student learning was assessed by participation in lecture and workshop discussions, weekly pre-lecture assignments on background reading, two mid-quarter quizzes which contained questions similar or identical to workshop problems, and laboratory notebook.

Finally, we examined the treatment of the theme of beauty by reading Elaine Scarry's *On Beauty and Being Just*, Frank Wilczek's *A Beautiful Question*, Yukio Mishima's *Temple of the Golden Pavilion*, and Mary Shelley's *Frankenstein*. Students completed brief writing assignments every week in preparation for discussion of these texts in seminars.

EVALUATION:

Written by: Donald Morisato, Ph.D. and Andrea Gullickson, D.M.A.

Alexis Payne entered *Beautiful Ideas* with the aim of gaining breadth in her education. Alexis exhibited good attendance and conscientiously submitted required assignments over the quarter.

In seminar, Alexis participated in small group discussions. Alexis provided a brief summary and interpretation of one or two key points in her seminar assignments, which could have been strengthened



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by engaging in a more substantive critical analysis of the texts. In her comments on *The Temple of the Golden Pavilion* and *Frankenstein*, Alexis made relevant connections to the philosophical ideas on beauty expressed by Scarry and Wilczek.

Alexis consistently attended and participated in music lectures and workshops. She performed on alto flute in one music workshop but difficulties in accessing the instrument, that was also used by another Evergreen program student, hindered her ability to continue to work through this medium throughout the quarter. Alexis was always attentive to and supportive of the performances of program colleagues demonstrating her understanding of the role of music structures in providing a point of entry into the listening experience. Her contributions to a week 10 group presentation on Vivaldi's "Spring" concerto from *The Four Seasons* focused on the import of timbre to the listening experience.

In the biology component of the program, Alexis demonstrated a stronger grasp of the concepts introduced in the first half than the second half of the quarter. Alexis attended most of the lectures and workshop sessions, and completed all six pre-lecture assignments, generally providing fair to good answers to questions on the background reading. In a weak first quiz, Alexis demonstrated excellent knowledge of the location and function of structures in the human ear and brain, although her understanding of the stages involved in processing auditory information, and the quantitative behavior of sound waves could have been strengthened. In both her biology portfolio and a weak second quiz, Alexis struggled to demonstrate a basic understanding of the structure and behavior of proteins and lipids.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 4 - Seminar: Beauty in Philosophy and Literature
- 6 - Introduction to Scientific Thinking
- 6 - Introduction to Music Fundamentals



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September 2021 - June 2022: In Sickness and In Health

46 Credits

DESCRIPTION:

Faculty: Eric A. Stein, Ph.D., Toska Olson, Ph.D., and Arita Balaram, Ph.D.

In this foundational, hybrid (online and in-person) social science program, students explored cultural, social, and psychological approaches to the body and health in order to develop a complex, integrative understanding of well-being. Students completed weekly seminar synthesis essays and an extensive autoethnographic project that cited our readings in feminist psychology, narrative psychology, community psychology, medical anthropology, and the sociology of health, illness, and healing. As part of our studies of positive psychology, students completed a weekly collaborative ecotherapy practicum that entailed shared reflective activities and writing exercises. Sophomore - senior students completed additional work in applied anthropology, community psychology, and medical anthropology that culminated in a short project overview, a 5 - 7 page library research report on a social problem, and a presentation on interventions by existing organizations.

Winter studies featured psychological, ethnographic, and activist approaches to loneliness, disability, and housing instability, as well as readings in positive psychology on gratitude, joy, self-compassion, affective forecasting, and other topics; students completed short summaries of readings each week, composed questions, and wrote a preamble exploring ideas between texts. For their major collaborative project in winter quarter students learned applied anthropology and community psychology approaches to developing ethical, community based, applied projects on well-being on the Evergreen campus, culminating in extensive research-based reports and major presentations attended by Evergreen staff. Students also had options to complete a substantial pre-capstone research proposal; a community-based internship or volunteer position; or additional studies in a weekly group-based positive psychology practicum.

