



Potter, Kyla Marie

A00168368

Last, First Middle

Student ID

**Former Name(s):** Schneidmiller, Kyla Marie;

**DEGREES CONFERRED:**

Bachelor of Arts

Awarded 15 Dec 2006

**TRANSFER CREDIT:**

Start	End	Credits	Title
09/1997	08/1999	90	<b>Walla Walla Community College</b>
03/2000	03/2001	26	<b>Central Washington University</b>

**EVERGREEN UNDERGRADUATE CREDIT:**

Start	End	Credits	Title
06/2003	09/2003	8	<b>Healing Ourselves</b> 4-Alternative Medicine 4-Healing Practices
09/2003	12/2003	8	<b>Finding Your Voice</b> 2-Voice 2-Communications 4-Writing
09/2003	12/2003	4	<b>Butoh Dance</b> 4-Butoh Dance
01/2004	03/2004	8	<b>Positive Psychology</b> 4-Positive Psychology 4-Health Psychology
01/2004	03/2004	4	<b>Butoh Dance Theater Level II</b> 4-Butoh Dance Theater: Technique and Performance
03/2004	06/2004	4	<b>Butoh Dance Theater Level III</b> 4-Butoh Dance
03/2004	06/2004	2	<b>Approaches to Healing</b> 2-Approaches to Healing
06/2004	09/2004	4	<b>Digital Video Editing I</b> 4-Introduction to Digital Video Editing
06/2004	09/2004	4	<b>Mind, Movement and Meditation</b> 4-Psychology
09/2004	12/2004	4	<b>Photography, Beginning</b> 4-Beginning Photography
09/2004	12/2004	2	<b>African Influenced Dance</b> 2-African Influenced Dance



Potter, Kyla Marie

A00168368

Last, First Middle

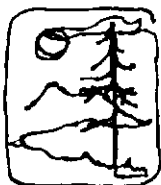
Student ID

**EVERGREEN UNDERGRADUATE CREDIT:**

<b>Start</b>	<b>End</b>	<b>Credits</b>	<b>Title</b>
01/2005	03/2005	4	<b>Introduction to Statistics</b> 4-Introduction to Statistics
01/2005	03/2005	2	<b>Afro-Brazilian Dance</b> 2-Afro-Brazilian Dance
03/2005	06/2005	4	<b>The Garden as Community</b> 4-Environmental Studies
03/2005	06/2005	2	<b>Ballet, Beginning</b> 2-Beginning Ballet
06/2005	09/2005	4	<b>Color Photography</b> 4-Color Photography
06/2005	09/2005	4	<b>Economics of the Public Sector</b> 4-Economics of the Public Sector
09/2005	12/2005	4	<b>American Sign Language I</b> 4-American Sign Language I
09/2005	12/2005	4	<b>Orissi Dance, Beginning</b> 2-Beginning Orissi Dance 2-Indian Studies
01/2006	03/2006	4	<b>American Sign Language II</b> 4-American Sign Language II
01/2006	03/2006	4	<b>Orissi Dance, Beginning</b> 2-Beginning Orissi Dance II 2-Indian Studies
04/2006	06/2006	4	<b>American Sign Language III</b> 4-American Sign Language III
04/2006	06/2006	2	<b>Ballet, Beginning</b> 2-Expressive Arts
06/2006	09/2006	4	<b>American Sign Language IV</b> 4-American Sign Language IV
06/2006	09/2006	2	<b>Transforming Relationships</b> 2-Transforming Relationships
09/2006	12/2006	4	<b>Philosophy as a Form of Life</b> 4-Introduction to Philosophy
09/2006	12/2006	2	<b>Grantwriting and Fundraising: Ideas to Realities</b> 2-Grant Writing

**Cumulative**

222 Total Undergraduate Credits Earned



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

Potter	Kyla	M	A00168368
Student's Last Name	First	Middle	ID Number
10570	Grantwriting and Fundraising: Ideas to Realities		
Program or Contract No.	Title		
	25-SEP-2006	15-DEC-2006	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

