



Porter, Molly Rose

A00160895

Last, First Middle

Student ID

**DEGREES CONFERRED:**

Bachelor of Arts

Awarded 15 Jun 2007

**TRANSFER CREDIT:**

Start	End	Credits	Title
09/2001	06/2003	41	South Puget Sound Community College

**EVERGREEN UNDERGRADUATE CREDIT:**

Start	End	Credits	Title
09/2003	03/2004	32	<b>Introduction to Environmental Studies</b> 8 - Principles of Environmental Science 8 - Environmental History and Politics 6 - Seminar in Environmental Studies 4 - Vegetation Sampling: Field Methods and Data Analysis 4 - Independent Research: Physical and Cultural Geography of the Himalayan Range 2 - Quantitative Methods for Environmental Studies
06/2004	09/2004	16	<b>The Mountain Experience</b> *16 - Internship at Mt. Rainier National Park
09/2004	12/2004	10	<b>Aloha Agriculture</b> 10 - Internship on Organic Farm in Hawaii
03/2005	06/2005	16	<b>Sustainable Development Imperative, The: From Local to Global and Back Again</b> 4 - Economic Development 4 - Social and Environmental Effects of Globalization 4 - Sustainable Development within a Global Economy 4 - Principles of Economics: Micro and Macro
09/2005	12/2005	4	<b>Cinematography: Techniques for Film and Digital</b> 4 - Theory and Practice of Cinematography
09/2005	12/2005	4	<b>Spanish, Intermediate</b> 4 - Intermediate Spanish I
09/2005	12/2005	2	<b>Grantwriting</b> 2 - Grant Writing
01/2006	03/2006	16	<b>Economic Alternatives-Venezuela</b> 12 - Political Economy of Venezuela 4 - Theory and Practice of Latin American Social Movements
04/2006	06/2006	16	<b>U.S. Foreign Policy Before and After 9/11: Terrorism and the New American Empire</b> 4 - The Theory and Practice of Liberal Internationalism Since the Spanish-American War 4 - U.S. Foreign Policy During the Cold War 4 - U.S. Foreign Policy in Afghanistan and the Middle East 4 - The Bush Doctrine and U.S. Foreign Policy After 9/11



Porter, Molly Rose

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Last, First Middle

Student ID

**EVERGREEN UNDERGRADUATE CREDIT:**

Start	End	Credits	Title
09/2006	12/2006	16	<b>Memory of Fire: Spain and Latin America</b> 8 - <i>Beginning Spanish Language</i> 3 - <i>Medieval and Golden Age Spanish Literature</i> 3 - <i>Latin American Literature Before 1900</i> 2 - <i>History of Spain and Latin America Before 1900</i>
04/2007	06/2007	7	<b>Anarcha-Feminism</b> 7 - <i>Seminar in Anarcha-Feminism</i>

**Cumulative**

180 Total Undergraduate Credits Earned



The Evergreen State College - Olympia, Washington 98505

## STUDENT'S SUMMATIVE SELF-EVALUATION

Porter	Molly	R	A00160895
Student's Last Name	First	Middle	ID Number

Throughout my academic career at Evergreen I have followed a course of study that has allowed me to continually formulate and expand upon my ongoing exploration of political economics. I began with a focus in environmental science and policy and then directed my course of study into the realm of international development (with an emphasis on Latin American politics and literature), and culminated in the tangible study of US Foreign Policy and then the theoretical discourse of Anarchist-Feminism.

I began my courses at Evergreen looking to better understand human relation to the natural environment. Throughout my two-quarter Introduction to Environmental Studies program I familiarized myself with research methods, data analysis, environmental statistics, and the forces that contribute to environmental degradation. Throughout this class I became increasingly frustrated with the injustice I perceived within the lack of the capitalist system's ability to address issues of environmental destruction.

While I recognized the benefits of a classroom setting, I wanted to include pertinent life experience into my repertoire and took an internship position with the Park Service as a field technician at Mount Rainier National Park. During this internship I gained practical job experience doing water quality testing in alpine lakes. I proceeded into another internship in Hawaii on an organic farm, where I studied organic agriculture.

However, because of the frustration with environmental policy that I experienced after my IES course, I decided to follow my internships with the Sustainable Development Imperative, a program that focused on economic reform as a basis for social change. This class enabled me to further develop my analysis and motivated me to continue my career at Evergreen within the arena of political economy in an attempt to deepen my understanding of political and economic influence on not only the environment, but the inequitable distribution of wealth as well.

I focused on Latin America often in following courses, pursuing a contract in Venezuela where I studied economics and policies implemented by the Bolivarian government. During this time I was able to attend the World Social Forum in Caracas, an experience that broadened my knowledge of social issues and actions being undertaken by various groups working for social justice. One discussion in particular helped formulate my views on political involvement. This was a panel discussion that consisted of a variety of people: academics, professionals, workers, etc., and focused on participatory democracy.

I learned through this discussion that participatory democracy comprises a social structure within which individuals organize in order to provide that facilities they perceived as necessary within their communities, (i.e., education, workers collectives, etc.). I viewed the function that this model served as a viable means through which people, organized communities, may be able to provide for themselves through their own agency the resources that they may need to establish a functioning community basis for creating a system in which they have a direct say in the way their community functions.

Once back at Evergreen I felt that I needed to strengthen my understanding of the role the United States, as the dominant world power, currently and historically has served in the act of developing the economic conditions under which so much of the modern world must act. I did so by taking U.S. Foreign Policy. This was a challenging class in the sense that it provided me with a plethora of information that I had neglected to seek out prior to taking the program. More specifically, I examined the relationship between the United States and Israel in a final

Student's Signature

14-JUN-2007

Date



The Evergreen State College - Olympia, Washington 98505

**STUDENT'S SUMMATIVE SELF-EVALUATION**


Porter	Molly	R	A00160895
Student's Last Name	First	Middle	ID Number

paper; a relationship I found indicative of the role the United States has played in the Middle East for the last half century.

After U.S. Foreign Policy I felt that it was necessary for me to divert myself slightly away from the more regimented studies of specific policy and strategy approached by that class, and move into something more artistic. I took Memory of Fire, which consisted of Spanish and Latin American history through literature. This class allowed me to continue with my studies of history, politics, and the Latin American vein that began when I was in Venezuela. We explored similar concepts in this class as I had in previous classes, but through a very different framework. The emphasis on literature allowed me to broadly expand my way of understanding how history can be conveyed. Through readings such as Don Quixote I came to better understand how works of literature can and have contributed to the interpretation of events as they unfold, and create, with beautiful language, a fertile environment for the dissemination of new ideas.

My time at Evergreen has thus culminated in a seven-credit contract on anarcha-feminism. I chose to do this contract in order to fill in a couple gaps that felt needed further exploration. While there are many things that I would have love to examine more deeply, the content of this contract allowed me to research two areas I saw as fundamental to my receiving the well-rounded education I was looking for when I came to Evergreen. I chose to do anarcha-feminism because I understood anarchism as the only theory which called for the elimination of hierarchy, a problem I see as central to the creation of a society that can satisfy the needs of all of its members, and feminism because it is a branch of oppression that I did not feel was sufficiently touched upon in my other course work. This was best exemplified by the nearly absolute lack of female authors I read while attending classes at Evergreen. I wanted to know about anarchism, and I wanted to read books by women that addressed the issues of women through an egalitarian lens.

Throughout my years at Evergreen I have always worked hard, and have tried not to take the opportunity to receive an education for granted. I feel this final contract has been indicative of my effort throughout this experience in that I have worked hard and been satisfied with my work. This is not to say that there is not room for improvement, but I've given it a good shot, and that, I feel, is what matters.

  
\_\_\_\_\_  
Student's Signature  
14-JUN-2007  
\_\_\_\_\_  
Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

Porter	Molly	R	A00160895
Student's Last Name	First	Middle	ID Number
30458	Individual Learning Contract		
Program or Contract No.	Title		
	02-APR-2007	15-JUN-2007	7
	Date began	Date ended	Qtr. Credit Hrs.

**DESCRIPTION:**

Faculty: Jeanne Hahn

Molly joined with two students to study anarcha-feminist theory, contextualize it within global women's movements, and compare western and "third world" feminisms. It was a collaborative undertaking in which the three designed the contract, **Anarcha-Feminism**, met regularly to discuss their reading and exchange essays and, finally, produced a zine laying out the principles of anarcha-feminist theory and the primary insights resulting from their quarter's work. I urge the reader to consult Molly's attached self evaluation for her assessment of her learning over the ten weeks.

**EVALUATION:**

Written by Jeanne Hahn

Molly worked hard and collaboratively with her peers over the ten weeks to develop a good understanding of anarcha-feminism, both its politics and its philosophical principles, and to consider how this understanding might influence the praxis in her daily life. Her strongest work was done in the weekly seminars where she was generally well prepared and worked well with the texts to clarify and underscore important principles as well as begin an analysis that moved beyond the specific words on the page. Her two essays – "Love and Marriage" and "Inequality" – discussed some of the authors' most significant claims and arguments but didn't engage in an analysis or argument of her own.