Spring quarter, students took part in a combination of three program pathways: part- or full-time internships, independent research, and/or an Advanced Seminar in the social sciences. Research work culminated in the writing and revision of a substantial capstone paper ranging from 15 to 40 pages depending on credit enrollment and the presentation of findings to program peers. Students enrolled in the advanced seminar co-facilitated seminar discussions and completed two seminar papers and an integrative essay synthesizing the year's thematic content. Our inquiry considered advanced questions in research methods and ethics and considerations of health and community in the context of our year long inquiry. Our texts included Lorde's *The Cancer Journals*, Morgan and Cornwell's *Ecotherapy Workbook*, Radke's *Seek You: A Journey Through American Loneliness*, Bstan-'dzin-ryga-mtsho and Tutu's *The Book of Joy: Lasting Happiness in a Changing World*, and Desmond's *Evicted: Poverty and Profit in an American City*, in addition to a selection of disciplinary articles. Students in the spring quarter Advanced Seminar read Cox' *Shapeshifters: Black Girls and the Choreography of Citizenship*; Lassiter, Hoey, and Campbell's *I'm Afraid of the Water: A Collaborative Ethnography of a West Virginia Water Crisis*, Kimmereer's *Braiding Sweetgrass*, and selections from Foucault's *Discipline and Punish*.

EVALUATION:

Written by: Eric A. Stein, Ph.D., Toska Olson, Ph.D., and Arita Balaram, Ph.D.

Alexis has been an intelligent, thoughtful, and responsible student in In Sickness and In Health. Alexis brought to the program interest in deepening her study of psychology, sociology, and anthropology. She also brought with her strong organizational and time management skills. She succeeded in meeting all the expectations for her attendance and assignments and has received full credit for her participation in the program.



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Alexis had an engaged and attentive presence in seminar. She was a deep listener, and when she did participate, she expressed interesting observations and questions about the texts and made connections between theory and lived experiences. She often played an important role validating and responding to the comments of her peers, which was pivotal in building the learning community. Alexis's weekly reading seminar papers were thoughtful reflections, deeply based in the readings and her observant responses to them. These papers were consistently articulate, specific, and well organized. By mid-quarter in fall, her work demonstrated very strong habits of thought (metacognition, synthesis, and analytic skills) and a solid grasp of key concepts from the program including social determinants of health, structural oppression, and empowerment. An initial winter quarter essay provided a very good, thoughtful engagement with the readings that grasped how two readings addressed the effects of social media on shaping experiences of loneliness. A later paper made a compelling argument for a more integrated classroom that draws on universal design for learning principles in order to prevent the marginalization and alienation of autistic youth. These winter quarter essays showed Alexis working proficiently with concepts and ideas in ethnography and applied anthropology. In the spring quarter Advanced Topics in Medical Anthropology seminar, Alexis continued to meet responsibilities to readings and assignments. A final essay on Robin Kimmerer's *Braiding Sweetgrass* made some very good connections with readings from throughout the year on the subject of "flourishing" and showed Alexis ready to continue advanced level studies in the social sciences.

Alexis's ethnographic work demonstrated strong observational and analytic skills. She completed each of the scaffolding assignments for the autoethnography thoroughly, which contributed to the strong work she did on her final draft. Alexis wrote about how aspects of her identity have shaped both her experiences of privilege and marginalization, with a focus on trauma, mental and physical health, and discrimination. In her autoethnography, she skillfully drew on program concepts including stigmatization, social constructionism, and self-efficacy. The connections she made between her narrative and the program content were strong and demonstrated the extensive knowledge she has gained over the course of the quarter on the intersections of health, place, and well-being.

Alexis's ecotherapy group was a model for how focused conversations and explorations in nature can deepen individuals' understanding of themselves, their strengths as collaborators, and the relationships between humans and the natural world. She did consistently good work on the ecotherapy assignments, clearly applying concepts from the workbook to the exercises. In commenting on Alexis's collaborative skills, the group described her as positive, insightful, flexible, and honest. The group's journal demonstrated consistently solid engagement with the Ecotherapy Workbook material and its personal applications and an excellent sense of collaboration and communication.