Kyla attended and actively participated in all of the class sessions. She showed good imagination in developing her project focus, Olympia-Rafah Sister City Project, 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. Her final project, a Common Application draft, was developed based on personal experience and demonstrated a good understanding of most 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

January 10, 2007

Date



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

Potter	Kyla	M	A00168368
Student's Last Name	First	Middle	ID Number
10566	Philosophy as a Form of Life		
Program or Contract No.	Title		
	25-SEP-2006	15-DEC-2006	4
	Date began	Date ended	Qtr. Credit Hrs.

**DESCRIPTION:**

Faculty: Joseph Tougas

This introductory course explored the ways that philosophy has been a force for giving a particular kind of form to the lives of individuals and communities. We studied two basic philosophical techniques—Socratic dialogue and Cartesian meditation—both through close reading of classic and contemporary texts and through our own work in writing and seminar discussion. We compared the ideas and practices of Socrates, Plato and Descartes to those of contemporary thinkers. Each student wrote a series of short papers reflecting on the texts and their own thinking, and two longer essays exploring philosophical links between the readings and their own life experiences and concerns. Texts included six of Plato's dialogues, Descartes' *Discourse on Method* and *Meditations*, Annette Baier's *The Commons of the Mind*, and shorter selections from Wittgenstein, MacIntyre and others.

**EVALUATION:**

Written by: Joseph Tougas

Kyla completed all the assigned work for this class, demonstrating very good knowledge of the material covered. Her reading response papers were thorough and thoughtful, and displayed careful attention to all the assigned texts. She participated attentively in seminar discussions and classroom activities, and although she was usually quiet in the large group, she was more comfortable with contributing in the small group settings. She was especially generous in giving feedback to other students on their writing. The written word was clearly her preferred mode of expression and her writing skills improved noticeably over the course of the quarter. Her first essay took the form of a Socratic dialogue comparing capitalist and socialist views on social and economic justice. She made good use of the dialogue form to produce some detailed analysis of the major value conflicts—and some common values—between the two perspectives. Most importantly, she uncovered some arguments that might actually lead to new insights moving beyond fixed doctrines. Her second essay, an examination of the values and dangers associated with religious worship, underwent substantial rewriting. The final product achieved a good balance of passionate personal conviction and carefully logical reasoning. It provided a clear example of Kyla's willingness to put in the effort required to produce a very successful result.

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

4 – Introduction to Philosophy

January 12, 2007

Date



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

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Potter	Kyla	M	A00168368
Student's Last Name	First	Middle	ID Number
40200	Transforming Relationships		
Program or Contract No.	Title		
	26-JUN-2006	01-SEP-2006	2
	Date began	Date ended	Qtr. Credit Hrs.

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**DESCRIPTION:**

Faculty: Simona Sharoni

In this dynamic workshop, students learned basic theories and skills designed both to analyze and to transform challenging relationships. Students examined romantic/intimate relationships, relationships between parents and children and relationships in the workplace. They learned to pay particular attention to the interplay between interpersonal dynamics and the structural conditions that may affect them. They also examined ways of coping with stress, financial hardship, sexism, racism, homophobia and other systems of discrimination.

**EVALUATION:**

Written by Simona Sharoni

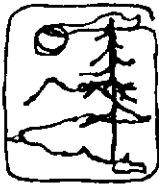
Kyla participated in this class fully and enthusiastically. Her final essay underscores an in-depth understanding of the theoretical bodies of knowledge covered in the class and a remarkable ability to apply theoretical concepts to personal experience.

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

2 - Transforming Relationships

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August 29, 2006  
Date



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

Potter	Kyla	M	A00168368
Student's Last Name	First	Middle	ID Number
40016	American Sign Language IV		
Program or Contract No.	Title		
	26-JUN-2006	01-SEP-2006	4
	Date began	Date ended	Qtr. Credit Hrs.