Toward the end of the quarter the students elected to produce a zine in lieu of a third integrative essay. This provided an excellent opportunity to pull together the quarter's work in a succinct set of essays outlining the essentials of anarcha-feminism. Molly contributed essays on the relationship of feminism to anarchism and the reshaping of a theory with European roots to speak to women's movements in the global south. The zine is well put together, and the students intend to distribute it throughout the community.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 7**

7 - Seminar in Anarcha-Feminism

June 22, 2007

Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

Porter	Molly	R	A00160895
Student's Last Name	First	Middle	ID Number
10093	Memory of Fire: Spain and Latin America		
Program or Contract No.	Title		
	25-SEP-2006	15-DEC-2006	16
	Date began	Date ended	Qtr. Credit Hrs.

**DESCRIPTION:**

Faculty: Diego de Acosta, Ph.D. and Alice A. Nelson, Ph.D.

This full-time academic program consisted of two equally-weighted parts: 8 quarter hours of Spanish language instruction and 8 quarter hours of a history-culture seminar for which the reading was in English. Each week consisted of six hours of Spanish language class, one 2-1/2 hour lecture in Spanish, one film in Spanish and four hours of seminar discussion in English.

**History and Culture Component:**

The program focused on the theme of memory as socially constructed, with emphasis on how literary writers contribute to their societies' formation of memory, and on how structures of power in society (e.g., class, ethnicity, gender, religion, etc.) impact that process. Fall quarter, the history-culture seminar explored periods in which Spain and the lands currently known as Latin America have interacted over the centuries. Topics included an overview of medieval Spanish *convivencia*, the Reconquest by the Christians, the Spanish conquest of the Americas, Spain's decline as an empire, and Latin American independence from Spain, with emphasis on cultural production from and about these contexts.

**Writing Assignments:**

Nineteen seminar responses (1/2 page twice each week), a brief personal narrative (2 pages), one close reading (2-3 pages), and two integrative essays (3-5 pages) analyzing a pairing of materials from Spain and Latin America.

**Readings:**

María Rosa Menocal, *The Ornament of the World: How Muslims, Jews and Christians Created a Culture of Tolerance in Medieval Spain*; Juan Ruiz (Archpriest of Hita), *The Book of Good Love*; Fernando de Rojas, *The Celestina: A Fifteenth-Century Spanish Novel in Dialogue*; Elizabeth Martínez, *De Colores Means All of Us: Latina Views for a Multi-Colored Century*; Miguel León-Portillo, *The Broken Spears: The Aztec Account of the Conquest of Mexico*; Stephen Greenblatt, *Marvelous Possessions: The Wonder of the New World*; Miguel de Cervantes, *Don Quixote* (translation by Edith Grossman); José Joaquín Fernández De Lizardi, *The Mangy Parrot: The Life And Times Of Periquillo Sarniento Written By Himself For His Children*; plus selected materials from Olivia Remie Constable, *Medieval Iberia*; John Elliott, *Imperial Spain 1469-1716*; Alejo Carpentier; Cristina Peri Rossi; Sor Juana Inés de la Cruz; and Mary Elizabeth Perry.

**Films:**

*Flamenco* (Dir. Carlos Saura); *Te doy mis ojos* (Dir. Icíar Bollain); *Esperando al mesías* (Dir. Daniel Burman); *La ciudad* (Dir. David Riker); *La última cena* (Dir. Tomás Gutiérrez Alea); *El espinazo del diablo* (Dir. Guillermo del Toro); *El beso de la mujer araña* (Dir. Héctor Babenco); *Todo sobre mi madre* (Dir. Pedro Almodóvar); *Yo, la peor de todas* (Dir. María Luisa Bemberg); *Amores perros* (Dir. Alejandro González Iñárritu).

**Beginning Spanish:**

There were two beginning classes: one for beginners with no previous knowledge of Spanish, and another for those with some prior work in the language. Class was conducted entirely in Spanish. Students in both classes learned basic sentence structure, present tense verbs, the use of various pronouns, and basic

February 28, 2007

Date



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**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

Porter	Molly	R	A00160895
Student's Last Name	First	Middle	ID Number
10093	Memory of Fire: Spain and Latin America		
Program or Contract No.	Title		
	25-SEP-2006	15-DEC-2006	16
	Date began	Date ended	Qtr. Credit Hrs.

vocabulary and expressions about likes and dislikes, studies, outside activities, weather, time, numbers, the body and health, family, geography and food. *Plazas: Lugar de encuentro para la hispanidad* (Hershberger, et al., 2nd edition) was the primary text used for both classes. In addition to participating in class activities focusing on developing comprehension and conversation skills, students in both classes collaboratively wrote and presented original mini-dramas for the program. Students in the more advanced of the two beginning classes further developed their Spanish proficiency by studying the preterite verb tense, by reading a weekly class newspaper, and by periodically composing paragraphs about personal experiences.

**Intermediate/Advanced Intermediate/Advanced Spanish:**

This class was designed for students with significant previous background in Spanish, but who hoped to develop their skills further in speaking, listening, reading, and writing in the language. Students reviewed grammatical structures, with emphasis on "trouble spots" like the preterite-imperfect distinction and uses of the subjunctive. They also read short pieces (stories, poems, songs) to develop skills in literary analysis and interpretation, and to provide a context for short composition writing. Students periodically presented material in class, both individually and in groups, including collaboratively produced mini-dramas presented to the program. Class was conducted entirely in Spanish. The texts were Bretz, Dvorak, Kirshner, *Pasajes: Lengua* and Copeland, Kite, Sandstedt, *Literatura y arte*.

**EVALUATION:**

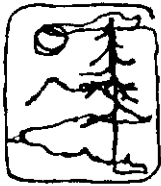
Written by: Alice A. Nelson, Ph.D.

A fourth-year student with substantial previous academic preparation in political economy, Molly entered this program to pursue her interests in Spanish language and Latin American Studies. A perceptive reader and strong critical thinker, Molly consistently attended seminar prepared for substantial discussion of the program materials. Her articulate contributions often addressed how literary texts create spaces for social critique, whether through characters like Celestina, who navigates her society from the margins, or through symbolic scenes like the book burning in *Don Quixote*. In addition, Molly sensitively opened dialogue about complex issues like racism, the sexual politics of the conquest, and the use of religion to justify war in Spain and the Americas. As facilitator and participant, Molly was able to draw together pieces of our discussion, subtly showing leadership potential throughout the fall.

Molly developed her understanding of Spain and Latin America through written analysis of literary and historical texts. Molly's work was conceptually ambitious, while her prose offered refreshing flashes of eloquence this quarter. Her first essay, a close reading on *The Book of Good Love*, showed Molly getting her bearings writing about literature; she took advantage of the revision process to more clearly analyze specific passages of the text within an historical framework, but she needed to push further toward addressing why the text's contradictions mattered. Her integrative essays both made strides in this direction. Drawing on Martínez, Elliott, and Greenblatt, the first tackled power structures framing myths about the conquest; the second offered engaging analysis of disenchantment and rebellion in *Don Quixote* and Peri Rossi's "The influence of Edgar A. Poe...". This intriguing final paper took a strong interpretive stance on the two works, developed through carefully chosen textual examples, clearly demonstrating the progress that Molly has made with her literary analysis skills this quarter.

February 28, 2007

Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

Porter	Molly	R	A00160895
Student's Last Name	First	Middle	ID Number
10093	Memory of Fire: Spain and Latin America		
Program or Contract No.	Title		
	25-SEP-2006	15-DEC-2006	16
	Date began	Date ended	Qtr. Credit Hrs.

Diego de Acosta evaluated Molly's work in Beginning Spanish as follows:

"Molly was a dedicated student in the class for beginners with some prior work in Spanish. From the beginning, she communicated with relative ease and clarity and responded well to class activities that emphasized communicative competence. During this quarter, Molly further honed her strategies for sustaining effective communication with the Spanish that she commands. Despite some lapses in her homework (she turned in only one of the four short written compositions), Molly consistently performed well on exams and was a dependable participant in our in-class work. She often asked insightful questions about grammar and vocabulary that enhanced the ongoing lesson as a whole. Her high standards for accuracy in grammar and word choice were exemplary for our class."

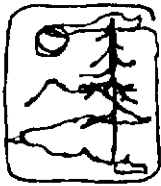
**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16**

- 8 – Beginning Spanish Language
- 3 – Medieval and Golden Age Spanish Literature
- 3 – Latin American Literature Before 1900
- 2 – History of Spain and Latin America Before 1900

February 28, 2007

Date





The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

Porter	Molly	R	A00160895
Student's Last Name	First	Middle	ID Number
30154	U.S. Foreign Policy Before and After 9/11: Terrorism and the New American Empire		
Program or Contract No.	Title		
	03-APR-2006	16-JUN-2006	16
	Date began	Date ended	Qtr. Credit Hrs.