Expanding on the ecotherapy work, the goal of the positive psychology component of the program in winter quarter was to provide students with an opportunity to examine and practice well-being promotion strategies through readings, lectures, and substantial engagement in weekly exercises. Alexis completed all of the reflective reports on weekly practices, demonstrating in-depth reflection on and personalization of concepts and exercises. Alexis' viewpoints and interpretations were insightful and well supported by experiences and examples, demonstrating comprehensive engagement in and thoughtfulness about the practices. Alexis also participated in a weekly positive psychology practicum. The group's weekly practicum journal emphasized the importance of and challenges to strengthening social connections, acting in accordance with values, and finding laughter as well as noting the challenges of intentionally seeking happiness. Overall, the journal demonstrated proficient collaboration skills and substantive engagement and depth of reflection about the discipline of positive psychology.

In fall, Alexis worked with three peers in the quarter-long applied anthropology and community psychology project to examine the complexities of students with disabilities in higher education. The group's 8-page coherent and effective final report provided a very good overview of the key scholarly perspectives, incorporated research on disabled veterans, and did especially strong work with how "self-



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unidentification" can sometimes prevent some people from making use of available resources. The group's highly accessible, well-practiced, thoughtful final presentation offered a clear overview of TRiO Disability Support on the Evergreen State College Campus. Group members noted that Alexis contributed substantially to the work, attended most out-of-class meetings, and helped interview TRiO staff in preparation for the final presentation.

In their excellent Health and Resilience at Evergreen project expanding on the above applied work in winter quarter, Alexis' group took a student-centered approach to addressing accessibility considerations for students with disabilities on campus. The group successfully applied principles of community psychology and applied anthropology to the work, making substantial use of the Community Toolbox framework. The group's 11-page final report began with a well-researched, effective discussion of scholarly literature on campus accessibility that helped to contextualize the issue. The group also shared results from an original research survey that found accessibility barriers to be a significant concern on campus for students with disabilities. Drawing inspiration from the UCLA Disabled Students Union, the group proposed a highly significant intervention to form a similar union on Evergreen's campus in order to give voice to the ongoing concerns of students with disabilities. The group consulted with campus Student Activities and set a plan in motion to form the union in the following quarter. The group's excellent, accessible final presentation, which was well-attended by staff from Access Services and TRiO Student Success and Disability Support, made a compelling case for providing additional support for students with disabilities. Group members collaborated and communicated effectively to complete the successful work, and took a high level of responsibility for addressing an important on-campus issue. Group members noted that Alexis attended many of the meetings and contributed regularly to the project work, particularly when called on to participate.

Alexis internship at the Children's Center spring quarter was very successful; Alexis completed 300 hours of internship work. Alexis' supervisor at the Children's Center, Casey Lalonde, provided the following comments about Alexis' work:

"Alexis Payne has successfully completed her internship at the Children's Center. She is punctual, communicative, dependable, and earned the respect and trust of her colleagues. She modified her work based on the feedback she received, and was able to take on tasks with increasing complexity. She primarily worked with one year old children. She helped them at meal time, helped them soothe and settle for nap, and comforted them. She supported our mission and vision throughout her time with us and was an asset to the Children's Center."

Alexis reflected extensively about the experience in a final essay, and made thoughtful connections between the internship and our studies of positive psychology from throughout the year.

It was a pleasure to have Alexis in our program!

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 46

- 4 - Narrative Psychology
- 6 - Positive Psychology
- 4 - Sociology of Health, Illness, and Healing
- 4 - Ethnography
- 4 - Medical Anthropology
- 4 - Advanced Topics in Medical Anthropology
- 4 - Community Psychology
- 4 - Applied Anthropology
- 12 - Internship: Evergreen Childcare Center



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.