**DESCRIPTION:**

Faculty: Anne M. Ellsworth, M.Ed.

The student broadens their vocabulary while studying both ASL typical phrases and English idioms through translations and interpretations. ASL Literature is introduced with an in depth study of one story as video-text and with accompanying workbook. Weekly storytelling continued to be emphasized. Preparation for an individualized interpretation of chosen narratives was the final expressive skills evaluation. The student was introduced to multiple meaning words in context. Journey into the deaf world was used for the deaf culture study portion of this course.

**EVALUATION:**

Written by: Anne M. Ellsworth, M.Ed.

Kyla made substantial progress with this course. Her expressive skills showed significant improvement as did her receptive skills. Kyla demonstrated a solid grasp of the elements needed for translating English idioms into ASL. Her interpretation for a final expressive skills demonstration showed a strong sense of the grammar of ASL. Her weekly interpretations and translations were consistently very good. She made very good progress this quarter.

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

4 – American Sign Language IV

September 12, 2006  
Date



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

Potter	Kyla	M	A00168368
Student's Last Name	First	Middle	ID Number
American Sign Language Four		6-27-06	8-17-06
Title		Date Began	Date ended

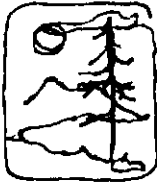
During this quarter I worked on using and interpreting classifiers. This was done with the help of the required videotext that we used weekly to interpret the story called "For a Decent Living". I surprised myself with my ability to comprehend what I perceived to be a fairly advanced ASL story. During class time and through the weekly lesson's worksheets I learned ASL idioms, multiple meaning words for both ASL and English. Through the required reading this quarter I gained a greater understanding of how deaf children are being sorely neglected in our education system due to ignorance and lack of funding. I also gained a better understanding of how deeply it affects the deaf culture that the majority of decision makers for the deaf are hearing people. I worked hard on my final story that we were giving in English and I translated to ASL. I am proud of the work I have done in ASL. The past four quarters of ASL will be one of my most memorial experiences at Evergreen.

Student's signature

Date

Faculty signature: Anne Ellsworth

Date



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

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Potter	Kyla	M	A00168368
Student's Last Name	First	Middle	ID Number
30220	Ballet, Beginning		
Program or Contract No.	Title		
	03-APR-2006	16-JUN-2006	2
	Date began	Date ended	Qtr. Credit Hrs.

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**DESCRIPTION:**

Faculty: Jehrin Alexandria

In this course, students will learn fundamentals of ballet and gain greater physical flexibility and coordination. In addition, we will practice developmental movement therapy, Pilates and visualization exercises, and learn to apply them to achieve heightened awareness of self through movement both in and outside class.

**EVALUATION:**

Written by: Jehrin Alexandria

Kyla fully participated in the beginning ballet class. By the end of the quarter she was able to demonstrate a working knowledge of the basic ballet steps and terminology. She really worked hard and gained greater flexibility and coordination.

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

2 - Expressive Arts

July 17, 2006

Date





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

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Potter	Kyla	M	A00168368
Student's Last Name	First	Middle	ID Number
30215	American Sign Language III		
Program or Contract No.	Title		
	03-APR-2006	16-JUN-2006	4
	Date began	Date ended	Qtr. Credit Hrs.

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**DESCRIPTION:**

Faculty: Anne M. Ellsworth, M.Ed.

American Sign Language III students continue intermediate grammar structure and syntax, numbers and finger spelling, working from the textbook: *A Basic Course in American Sign Language*, and *Signing Naturally*. For the study of deaf culture, *The Other Side of Silence* is used. Upon completion of ASL III the student is expected to be able to: 1.) have increased expressive and receptive of vocabulary, grammar, syntax, and finger spelling concurrent with this level; 2.) recognize and use confidently cardinal numbers up to 1,000,000; 3.) have an expanded understanding of the use of classifiers and locatives; 4.) have acquired more of the language to conduct spontaneous conversation; and 5.) be more aware of complex elements of Deaf culture and history of the deaf who use ASL to communicate.