**DESCRIPTION:**

Faculty: Alan G. Nasser, PhD

This program is a study of the development of U.S. foreign policy, starting with the Spanish-American War. The focus is on the following: the background of and statement of the principles of liberal internationalism by Woodrow Wilson, the application of liberal internationalist principles to the exercise of U.S. foreign policy up to the Cold War period, the impact of superpower rivalry on the liberal internationalist policy, the mainstream and revisionist analyses of the causes of the Cold War, post-Cold-War policy following the disintegration of the Soviet Union and the emergence of the Bush Doctrine.

Required Reading:

- 1) Sidney Lens, The Forging of the American Empire
- 2) Thomas McCormick, America's Half-Century Second Edition
- 3) Andrew J. Bacevich, American Empire
- 4) David Horowitz, The Free World Colossus Revised Edition
- 5) John Lewis Gaddis, The Cold war: A New History
- 6) Gilbert Achcar, Eastern Cauldron
- 7) Niall Ferguson, "Hegemony or Empire?"
- 8) Niall Ferguson, "America: An Empire in Denial"
- 9) Niall Ferguson, "What Is Power?"
- 10) Niall Ferguson, "Sinking Globalization"
- 11) "Rebuilding America's Defenses..." put out by the Project For The New American Century, September 2000 [www.newamericancentury.org/RebuildingAmericasDefenses.pdf](http://www.newamericancentury.org/RebuildingAmericasDefenses.pdf)
- 12) "The National Security Strategy of the United States of America," released by the White House on September 17, 2002 [www.whitehouse.gov/nsc/nss.html](http://www.whitehouse.gov/nsc/nss.html)
- 13) Jeff Faux, The New Class War

**EVALUATION:**

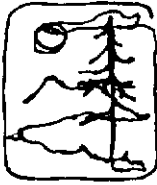
Written by: Alan G. Nasser, PhD

Molly Porter was enrolled in my full time group contract U.S. Foreign Policy in spring quarter, 2005. She has satisfied all requirements and is accordingly awarded sixteen credit hours for her work. Molly's work in every activity in this program was quite good. In seminar she was relatively reticent. When Molly did contribute, her remarks were invariably such that one wanted to hear more. This, plus the quality of her twice-weekly papers, made it clear that Molly's reticence was not due to lack of study. I discussed this with her, and she revealed that it was the size of the seminar group that inclined her to silence.

Molly gave an oral presentation to the seminar, on Horowitz's treatment of the period 1954-1967, focusing on the Eisenhower Doctrine and nuclear diplomacy with the Soviet Union. Molly's talk was well written and did justice to its subject matter. The presentation was a bit flat, but this is a presentational matter not having to do with the substance of the talk. Molly was able to compress a great deal of empirical detail and analytical theory into a n integrated, lucid and informative talk.

August 17, 2006

Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

Porter	Molly	R	A00160895
Student's Last Name	First	Middle	ID Number
30154	U.S. Foreign Policy Before and After 9/11: Terrorism and the New American Empire		
Program or Contract No.	Title		
	03-APR-2006	16-JUN-2006	16
	Date began	Date ended	Qtr. Credit Hrs.

Molly's seminar papers were always substantive and written in the service of developing one or two sharply focused points. In many of these mini essays Molly was deepening her grasp of non-reformist Progressive approaches to the diagnosis and prescriptions regarding the more conspicuous follies of U.S. foreign policy. It was encouraging to witness the increasing sophistication of Molly's writing over the course of the quarter.

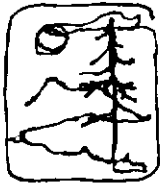
Molly's final paper dealt with the relation between the U.S. and Israel as a principal mechanism through which Washington has maintained a dominant presence in the Near and Middle East. Her principal aims were identified at the beginning of the essay, and Molly methodically carried the reader along, by way of a closely reasoned sustained argument, to her destination. I would recommend this paper to anyone looking for a good introduction to the Israel-Palestine conflict. This paper was a fitting conclusion to a fruitful quarter for Molly.

Abigail worked diligently this quarter, and her literacy in the history and theory of U.S. foreign policy grew admirably. She should be proud of her work. It was a pleasure to have worked with her.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16**

- 4 - The Theory and Practice of Liberal Internationalism Since the Spanish-American War
- 4 - U.S. Foreign Policy During the Cold War
- 4 - U.S. Foreign Policy in Afghanistan and the Middle East
- 4 - The Bush Doctrine and U.S. Foreign Policy After 9/11

August 17, 2006  
Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

Porter	Molly	R	A00160895
Student's Last Name	First	Middle	ID Number
20339	Individual Learning Contract		
Program or Contract No.	Title		
	09-JAN-2006	24-MAR-2006	16
	Date began	Date ended	Qtr. Credit Hrs.

### DESCRIPTION

Faculty: Peter G. Bohmer

Molly Porter did an individual learning contract, **Economic Alternatives-Venezuela**. Her learning objective was to study the current political and economic system of Venezuela. She intended to compare the Latin American trade agreement proposed by Venezuelan President, Hugo Chavez, the Bolivarian Alternative for the Americas (ALBA) to the proposed Free Trade Agreement of the Americas (FTAA). Molly planned to study Spanish in Venezuela.

### EVALUATION

Written by Peter G. Bohmer

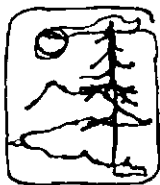
Molly Porter successfully completed her individual contract, Economic Alternatives—Venezuela. She accomplished her learning objective of gaining a three dimensional understanding of the current political economy of Venezuela. Molly demonstrated in her study a solid foundation for further study in political economy in general and of Venezuela in particular. I suggest that she continue to deepen her analysis in these areas.

Molly attended the World Social Forum that took place in Caracas in January, 2006. She attended forums on independent media, participatory economics, organizing against the Central American Free Trade Agreement, and global labor solidarity. From her participation, she deepened her understanding of global solidarity and of Latin American social movements.

Based on her one month travel and study in Venezuela, and her continued reading and research, when she returned to the United States, Molly wrote a 20 page paper, she aptly named, "*Breaking from the Logic of Capital: Is Venezuela Reaching a Post-Capitalist Society?*" She showed good knowledge of her subject matter in a clearly written and engaging paper that covered several aspects of societal change in contemporary Venezuela. Molly analyzed two of the key principles of the Bolivarian process (that is what the current social, political and economic changes in Venezuela are called), participatory democracy and "socialism for the 21<sup>st</sup> century". She explained well current attempts at import substitution and the growth of parallel institutions, e.g., worker cooperatives and the Missions, new institutions in Venezuela aimed at providing education, health, and food to the poor. In this paper, she also provided support for her criticisms of ongoing United States intervention in the internal affairs of Venezuela. Molly outlined some of the principles of ALBA but did not explain in any depth how it would work. What should have been further elaborated on was how far-reaching some of the programs or laws that Molly discussed, were or were likely to be, e.g., the cooperatives in providing employment or Article 88 in furthering women's equality. The coexistence and contradictions between the ideology of 21st century socialism and a primarily capitalist organized economy could also have been further elaborated on. Molly also included in the work she submitted, some very powerful and relevant photographs she took in Caracas and Mérida, Venezuela.

May 8, 2006

Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

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Porter	Molly	R	A00160895
Student's Last Name	First	Middle	ID Number
20339	Individual Learning Contract		
Program or Contract No.	Title		
	09-JAN-2006	24-MAR-2006	16
	Date began	Date ended	Qtr. Credit Hrs.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16**

- 12 - Political Economy of Venezuela
- 4 - Theory and Practice of Latin American Social Movements

May 8, 2006  
Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

Porter	Molly	R	A00160895
Student's Last Name	First	Middle	ID Number
10200	Grantwriting		
Program or Contract No.	Title		
	26-SEP-2005	16-DEC-2005	2
	Date began	Date ended	Qtr. Credit Hrs.

**DESCRIPTION::**

Faculty: Don Chalmers, B.S., J.D.

This course helped students understand and appreciate United States philanthropy, non-profit organizations and what they must do to seek and secure outside funding. This included how to research funding sources. The primary focus of the course was grant writing, specifically how to prepare a competitive grant application to a corporate, foundation or federal source. Finally the course shared keys to successful grant administration and alternatives to grants including a number of fundraising programs.

**EVALUATION:**

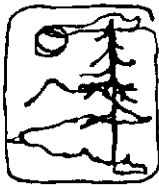
Written by: Don Chalmers, B.S., J.D.

Molly attended and actively participated in the five classes. She showed good imagination in developing her project focus, a Brazilian Amazon documentary, for her final assignment. Her comments and questions indicated she had a good grasp of and a strong interest in the issues facing non-profits and state agencies. Her final project, a good draft grant, was developed based on her personal experience with the organization and demonstrated a good understanding of the concepts we had discussed in the sessions on grant writing. She would be well suited to take additional coursework in non-profit management and resource development.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2**

2 - Grant Writing

February 2, 2006  
Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

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Porter	Molly	R	A00160895
Student's Last Name	First	Middle	ID Number
10233	Spanish, Intermediate		
Program or Contract No.	Title		
	26-SEP-2005	16-DEC-2005	4
	Date began	Date ended	Qtr. Credit Hrs.