**EVALUATION:**

Written by: Anne M. Ellsworth, M.Ed.

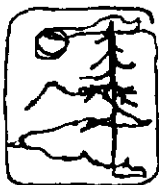
Kyla has successfully completed all the requirements for ASL III. She has good expressive and receptive skills. She enhanced her understanding of grammar and syntax of ASL. Kyla participated actively in all of the class work; her homework was timely and well done. She has a solid basic understanding of deaf culture.

Reader is encouraged to read Kyla's self-evaluation

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

4 – American Sign Language III

July 11, 2006  
Date



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

Potter	Kyla	M	A00168368
Student's Last Name	First	Middle	ID Number
20158	Orissi Dance, Beginning		
Program or Contract No.	Title		
	09-JAN-2006	24-MAR-2006	4
	Date began	Date ended	Qtr. Credit Hrs.

**DESCRIPTION:**

Faculty: Jamie Lynn Colley

Orissi is a classical dance form from the state of Orissa, India and is one of the oldest classical dances in the world. This class focused on the form and technique of Orissi, as well as the historical, philosophical and spiritual study of India. Students performed a mid-term and final exam consisting of both the academic study and dance technique. Students completed learning the beginning Orissi chouka and tribhangi exercises 1-5. Each student was expected to keep a journal consisting of critical analysis and observations of required and outside readings, videos, seminars and internet research.

**EVALUATION:**

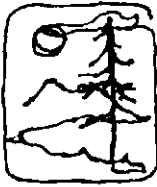
Written by: Jamie Lynn Colley

Kyla Potter successfully completed four credits in Beginning Orissi Dance II. Throughout the quarter, Kyla refined her technique, smoothing her torso and improving her eye work as well as increasing her stamina in position. For her final, Kyla chose to compose an abhinaya using a beautiful stanza, describing Radha's suffering from the *Gita Govinda*. Using her knowledge of classical hand and feet positions, Kyla executed the story and her choreography beautifully. It has been a pleasure to watch Kyla improve her dance and confidence over the past two quarters.

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

2 – Beginning Orissi Dance II  
2 – Indian Studies

April 11, 2006  
Date



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

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Potter	Kyla	M	A00168368
Student's Last Name	First	Middle	ID Number
20210	American Sign Language II		
Program or Contract No.	Title		
	09-JAN-2006	24-MAR-2006	4
	Date began	Date ended	Qtr. Credit Hrs.

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**DESCRIPTION:**

Faculty: Anne M. Ellsworth, M.Ed.

In American Sign Language II the student continues intermediate grammar structure and syntax, numbers and finger spelling, working from the textbook: *A Basic Course in American Sign Language*, and *Signing Naturally*. For the study of deaf culture, *Seeing Voices* is used. Upon completion of ASL II the student is expected to be able to: 1.) have increased expressive and receptive of vocabulary, grammar, syntax, and finger spelling concurrent with this level; 2.) recognize and use confidently cardinal numbers up to 1,000,000; 3.) have an expanded understanding of the use of classifiers and locatives; 4.) have acquired more of the language to conduct spontaneous conversation; and 5.) be more aware of complex elements of deaf culture and history of the deaf who use ASL to communicate.

**EVALUATION:**

Written by: Anne M. Ellsworth M.Ed.

Kyla has successfully completed the requirements for this level of ASL. She exhibits good expressive and receptive skills. Her participation in class activities was enthusiastic. Her work was timely, neat, and well done. She has a solid foundation in deaf culture studies.

Reader is encouraged to read Kyla's self-evaluation

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

4 – American Sign Language II

June 1, 2006

Date



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

Potter	Kyla	M	A00168368
Student's Last Name	First	Middle	ID Number
American Sign Language Two		1-10-06	3-16-06
Title		Date Began	Date ended

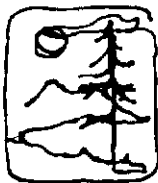
I came to every class on time, fully prepared, and with all the assignments complete. This quarter I worked on and improved my expressive and receptive vocabulary, along with fingerspelling skills. I am now able to use and recognize cardinal numbers in the millions. I learned a number of classifiers and their uses. I worked hard on storytelling using the correct grammar components of ASL. With the help of the required reading, Seeing Voices, I gained a deeper understanding into the deaf community. I fully enjoyed myself in this class; I am very excited about learning this language, and am working hard to make sure that I do.

Student's signature

Date

Faculty signature: Anne Ellsworth

Date



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

<u>Potter</u>	<u>Kyla</u>	<u>M</u>	<u>A00168368</u>
Student's Last Name	First	Middle	ID Number
<u>10222</u>	<u>Orissi Dance, Beginning</u>		
Program or Contract No.	Title		
	<u>26-SEP-2005</u>	<u>16-DEC-2005</u>	<u>4</u>
	Date began	Date ended	Qtr. Credit Hrs.

**DESCRIPTION:**

Faculty: Jamie Lynn Colley

Orissi is a classical dance form the state of Orissa in India and is one of the oldest classical dance forms in the world. Beginning Orissi focused on the form and technique of Orissi, as well as the historical, philosophical and mythological study of India. Students performed a midterm and final consisting of both the academic study and the dance technique. Each student became familiar with the basic Orissi exercises of chauka and tribhangi, in addition to the Bhumi Pranam, or earth blessing, that begins the Orissi repertoire. Students were required to complete a journal consisting of critical analysis and observations of required and outside readings, videos and seminars. Students were also required to conduct additional research on the Internet. *Odissi Dance*, *Pathfinder I* and *Orissi Dance in the Context of Classical Indian Dances in India* by Ratna Roy were the required texts.

**EVALUATION:**

Written by: Jamie Lynn Colley

Kyla successfully completed four credits in Beginning Orissi Dance. She demonstrated her knowledge of Orissi mudras and paadas (Sanskrit hand and foot positions) and a good understanding of Indian dance history and philosophy for her final exam. She completed learning the basic Orissi positions and performed the stepping exercises beautifully with obvious practice outside of class. Her improvement throughout the quarter has been great. Kyla's quiet enthusiasm for dance was demonstrated by her thoughtful journal entries, internet research and constant class participation.

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

2 – Beginning Orissi Dance  
2 – Indian Studies

December 20, 2005  
Date



The Evergreen State College - Olympia, Washington 98505

Potter	Kyla	M	A00168368
Student's Last Name	First	Middle	ID Number
Beginning Orissi Dance 1		9-26-05	12-09-05
Title		Date Began	Date ended

I am a serious student who approaches every challenge presented to me with enthusiasm and integrity. I put forth maximum effort in every class that I take, as I am aware that ultimately I alone am responsible for my intellectual growth. This class was no exception. I attended all classes and did all that was asked of me to the very best of my abilities. Through the videos, readings, preformances and lectures I was able to get a grasp on the history, philosophy and spirituality of India. One of the main focus in class was studing Jagannatha, which some believe was Krsna or godly incarnationion of Vishnu. I learned a great deal of Hindu Mythology, including The Hindu Trinity, which is formed by the three gods, Brahma, Vishnu and Shiva. Another focus was the city of Puri, in the state of Orissa. This was because that is where the dance of Orissi was created. I worked very hard throughout the quarter to memorize the 28 hand gestures called Mudras, as well as the 26 basic foot positions of Odissi. I learned that the Odissi Repertoire consisted of the mangalacharan, batu, pallavi, abhinaya, and moksha. I studied the two basic Orissi exercises of chouka and tribhangi. The most important thing I learned during the quarter is that it would take years of intense studing to master this beautiful dance. I now have a great appreication for a dance that I never knew about.