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**DESCRIPTION:**

Faculty: Hugo Flores

Intermediate Spanish I was designed as a general review of preterito-imperfecto and perfect tenses of the Indicative Mode. Several newspaper articles were used to introduce the grammatical points and written and audiovisual exercises were used to practice in class. As a final project, students were required to give a 7- to 10-minute presentation to the class.

**EVALUATION:**

Written by: Hugo Flores

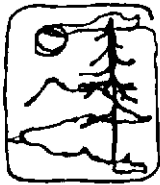
Molly completed all the required assignments and attended class on a regular basis to gain full credits. She gained a good knowledge of the grammatical points reviewed and was able to apply them correctly during in-class drills and activities. Molly did good job for her final presentation and communicated most of her ideas well with grammatically correct sentences. Molly was a good student and it was a pleasure to work with her.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4**

4 – Intermediate Spanish I

---

April 27, 2006  
Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

Porter	Molly	R	A00160895
Student's Last Name	First	Middle	ID Number
10230	Cinematography: Techniques for Film and Digital		
Program or Contract No.	Title		
	26-SEP-2005	16-DEC-2005	4
	Date began	Date ended	Qtr. Credit Hrs.

**DESCRIPTION:**

Faculty: David Cramton

Students in *Cinematography: Techniques for Film and Digital* learned the basics of photography for the moving image, location lighting, electrical safety, and set operations through lecture and reading. They applied their learning through still photo assignments on slide film. These were projected in class and subjected to critique. There were group lighting problems shot on video and discussed in class, and the final group project in which the class divided into three groups and shot a four-minute script in 16mm film. The resulting projects were shown in class and used as the basis for discussion. The emphasis was on teaching the basic skills that could then be applied across genre, media and situation.

**EVALUATION:**

Written by: David Cramton

Molly successfully demonstrated that she had learned and understood the technical skills taught in class. These skills include proper use of a light meter to set aperture and lights, choice and placement of lighting instruments for effect, and composition within a frame. Based on the slides that she submitted and class participation, Molly showed strength in exposure. Molly's work was consistently good throughout the quarter. Overall, she performed well and exceeded the learning objectives of the class and received full credit.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4**

4 – Theory and Practice of Cinematography

April 4, 2006  
Date

## **The Sustainable Development Imperative: From Local to Global and Back Again Spring Quarter, 2005 Program Description**

This program investigated various models of political, economic and social development, which have been promoted in the past and are used today. Import substitution, export promotion, strategic trade policies, market-led and state-centered development are all historical approaches that were investigated in depth. The program explored the development of economic liberalization and globalization over the last 50 years, and socio-political responses to the global economy.

Sustainable development was viewed within an interdisciplinary framework which included the need to promote economic development and job creation, while at the same time to understand the impact on cultural values, political institutions, the natural environment and social cohesion. Development strategies which address global inequalities, poverty, productive efficiency, environmental problems, externalities, and market failures were central to the program. The role of international institutions -- regional development banks, the IMF, World Bank, WTO, trade regimes and development NGO's -- in relation the global political economic forces was a central program theme.

The political economy approach of this program included the role -- both beneficial and problematic -- of markets, the state, communities and individuals within a global system. After developing several theoretical frameworks from which to view sustainable development, the program covered historical development experiences in Latin America, Africa and Asia.

The program included a technical political economy lab that introduced students to the political-economic models and theories underlying markets, international trade and alternative development paradigms. The material covered included typical principles of microeconomics and macroeconomics. Technical topics included: comparative advantage; supply and demand; equilibrium and disequilibrium processes; resource allocation; the function of markets and public sector; industry structure including various types of imperfect competition; GDP and income determination; monetary theory and the role of the Federal Reserve Bank; and fiscal and monetary policy.

Students were required to attend lectures, workshops and participate actively in seminars. In the lab, students completed weekly projects and a final exam which involved demonstration of understanding technical concepts with mathematical applications. Students also prepared several presentations explaining technical concepts to the larger group, prepared weekly analytical papers on the readings, and wrote two larger research papers on topics related to sustainable development and development organizations in the area. Required readings included:

- 1) Rethinking Development Economics, Edited by Ha-Joon Chang (RDE)
- 2) The New Global Economy and Developing Countries: Making Openness Work (Policy Essay, No. 24) by Dani Rodrik (NGO)
- 3) Kicking Away the Ladder: Development Strategy in Historical Perspective, by Ha-Joon Chang (KAL)
- 4) Development as Freedom, by Amartya Sen (DAF)
- 5) Alternatives to Economic Globalization: A Better World Is Possible, by John Cavanagh, Jerry Mander (AEG)
- 6) Beyond Growth : The Economics of Sustainable Development, by Herman Daly (BG)
- 7) Human Development Report 2003: Millennium Development Goals : A Compact Among Nations to End Human Poverty (Human Development Report), by United Nations Development Programme (HDR)
- 8) Development and Social Change : A Global Perspective, by Philip McMichael (DSC)
- 9) Understanding the World Economy, by Tony Cleaver (UWE)
- 10) Communities and Capital: Local Struggles against Corporate Power and Privatization, Edited by Thomas W. Collins, John D. Wingard (CAC)





The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

Porter	Molly	R	A 00160895
Student's Last Name	First	Middle	ID Number
30895	Sustainable Development Imperative		
Program or Contract No.	Title		
		03/28/05	06/10/05
		Date began	Date ended
			16
			Qtr. Credit Hrs.

Molly Porter participated regularly in all program meetings, wrote incisive papers on program readings and sustainable development, and completed with excellence all projects in technical political economy labs. She earns full credit with distinction in the program.

Molly wrote excellent, in-depth weekly papers on topics related to the readings. She always applied thoughtful comment to some problem in development. Molly's papers were well-organized, clearly written and enjoyable to read. She often was very creative in her responses, shown in one paper that was written as a hypothetical discussion between two authors, Herman Daly and Amartya Sen, regarding development within finite resource limits.

Molly wrote two papers on sustainable development. The first, "After the gold rush" was clearly written with a well-defended thesis that consumption-based growth threatens a planet with very finite resource limits. This is a topic that Molly has great interest in, and she has taken advantage of the opportunity to further develop and deepen her thinking in this area. The paper would have been strengthened with less rhetoric, providing more specific ideas on how to achieve sustainable development. A second paper on renewable energy and sustainable development followed from the first paper with an in-depth discussion of the development of renewable energy alternatives. The paper was well-organized with many documented sources and use of data was well integrated with the arguments made in the paper. The paper included specific solutions and actions with a good description of an organization, Climate Solutions, doing work in the area.

Molly was an occasional participant in seminar. This is one area where it is important for her to set some goals to make more consistent contributions, as she acknowledges. When she did participate, her comments tended to focus the group's attention on equity and environmental concerns, which was very beneficial for the group. Molly listens considerately and is respectful to others. I encourage Molly to stand her ground and defend her point of view when it differs from others. In presentations, Molly gave in-depth analysis of program readings on financial crises and the Central American trade agreement. Her presentation on the trade agreement included an overview and effective critique of mechanisms for enforcing environmental standards. Molly clearly has a passion which she has developed and strengthened through reading, reflection and analysis of environmental sustainability issues.

In a political economy lab in microeconomics and macroeconomics, Molly worked diligently to learn material that was new to her. She completed all projects and revisions at an excellent level with scores ranging from 90-100 with one score on monopoly of 70%. This project work and revisions led to an exceptional mastery exam with a score of 94%. Molly demonstrated a mastery of the technical aspects of supply and demand, competitive and imperfectly competitive firms, and fiscal

Faculty Signature(s)

Steven Francis

Faculty Name

September 23, 2005

Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

Porter	Molly	R	A 00160895
Student's Last Name	First	Middle	ID Number
30895	Sustainable Development Imperative		
Program or Contract No.	Title		
	03/28/05	06/10/05	
	Date began	Date ended	Qtr. Credit Hrs.

and monetary policy. The only area that needed greater discussion was on economies of scale and equilibrium processes.

Overall, Molly departed from her usual studies in natural sciences and applied herself diligently to learn the political and economic issues in sustainable development. Her writing improved a great deal as she deepened her knowledge of development, and she demonstrated an exceptional ability to apply quantitative and qualitative analysis to current sustainability problems. As she moves forward to environmental studies, what she has learned in this program will help deepen and strengthen her abilities in that area.