Kyle Potter  
Student's signature  
12-15-65  
Date

Faculty signature: Jamie Lynn Colley

Date: \_\_\_\_\_



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

Potter	Kyla	M	A00168368
Student's Last Name	First	Middle	ID Number
10155	American Sign Language I		
Program or Contract No.	Title		
	26-SEP-2005	16-DEC-2005	4
	Date began	Date ended	Qtr. Credit Hrs.

**Description:**

Faculty: Anne M. Ellsworth

Introduction to American Sign Language begins with the establishment of vocabulary, finger spelling, numbers, and basic grammar structure and syntax. The student works from the textbook: *A Basic Course in American Sign Language*, and *Signing Naturally*. For the study of deaf culture, *Train Go Sorry* is used. Upon completion of ASL I the student is expected to be able to: 1.) have expressive and receptive vocabulary and finger spelling concurrent with this level; 2.) recognize and use cardinal numbers up to 1,000,000; 3.) understand the basic use of classifiers and locatives; 4.) have acquired sufficient language to conduct a simple conversation; and 5.) comprehend the basic elements of deaf culture and history of the deaf who use ASL to communicate.

**Evaluation:**

Written by: Anne M. Ellsworth

Kyla has successfully completed all the requirements for this course. Her receptive skills are very good as are her expressive skills. She has a solid basic understanding deaf culture. Her writing was inquisitive and insightful. Her work was timely, accurate, neat and indicated a high level of effort.

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

4 – American Sign Language I

January 30, 2006

Date







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

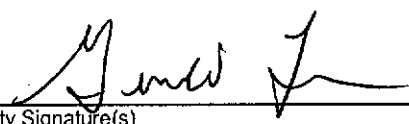
Potter	Kyla	M.	A00168368
Student's Last Name	First	Middle	ID Number
40067	Economics of the Public Sector		
Program or Contract No.	Title		
	6/20/05	7/29/05	4
	Date began	Date ended	Qtr. Credit Hrs.

**DESCRIPTION:** Economics of the Public Sector provided an introduction to the concepts of micro and macro economics that are useful in formulating and implementing economic policy. Students read three books: Robert Heilbroner and Lester Thurow, Economics Explained; Harry Shaffer, American Capitalism and the Changing Role of Government; and Steven Rhoads, The Economist's View of the World. The content areas included fiscal and monetary policy, supply and demand, market and government failure, the issue of externalities and other pertinent public policy issues. Students regularly collected and summarized articles, provided written bullet points on the readings and made regular presentations on both articles and important concepts and policy issues.

**EVALUATION:** Kyla Potter did a very good job in completing the requirements of this economics program that focused on the relationship between the economic system and the public sector. Kyla was very engaged in this program that focused on understanding the economic system and the development of public policy. Kyla was especially interested in equity and the process by which the system seems to generate increasing inequality. Without question, Kyla has a better understanding of how the economic system functions and ultimately impacts public policy. As a result of her work, Kyla has a much better understanding of the intimate connection of the economic system and the public sector.

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

4 - Economics of the Public Sector

  
\_\_\_\_\_  
Faculty Signature(s)  
Gerald Lassen  
\_\_\_\_\_  
Faculty Name

August 5, 2005  
\_\_\_\_\_  
Date



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

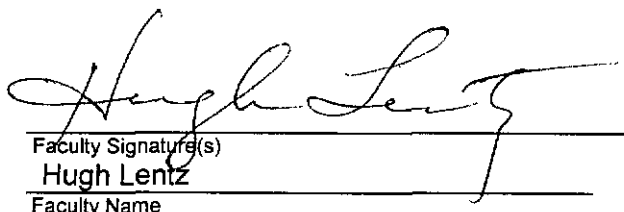
<u>POTTER</u>	<u>Kyla</u>	<u>M.</u>	<u>A 00168368</u>
Student's Last Name	First	Middle	ID Number
<u>40139</u>	<u>Color Photography</u>		
Program or Contract No.	Title		
	<u>06/20/05</u>	<u>07/29/05</u>	<u>4</u>
	Date began	Date ended	Qtr. Credit Hrs.

**Description:** This course is an introduction to the color photography process of printing from color negatives. Along with readings from a color photography textbook, students learned about incident light meters and the color spectrum of natural and artificial light, and the mechanics of the color darkroom. By way of shooting assignments and weekly critiques, students developed the abilities to pursue their own projects. Throughout the session we looked at the work of many artists using photography and each student produced a final project of photographs.

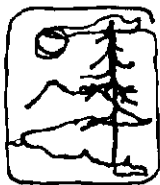
**Evaluation:** Kyla did solid work in this class, making the most of all the information and ideas that the class had to offer. With each week I saw Kyla make better use of color and further build upon her existing camera skills with composition and framing. Her photographs improved dramatically over the quarter by spending a significant amount of time in the darkroom and continually upping the standards for her work. She's become a good color printer, with a better eye for the subtleties of color and she's become more aware of the quality of light when she's photographing. In her final project, Kyla put all of these skills to use and created a coherent series of photographs dealing with her family and domestic environment. She produced some gorgeous images in this class and made excellent growth.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 – Color Photography

  
\_\_\_\_\_  
Faculty Signature(s)  
Hugh Lentz  
\_\_\_\_\_  
Faculty Name

August 30, 2005  
\_\_\_\_\_  
Date



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

POTTER	Kyla	M.	A00168368
Student's Last Name	First	Middle	ID Number
30357	BEGINNING BALLET		
Program or Contract No.	Title		
	03/28/05	06/10/05	2
	Date began	Date ended	Qtr. Credit Hrs.

**DESCRIPTION:** In this course, students will learn fundamentals of ballet and gain greater physical flexibility and coordination. In addition, we will practice developmental movement therapy, Pilates, and visualization exercises, and learn to apply them to achieve heightened awareness of self through movement both in and outside class.

**EVALUATION:** Kyla fully participated in class. She was able to demonstrate a basic understanding of the vocabulary and positions of ballet by the end of the quarter. As we progressed in class she also improved in her confidence at executing those movements.

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

2 – Beginning Ballet



Faculty Signature(s)  
Jehrin Alexandria  
Faculty Name

June 14, 2005  
Date



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


POTTER	Kyla	M.	A 00168368
Student's Last Name	First	Middle	ID Number
30457	Garden as Community		
Program or Contract No.	Title		
	03/28/05	06/10/05	4
	Date began	Date ended	Qtr. Credit Hrs.

**Description:** This course looked at the effect of gardens and gardening on specific populations. After a brief historical over-view, the bulk of the class was focused on the needs of the community, and how those needs were responded to by the creation or inhabitation of a garden space. Students were expected to analyze disparate pieces of literature about the subject and synthesize some response to the material. Students worked on several projects in small groups and were expected to make salient and original contributions. Students were constantly challenged to grapple with notions of metaphor and metaphorical responses to the discussion of gardens.

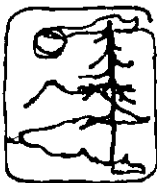
**Evaluation:** Kyla did lovely work in this class. Her grasp of metaphor is expansive and original—her work on the Cornell box was inspired and complex. She works well in the group project context and makes important and thoughtful contributions. When called upon, in seminar and group discussions, her observations are truthful and nuanced. Kyla's presence in the room is gentle and retiring—because her mind is so good and her experience so varied, I hope she will begin to feel comfortable about sharing those qualities with the class more readily.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Environmental Studies

  
Faculty Signature(s)  
Laura Worthen  
Faculty Name

July 7, 2005  
Date



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

Potter	Kyla	M.	A 00168368
Student's Last Name	First	Middle	ID Number
20760	Afro-Brazilian Dance		
Program or Contract No.	Title		
	1/3/05	3/18/05	2
	Date began	Date ended	Qtr. Credit Hrs.