Suggested Course Equivalencies (in quarter hours): Total - 16

- 4 - Economic Development
- 4 - Social and Environmental Effects of Globalization
- 4 - Sustainable Development within a Global Economy
- 4 - Principles of Economics: Micro and Macro

Steven Francis  
Faculty Signature(s)  
Steven Francis  
Faculty Name

September 23, 2005  
Date



# Internship Learning Contract

The Evergreen State College  
Olympia, Washington 98505

Academic Quarter & Year: Fall 2004

Student ID Number A00160895	Last Name Porter	First Molly	Initial R	Telephone (360) 754-9125
Faculty Sponsor Carolyn Dobbs	Faculty Telephone (360) 867-6860	Internship Organization World Wide Opportunities on Organic Farms		
Contract/Program No. 10313	Contract or Program Title Aloha Agriculture	Title of Internship Position Farm Hand		
Field Supervisors/Subcontractors: Names and Titles Philippe Visintainer Farm Owner		Field Supervisor/Subcontractor Address and Phone P.O. Box 791314 Paia, HI 96779 1-800-417-7435		Beginning Date: 9/27/2004 Expected Completion: 12/17/2004 Prior Internship Credit Earned: 16 Class Standing: Sophomore

## Related Academic Preparation and Work Experience:

Introduction to Environmental Studies Course at Evergreen, which included substantial focus on the effects of agriculture on the natural environment; previous internship experience doing water quality testing at Mt. Rainier National Park.

## Learning Objectives for Contract:

Through the duration of this internship I plan to learn, through experience, the logistics of organic farming as well as sustainable agriculture's role in an environmentally aware society. I will also pursue awareness of Hawaii's cultural and geological history as an additional aspect of my studies in Hawaii. Gaining an understanding of tropical island ecology, flora, fauna, etc., will be another area of focus during this internship.

**Internship Activities:** Through World Wide Opportunities on Organic Farms approximately ten workers, including myself, will live on a small organic farm approximately four acres big, located near the town of Paia on the island of Maui. On this fairly young farm I will be tending to the vegetable garden and fruit orchards, painting, watering, weeding, planting, mowing, and performing whatever other tasks need attending to. Philippe also runs a fruit stand along the Historical Hana Highway which I, as a volunteer, am expected to manage periodically, in turn. The farm is active year-round and uses no pesticides in their farming practices, but rather compost, organic fertilizer and "just good Maui soil."

**Internship Credit Hours:** 10      **Internship Hours Per Week:** 25      **Rate of Pay Per Month:** Food and Board

**Academic Activities:** I plan to read a variety of books that pertain to what I am experiencing on Maui. I will read Sustainable Agriculture and Resistance, by Fernando Funes, in relation to the agricultural aspects of this adventure, and Shoal of Time, by Gavan Daws, which is a history of the Hawaiian Islands. I will add to my list as I fall more into sync with my activities on the farm and in the community. In addition, I will keep a reflective journal throughout my ventures, and document my experiences through photographs and artwork.

**Academic Credit Hours:** 0      **Total Quarter Credit Hours:** 10

## Responsibilities of Sponsor, Field Supervisor and Other Subcontractors:

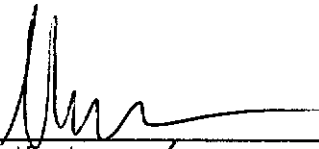
I will contact my sponsor regularly through whatever means possible, e-mail, telephone, and/or letters. My field supervisor will be in charge of my actions on the farm, and I will work with him daily.


## Procedures for Evaluation of Completed Contract:

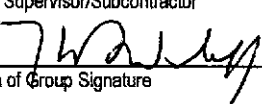
Final Evaluation by student, sponsor, and field supervisor. Field supervisor will submit a written evaluation to faculty sponsor by the last week of internship, January 8th. I will submit a self-evaluation via mail or e-mail to Carolyn Dobbs, also by January 8th.

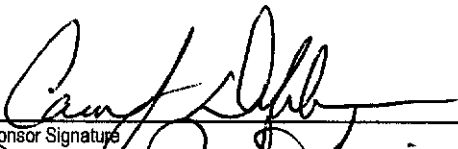
Does this contract require the use of special resources, facilities and equipment or carry special legal implications including compliance with the policy on "Human Subjects Review"? If yes, attach clearances.  
(Terms of this contract are on file in APEL.)      ☐ Yes      ☒ No

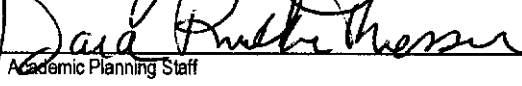
This agreement may be terminated by the intern or the employer organization upon receipt of two weeks written notice by either party.

Student Signature:  Date: 9-29-04

Field Supervisor/Subcontractor:  Date: 9/14/04

Dean of Group Signature:  Date: 9/30/04

Sponsor Signature:  Date: 9/28/04

Academic Planning Staff:  Date: 9/29/04



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

<u>PORTER</u>	<u>Molly</u>	<u>R.</u>	<u>A 00160895</u>
Student's Last Name	First	Middle	ID Number
<u>10313</u>	<u>Aloha Agriculture</u>		
Program or Contract No.	Title		
	<u>9/27/04</u>	<u>12/17/04</u>	<u>10</u>
	Date began	Date ended	Qtr. Credit Hrs.

Molly has successfully completed her internship this quarter at Hawaii Coconut Protectors Farm and will receive full credit for her work. I have received the following evaluation from her Field Supervisor Philippe Visintainer:

"During Molly's time on the farm she consistently completed her work with impressive results. She was easy to work with, and would always do what was asked of her without complaint or reserves. Trying to manage the continuously changing dynamics of a group of volunteers can be quite stressful, but Molly adapted quickly when she got here, and was willing and able to train and help out the people who came after her.

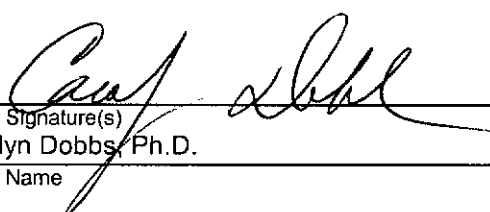
"She performed tasks such as painting, weeding, mulching, fertilizing, maintenance, and planting with competence and in a timely manner. She also did an impressive job working in the smoothie stand, always keeping things running smoothly, and trying sincerely to connect with the customers.

"There are a lot of people that come through my farm every year, and I always appreciate having people like Molly around who are easygoing and flexible. Molly was an excellent addition to our farm. We enjoyed having her here, and would welcome her back in the future. We had a positive, productive, and diverse group while Molly was here, and she was an indispensable addition to our community."

Molly's detailed self-evaluation provides a good highlighting of her learning. My contact with her supports her assertion that she accomplished her goals this quarter.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours):** Total: 10

10 - Internship on Organic Farm in Hawaii

  
Faculty Signature(s)  
Carolyn Dobbs, Ph.D.

Faculty Name

January 28, 2005  
Date



The Evergreen State College - Olympia, Washington 98505  
**THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT**

Porter	Molly	R	A00160895
Student's Last name	First	Middle	ID Number
Aloha Agriculture		9/27/04	12/17/04
Title		Date Began	Date Ended

My experience on Philippe's farm on Maui was all that I expected, and yet nothing like I expected. The organic farm, in which I invested the last three months of my time, showed me many things. Here I witnessed a young farm trying to establish itself amidst a high turnover of volunteers, and the chaos that ensued from upwards of fifteen people living on and cultivating a four acre plot of land.

The technique involved in much of the organic farming I did was fairly basic. Even the tools I used were simple: sickles, hoes, shovels, gloves, etc. I feel that one of the most important things I learned here is that what matters most in order for a farm to thrive is establishing a good group of knowledgeable, motivated, dedicated people. The people and the know-how is the aspect that adds complexity and depth to what the land is developed into.

What I witnessed (and was a part of) at Philippe's was a farm that existed lightly upon the earth. Juxtaposed with the sugarcane and pineapple fields, whose corporate-influenced production methods devastate and devour large portions of the island's countryside, the subsistence of Philippe's farm was much more sustainable. The assorted fruit trees were strategically incorporated into the already-established foliage on the property. The pineapple plantations were sectioned inconspicuously throughout the property.

While our farm's presence was practically unnoticeable visibly, it was also very unobtrusive in the way it used resources. The agricultural techniques we used, the lack of pesticides, and our water usage system allowed our farm not to draw as much from the land as a less conscientious operation would have. Although our farm was still on the electric grid, our water usage was self sufficient. There were large basins set up strategically around the property in order to catch rainwater, a practice that was very practical on the lush, rainy side of the island. ONce in the barrels, the water would be used for irrigation, showering, washing dishes, etc. Our water setup was a completely new concept to me, and I am very intrigued by the potential for rain water usage in a like manner in Western Washington, and other moist places around the globe.

As someone who had never had an experience with farm work or sustainable agriculture, I found the various agricultural techniques used on the farm interesting as well. Planting, mulching, composting, foliar feeding, fertilizing, and harvesting comprised most of my time working on the land. Although these organic farming practices are fairly commonplace, they were new to me.

Because I had little experience working in a garden or on a farm, I believe Philippe's farm was a decent place to start out. I was disappointed, however, by the level in which Philippe cared for the land. I think with so many people involved, the intensity of the farming operation could have been raised. Although the farm was organic, there were ways in which the land could have been more conscientiously used. For example, we were in an optimum spot for solar power, considering the sun shines in this region nearly every day year round. However, Philippe did not seem to be very motivated to move toward solar power any time in the near future.

Also, after working the smoothie stand, we would scrub down the floor with chemical cleaners or bleach, and then proceed to wash it all onto the ground. I suggested to Philippe numerous times that we switch to biodegradable cleaners for the stand, but nothing ever came of it.

Student's Signature

Faculty Signature (optional)

Date

Date



The Evergreen State College - Olympia, Washington 98505  
**THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT**

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Student's Last Name	First	Middle	ID Number
Title			Date ended

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I came to Maui expecting a developing farm, but I also expected to work for someone who wanted to be a steward of the land. Despite some of my reserves, however, I worked hard during my internship at Philippe's. I made a conscious effort to involve myself in the dynamic community that developed at the farm, and did my best to use my experience there as a learning opportunity.

I was lucky, however, to recently find a place that constitutes the perfect area for me to continue my work with sustainable agriculture. All of the discrepancies of Philippe's farm are mended at my new place of residency. The 14 acre farm and community is run entirely on solar power, with rainwater catchment systems as well. The community is building towards being entirely self sustained, and the owners/operators are passionately practicing intensive permaculture. I look forward to building upon the basic knowledge of organic farming I received from working at Philippe's, and continuing my work with sustainable agriculture at this new farm where I will be able to learn not only about organic farming, but permaculture and self sufficiency as well.

My time in Maui was, and hopefully will continue to be, a wonderfully pleasant experience. I worked with some amazing people, and learned so much about farming, community, the area, and the culture. There is still much I feel I need to pursue here, and I think the farm I will be moving to will be the perfect place to do so.

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Student's signature

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1-13-05

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Date

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Faculty signature: *Carol Dahl*

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1/26/05

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Date



# Internship Learning Contract

The Evergreen State College  
Olympia, Washington 98505

Academic Quarter & Year: Summer 2004

Student ID Number A00160895	Last Name Porter	First Molly	Initial R	Telephone (360) 754-9125
Faculty Sponsor Carolyn Dobbs	Faculty Telephone (360) 867-6860	Internship Organization Mt. Rainier National Park		
Contract/Program No. 40314	Contract or Program Title The Mountain Experience	Title of Internship Position Field Technician		
Field Supervisors/Subcontractors: Names and Titles Rebecca Doyle Biological Technician		Field Supervisor/Subcontractor Address and Phone (360) 569-2211 ext. 3371 Mt. Rainier National Park Tahoma Woods, Star Route, Ashford, WA 98304		Beginning Date: 6-21-04 Expected Completion: 9-24-04 Prior Internship Credit Earned: None Class Standing: Sophomore

## Related Academic Preparation and Work Experience:

Introduction to Environmental Studies Course at Evergreen, which included data collection and work in Microsoft Excel; volunteer experience monitoring culverts for Stream Team; mountaineering course at South Puget Sound Community College; a five day course through the North Cascades Institute, in which I studied glaciology and mountain ecology.

## Learning Objectives for Contract:

Through this internship I will learn the processes involved in fieldwork, data collection, and application of research. I will become aware of methods used in the study of nature in a regimented, job-like setting. In addition, I will become familiar with alpine ecosystems, and prepared for future work within the National Park system.

Internship Activities: Internship Credit Hours: 16 Internship Hours Per Week: 40 Rate of Pay Per Month: \$500

I will perform water quality tests in montane and subalpine lakes in order to help the park service accumulate accurate information to assess the status and trends of lake ecosystems within Mt. Rainier National Park; I will study chemical, physical, phytoplankton, and zooplankton characteristics, as well as invertebrates, as indicators of the effects of global climate change, natural phenomena, and human-related activities within the park lake system; I will spend sufficient time in a lab setting in order to enter collected data into a computer, and then proceed to analyze it; I will be backcountry hiking and camping in order to reach remote study locations; and I will, in addition, be living within Mt. Rainier National Park, and working closely with park staff, as well as other volunteers.

## Academic Activities:

Academic Credit Hours: 0

Total Quarter Credit Hours: 16

I will keep a reflective journal.

## Responsibilities of Sponsor, Field Supervisor and Other Subcontractors:

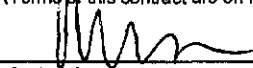
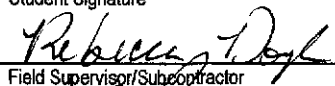

I will keep in regular contact with my Sponsor through e-mails and a field visit toward the end of the internship. I will work with my Field Supervisor on site, on almost a daily basis.



## Procedures for Evaluation of Completed Contract:

Final Evaluation by student, sponsor, and field supervisor. Field supervisor will submit a written evaluation to faculty sponsor the last week of internship, the week of September 20<sup>th</sup>. I will submit a self-evaluation at the evaluation conference.

Does this contract require the use of special resources, facilities and equipment or carry special legal implications including compliance with the policy on "Human Subjects Review"? If yes, attach clearances (Terms of this contract are on file in APEL.) ☐ Yes ☒ No

This agreement may be terminated by the intern or the employer organization upon receipt of two weeks written notice by either party.

Student Signature  Date 6-25-04  
Field Supervisor/Subcontractor  Date 6/16/04  
Dean of Group Signature  Date 7/26/04

Sponsor Signature  Date 4/25/04  
Academic Planning Staff  Date 6/25/04



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

<u>PORTER</u>	<u>Molly</u>	<u>R.</u>	<u>A 00160895</u>
Student's Last Name	First	Middle	ID Number
<u>40314</u>	<u>The Mountain Experience</u>		
Program or Contract No.	Title		
	<u>6/04</u>	<u>8/04</u>	<u>16</u>
	Date began	Date ended	Qtr. Credit Hrs.

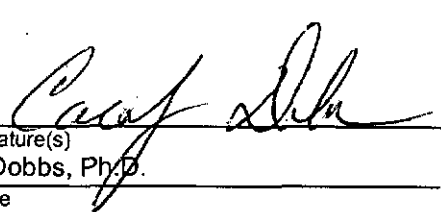
Molly has successfully completed the terms of her internship at Mt. Rainier National Park and will receive 16 quarter hours of upper division natural science credit. In my contact with Molly, including a field visit, it was clear that she was meeting her academic expectations and that she was performing at a very competent level.

I have also received the attached evaluation from Rebecca Doyle, Molly's Field Supervisor at the National Park.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours):** Total: 16

\*16 - Internship at Mt. Rainier National Park

\*denotes upper division natural science credit

  
\_\_\_\_\_  
Faculty Signature(s)  
Carolyn Dobbs, Ph.D.  
\_\_\_\_\_  
Faculty Name

\_\_\_\_\_  
October 25, 2004  
\_\_\_\_\_  
Date





# United States Department of the Interior

## NATIONAL PARK SERVICE

### MOUNT RAINIER NATIONAL PARK

Tahoma Woods, Star Route  
Ashford, Washington 98304

IN REPLY REFER TO:

As a crew member for the long-term lakes monitoring project, Molly was responsible for assisting a four person field crew conduct surveys of the abiotic and biotic characteristics of ponds and lakes located in Mount Rainier National Park. The majority of Molly's work was devoted to the field with approximately one day a week spent in the laboratory prepping for field work and analyzing water samples. The lakes crew tested a new set of sampling protocols which required the crew to test new field procedures, report any concerns or problems, and work closely with other aquatics crews. The data collected over the years will be used to monitor the status and trends of abiotic and biotic characteristics in lakes and ponds at Mount Rainier National Park. In addition to the lake surveys, the lakes crew was responsible for sampling two streams in the park.

Responsibilities in the field included collecting water and zooplankton samples, measuring water chemistry in-situ using a multiparameter meter (pH, dissolved oxygen, temperature, and conductivity), recording water clarity values using a secchi disk, and filtering and preserving chlorophyll and dissolved organic carbon samples. Bathymetry, maximum depth, and water-level were measured at most lakes. A gill net was deployed at each lake to determine the absence or presence of fish and, if present, species type. The crew was also responsible for quantifying additional physical characteristics of the sampling site, which involved noting site basin aspect, origin, general vegetation, and any inlets or outlets that have not been mapped.

The main laboratory duties included calibrating and maintaining laboratory and field equipment, titrating alkalinity samples, analyzing turbidity samples, and preparing solutions when needed (i.e. Lugols). Following safety procedures was essential. When time allotted, field data was organized and recorded in the park's database, and general laboratory inventories were completed.

Overall, the job required that surveys were completed according to protocols and within established timeframe. It was essential that data was recorded accurately on datasheets, and laboratory procedures were followed precisely and safely. The job involved carrying heavy packs (up to 60 lbs.) over several miles, across rugged backcountry terrain and often in unfavorable weather.

Molly was a great asset to the lakes team. Every day she brought a positive attitude and was always willing to do what was needed, whether it was titrations, office cleaning or assisting a different crew. Molly carried packs that were exceptionally heavy for her size and she traversed hazardous terrain effortlessly. She was a fine field technician.

Molly easily fulfilled her responsibilities and deserves full credit.



The Evergreen State College - Olympia, Washington 98505  
**THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT**

Porter	Molly	Rose	A00160895
Student's Last Name	First	Middle	ID Number
Mt. Rainier Internship		06/21/04	09/23/04
Title		Date Began	Date ended

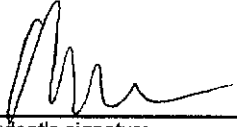
My experience working at Mt. Rainier this summer was truly amazing. To be able to work and learn in an area radiating with such beauty held value that extended far beyond my expectations. I consider the opportunity this internship presented to practice scientific processes in the field, as well as in the lab, a vital aspect of my education.

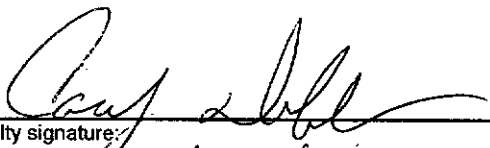
My four-person crew, the lakes crew, followed a protocol implemented by the park, which specified the techniques we would use in our studies. At each lake we would travel by raft to the deepest point and perform a dissolved oxygen profile using a YSI meter and probe. The profile consisted of taking temperature and dissolved oxygen readings at one-meter intervals vertically through the water column. With the same instrument, my crew measured conductivity and pH in the lakes.

Using a LaMotte sampler, we would abstract water from the lake at different depths in order to collect samples of anions and cations, dissolved organic carbon, chlorophyll, and a CCAL sample for nutrient analysis. We would filter the samples once we returned from the field to the lab. We also took alkalinity samples from the lakes, which were titrated upon our return. In addition, we used a Secchi disk to measure water clarity, again at the deepest spot, and did either vertical or horizontal tows for zooplankton with a 20cm by 1.5m net.

I also spent a limited amount of time gill netting the lakes and sampling phytoplankton, as well as surveying, with other crews, for amphibians and macro invertebrates. I learned firsthand the progression of events and networking of resources necessary to make a scientific study run smoothly, as well as the role of biological technicians. I became familiarized with the park system, and I developed a better understanding of aqueous and alpine ecosystems, as well as how air quality affects natural systems.

Although the summer was very physically demanding, I accomplished the goals I set for myself at the beginning of the season and was continuously impressed at what I was able to undertake and learn. Being in the presence of such majestic beauty was an experience in itself, and I am thrilled that I had the opportunity to take part in this internship and lakes study.

  
\_\_\_\_\_  
Student's signature  
9-29-04  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Faculty signature:  
9/29/04  
\_\_\_\_\_  
Date

**Introduction to Environmental Studies  
Program Description  
Fall 2003 and Winter 2004**

This program was taught by Paul Butler and Tom Rainey.

**Fall:** The first quarter of Introduction to Environmental Studies (IES) provided students with an overview of ecosystem ecology, biogeography, evolution and distribution of flora and fauna, agriculture, changing human attitudes and values towards the natural environment, environmental history, and environmental policy and politics. Study of these topics was accomplished through lectures, seminars, a film and video series, and field and laboratory exercises. Evaluation of student involvement in program themes is based on a midterm and final examination, a series of essays, and lab write-ups and a field report.

The primary text for the program was *Environmental Science 4<sup>th</sup> ed.* (2003) by Botkin and Keller, and students were required to read the first half (15 chapters). This book was supplemented by readings from *Environmental Politics* (4<sup>th</sup> ed, 2004) by Jacqueline Switzer. Students also participated in a weekly seminar discussion, and were required to write three seminar papers. Seminar books included *The Final Forest* (1993) by William Dietrich, *Beak of the Finch* (1995) by Jonathan Weiner, and *Wilderness and the American Mind* (4<sup>th</sup> ed, 2001) by Roderick Nash.

Students were also afforded the opportunity to improve their quantitative skills this quarter. This was accomplished through a series of field exercises that allowed students to collect and analyze vegetation data. We began with a survey of trees in an area of regenerated forest on campus. Students divided into groups of six and learned plot, belt transect and point-quarter sampling techniques. These data then became the basis for a series of computer labs that focused on descriptive and inferential statistics using the Excel spreadsheet software. Once the requisite field skills were learned, the program undertook a census of a 21-acre tract of recently harvested state land in Capitol Forest, a few miles southwest of the college. The Washington State Department of Natural Resources (DNR) had recently set up this timber sale to remove some of the smaller trees, and they were interested in a census of the remaining trees. Students measured the diameter at breast height of over 1300 trees, determined the species, and assessed damage to the trees due to logging practices. After completing the census, the groups then randomly sampled the timber sale using 1000 m<sup>2</sup> plots to compare their sampling to the census. DNR has requested a copy of these findings, which will be sent early in winter quarter. The last field exercise involved sampling in an old-growth forest located in the Skokomish River watershed on the Olympic Peninsula. Students then completed a quantitative and qualitative comparison of this old growth and the mature second-growth that they surveyed in Capitol Forest. For their final field write up of the off-campus work, students wrote a report in the format of a scientific paper.

The unifying theme of this quarter's work was forests of the Pacific Northwest. The culmination of this study was a mock hearing on the proposed changes to harvest levels on State Forest lands in western Washington. Each student was randomly assigned to the role of an interested party in this reformulation of public policy. They were asked to prepare five minutes of oral testimony and a written summary of their point of view. The

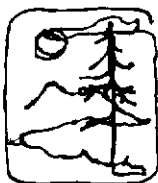
oral testimony was then given to a select committee (faculty and students) following procedures similar to those used in hearings before the Washington State Senate.

**Winter:** The second quarter of Introduction to Environmental Studies (IES) prompted students to apply concepts covered last fall in a more global context. Emphasis was placed on our global energy future, global climate change, mineral and water resources, air quality, and sustainability. Study of these topics was accomplished through lectures, seminars, a film and video series, and a research paper. Evaluation of student involvement in program themes is based on a midterm and final examination, a series of essays, and independent research on one of Earth's biomes.

Once again, the primary text for the program was *Environmental Science 4<sup>th</sup> ed.* (2003) by Botkin and Keller, and students were required to read the last half (15 chapters). Students new to the program this quarter were required to review the chapters covered in the fall. This book was supplemented by readings from *Environmental Politics* (4<sup>th</sup> ed, 2004) by Jacqueline Switzer. Students also participated in a weekly seminar discussion, and were required to write three seminar papers and three book reviews. Seminar books included *Ecological Imperialism* (1993) by Alfred Crosby; *Ecology of a Cracker Childhood* (2000) by Janisse Ray; *Hope, Human and Wild* (1997) by Bill McKibben; *Hydrogen Economy* (2003) by Jeremy Rifkin; *Natural Capitalism* (1999) by Paul Hawken, Amory Lovins, and L. Hunter Lovins; and *Tigers in the Snow* (2001) by Peter Matthiessen.

Late in the quarter, the program went on a three-day field trip that circumnavigated the Olympic Peninsula. We visited a hydroelectric facility, a dam slated for removal, and coastal and forested regions typical of the wetter, western side of the peninsula. Students and faculty then discussed the relationships between the region's plate tectonic setting, its recent glacial history, the evolution of the native flora and fauna, and ecological restoration.

Students were also afforded the opportunity to improve their research skills. At the beginning of the quarter, students were randomly assigned to various locations around the world, based on the Köppen climatic classification system. The focus of their research was on the relationship between the physical environment and the human activities that are carried out there. Each student produced a 10-12-page report that covered geology, weather and climate, native flora and fauna, natural hazards, demographics, natural resources, economic activity, and protected areas. To facilitate the investigation, students attended a series of workshops, including several that used *Goode's World Atlas* (20<sup>th</sup> ed.) edited by John C. Hudson. Students were expected to submit a rough draft of their paper, make revisions, and then submit the final version. During the last week of the term, the program held a World Biome Conference. Each student made a 10-minute presentation on some aspect of his or her research, using PowerPoint software. These oral reports included graphs of climate data that each student created for their location, along with maps and photographs that were obtained from various websites.



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

Porter	Molly	R	A 00160895
Student's Last Name	First	Middle	ID Number
10054, 20048	Introduction to Environmental Studies		
Program or Contract No.	Title		
	09/29/03	03/19/04	32
	Date began	Date ended	Qtr. Credit Hrs.

Molly has successfully completed her work in Introduction to Environmental Studies. She consistently applied herself to every component of the program, with very good results.

#### Fall Quarter

No student seemed more dedicated to a serious study of ecological concepts and environmental issues than Molly. She regularly attended all program functions, thoroughly studied the seminar books, participated in seminar discussions, and submitted required assignments in a timely manner. She consistently worked on such analytical skills as writing and critical reasoning, with ever more impressive results. She greatly improved these skills in every conceivable way.

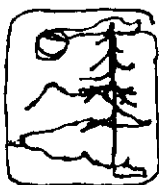
Molly's well-written seminar essays, film responses, and examination essays demonstrated that she comprehended ecological concepts and the environmental issues that she studied in great depth. Her seminar essays, to be more specific, reflected a profound understanding of contemporary forest issues in the Pacific Northwest, of the complex dynamics of the evolution of floral and faunal species, and of the consequences of changing American attitudes toward wilderness. Her examination essays were just as impressive; they showed that she had mastered the fundamentals of how expanding human populations and consumption patterns affect world ecosystems, the distinctive approaches to wilderness protection, the role of science in defining environmental issues, the political economic context in which environmental policies are made, and the environmental records of recent presidential administrations.

Viewing the films in the program series clearly helped Molly better visualize and comprehend certain ecological concerns and current environmental issues. *Cane Toads* added depth to her knowledge of how exotic invasives, introduced as biological controls, could adversely affect vulnerable ecosystems. She wrote a particularly good response on *Dersu Uzala*, Akira Kurosawa's evocative cinemagraphic account of cultural encounter in the magnificent taiga wilderness of the Ussuri region in the Russian Far East. She showed precisely how the very different cultural perceptions of the Russians and Native Siberians led to very different usages of the wilderness, an important insight that is certainly transferable to similar encounters elsewhere.

Based on the midterm and final examinations dealing with scientific principles and methodology, one can say that Molly demonstrated an improving grasp of the scientific program themes. She did slightly above average on the midterm on these sections, but her score on the final was quite good. Molly is also developing good quantitative skills. A significant amount of program time was spent on collection and analysis of vegetation data. Molly worked very hard on these activities, and all phases were consistently well done. She developed good facility with Excel spreadsheet software, showing solid improvement as the quarter progressed, and is now able to run and

Faculty Signature(s)  
Paul Ray Butler, Ph.D.  
Faculty Name

May 6, 2004  
Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

Porter	Molly	R	A 00160895
Student's Last Name	First	Middle	ID Number
10054, 20048	Introduction to Environmental Studies		
Program or Contract No.	Title		
	09/29/03	03/19/04	
	Date began	Date ended	Qtr. Credit Hrs.

interpret a variety of statistical tests. Molly also completed a very good final field report – impressive, given that it was her first opportunity with this presentation style. Molly included the required components, and was able to draw reasonable conclusions.

The program staged a mock hearing before a legislative committee considering actual proposals for changes in cutting practices on state land, proposed by the Washington State Department of Natural Resources (DNR). Molly drew the role of a wildlife biologist from the State Department of Fish and Wildlife. She gave convincing testimony of how increasing cut levels on state lands would adversely affect wildlife habitat and violate standards of habitat protection previously accepted by DNR. Molly evinced a thorough knowledge of the likely consequences of the various options proposed and of the recent history of forest practices in Western Washington.

#### Winter Quarter

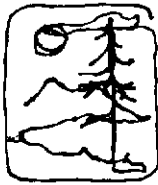
Molly continued to make solid progress with the scientific themes covered in the program this term. Although she struggled with some parts of the midterm, other work suggests that she has a good grasp of the concepts that we discussed. For example, as part of the final examination, Molly was asked to write a letter to the authors of our textbook, *Environmental Science* 4<sup>th</sup> ed., describing her experience with the book. Molly produced a balanced, thoughtful critique that clearly indicated many hours of careful reading. She praised the authors for the way that population, sustainability, global perspective, urban growth and scientific values were integrated into each chapter. She then suggested that global climate change deserved the same level of attention, and it too should be showcased in every chapter. Molly also correctly chided them for some confusing statements regarding evolution.

For the social science portion of the program, Molly wrote a quite good midterm essay examination, which indicated a solid understanding of the many causes for the continued policy paralysis in trying to develop a consistent and environmentally safe energy policy in the United States. Clearly she has a very good comprehension of the political economic context in which all environmental policies are made. She wrote an even stronger final essay in which she accurately described the dimensions of the global concerns for diminishing diversity of ecosystems and suggested some possibilities for its mitigation. The film series, moreover, considerably enhanced her understanding of such varied environmental themes as the manifold applications of the theory of evolution to ecological problems, and the geopolitics of the production and consumption of fossil fuels.

Molly was an active participant in seminar again this quarter and her thoughtful demeanor clearly puts others at ease. She is able to strike an appropriate balance between sharing her ideas and listening to others, both in small group work and when we all meet. Molly also continued to

Faculty Signature(s)  
Paul Ray Butler, Ph.D.  
Faculty Name

May 6, 2004  
Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

Porter	Molly	R	A 00160895
Student's Last Name	First	Middle	ID Number
10054, 20048	Introduction to Environmental Studies		
Program or Contract No.	Title		
	09/29/03	03/19/04	
	Date began	Date ended	Qtr. Credit Hrs.

improve her writing. She consistently identified productive themes, with clear evidence of taking time for final editing. I was especially impressed by the three book reviews that she produced at the end of the quarter. Each one was thorough and convincing, carefully crafted with clear articulation of the author's message.

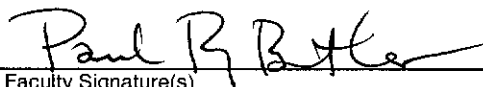
During an initial random drawing to determine each student's location for the world biome research papers, Molly was asked to choose an area that is classified as undifferentiated highlands. She selected the Himalayan Range. To facilitate the research process, students attended a series of workshops, and were then required to first submit an annotated bibliography, then a complete rough draft, and finally the finished product. Molly consistently met all deadlines, which resulted in a very good final product, well researched and well written. She covered all of the required topics, and did an especially good job of explaining what the future might hold for the area's residents (human and non-human, alike). For her oral report during our world biome conference at the end of the quarter, Molly put together an attractive PowerPoint presentation. She selected an informative series of maps and photographs that illustrated her research. Her well-prepared discussion showcased the spectacular natural history of the region.

In summary, Molly has had two very productive quarters in this program. The overall high quality of her work clearly indicates that she is ready to pursue more advanced classes in environmental studies.

This evaluation is a compilation of comments by professors Paul Butler and Thomas Rainey.

Suggested Course Equivalencies (in quarter hours): Total - 32

- 8 – Principles of Environmental Science
- 8 – Environmental History and Politics
- 6 – Seminar in Environmental Studies
- 4 – Vegetation Sampling: Field Methods and Data Analysis
- 4 – Independent Research: Physical and Cultural Geography of the Himalayan Range
- 2 – Quantitative Methods for Environmental Studies



Faculty Signature(s)  
Paul Ray Butler, Ph.D.

Faculty Name

May 6, 2004

Date



The Evergreen State College - Olympia, Washington 98505  
**THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT**

Porter	Molly	R	A00160895
Student's Last Name	First	Middle	ID Number
Introduction to Environmental Studies		Sept. 2003	March 2004
Title		Date Began	Date ended

If I had to choose one word to illustrate my experience in the Introduction to Environmental Studies program at Evergreen, it would be progress. My skills as a student have been comprehensively tested and exercised throughout this course, resulting in personal improvement in many diverse areas of study.

My appreciation of global, national, and local environmental issues has grown immensely, along with my understanding of how politics, ethics, science, and the individual play into issues pertaining to the environment. I have also expanded my knowledge in specific skill areas, like the Excel computer program, essay writing, field work, research, public speaking, and more.

The most important thing I have gained from this quarter is a more in depth understanding of the intricate way that all things in the natural world, as well as the political world, are woven together. I also learned to thoroughly examine all sides of any issue, and that often the most obvious solution to a problem is not the best.

I have invested an abundance of time, effort, and care into these past two quarters. The conservation of natural systems has been my infatuation since my freshman year in high school, and being a part of this program has nurtured and inspired me to learn as much as possible, and to truly apply myself to produce quality, meaningful work.

There were a few obstacles that challenged me throughout the duration of this course that I was able to overcome. For example, computers have never been a passion of mine, and I struggled with the first Excel lab we did in class. During the two quarters, however, I saw the significance of the labs, and how they connected to some of our other areas of study. I became not only able to do the lab work myself, but I had improved to the point that it was possible for me to help other people as well, which is an accomplishment that I am proud of.

Taking this course has enriched my mind, but also provided me with the drive to make my lifestyle more sustainable by making substantial efforts to at all times be conscious of what I buy and where it comes from, to use alternative modes of transportation as much as possible, and to be dynamic in the political processes, in which decisions that effect my life are made. When taking Introduction to Environmental Studies I registered to vote, wrote numerous letters to different political figures, and sent a piece of writing to the editor of The Olympian, which was published in December. I definitely feel good about my achievements these past quarters, and am eager to see what my future studies will bring.

Student's signature

Date

Faculty signature: Tom Rainey and Paul Butler

Date





The Evergreen State College • Olympia, WA 98505 • [www.evergreen.edu](http://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](http://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.