**PROGRAM DESCRIPTION:** In our Afro-Brazilian class each student was asked to take responsibility for their own pace and growth. Students were encouraged to rely on their own inner authority and classes were designed to increase this ability to sense internally while being led through new, unfamiliar movements. This skill is key to learning kinesthetically and gaining confidence as we dance with others. Bridging the connection between kinesthetic, auditory and visual skills was emphasized so as to understand the interdependence of drumming, singing and dancing in Brazilian culture. Students accessed their use of attention to overcome self-limitations and express the natural movement of Brazilian dance. They learned about the culture and history of the dances through the embodied experience of dance and music as well as film, images, literature and, for some students, travel. Utilizing their ability to listen and respond, students integrated dance, song and rhythm to create community expression and understand religious and folkloric forms. Every student reconnected with the innate pleasure of learning through movement. Students embodied songs, rhythms and dances from varying regions of Brazil that included Maracatu, Samba, Samba Reggae, Coco de Roda, Frevo and the Candomble dances of the orixas. The class was provided with opportunities to attend Brazilian performances, concerts and events as well as to perform themselves in the community. Students experienced their own Brazilian party with Brazilian musicians, dancing and food. Attendance and participation in class was essential and, in fact, I observed changes in each student's movement as they became familiar with the language of Brazilian dance and rhythm. I will share some observations along with some suggestions for continuing focus.

**EVALUATION:** Kyla not only applied herself to the dances and learned, but also gained a heart felt appreciation for the history and struggles of the culture that are interwoven in the music and dance. She enjoyed the music and listened to it in her free time. In encourage her to continue to find enjoyment in these forms of music and dance. It was a joy to learn with Kyla.

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

2--Afro-Brazilian Dance

Faculty Signature(s)  
Janelle Keane Campoverde  
Faculty Name

April 1, 2005  
Date



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

<u>POTTER</u>	<u>Kyla</u>	<u>M.</u>	<u>A 00168368</u>
Student's Last Name	First	Middle	ID Number
<u>20744</u>	<u>Introduction to Statistics</u>		
Program or Contract No.	Title		
	<u>01/03/05</u>	<u>03/18/05</u>	<u>4</u>
	Date began	Date ended	Qtr. Credit Hrs.

**Description:** This course provided students with an introduction to the basic concepts of statistics. The class provided skills in measurement in statistics including data typing, concepts of central tendency, including mean and median, variance and the shape of distributions. Students became familiar with the normal distribution, standardized scores, correlation, regression, sampling distributions, ending the course with discussions on confidence intervals and margin of error. For each class, students worked homework assignments and problems from the text. Students were encouraged to look behind the numbers and to explore statistics as an important component of critical thinking by examining articles in the popular media that used statistics in their arguments, which the students then presented to the rest of the class. The work in class was enhanced by four Excel labs, where students learned basic spreadsheet skills, how to use Excel functions and finally how to research data on the web and portray it using Excel. This was reinforced by final presentations by the students in small groups, on a subject chosen by the students themselves. In addition, students worked on several specialized handouts prepared for the class. Students applied this work to a midterm and a final exam.

**Evaluation:** Kyla Potter completed the requirements of this introductory statistics program. Kyla completed the assigned homework for the class. She demonstrated clear understanding of the problems assigned, while demonstrating her work clearly. While she did not score very strongly on the midterm, she succeeded in raising her score on the final exam to a 96.. This demonstrated her motivation in the course. For her article presentation she used an article from the regular *Wall Street Journal* feature, "Ahead of the Tape." The piece discussed the one-time dividend distribution from the Microsoft Corporation this past December. Kyla explained from this data that this one event increased the yearly U.S. savings rate from 0% to 3%! She explained that the way in which this data is generated by the Commerce department is unclear from this article. Kyla's group presentation was on the general topic of the statistical distribution of birthing methods. She discussed the increase in the numbers of caesarian sections in the U.S. While births have increased in Washington by 3% since 1980, birth by surgery is up 43%. This is dangerous as Kyla explained. The U.S. is currently 25<sup>th</sup> in the world in infant mortality. Kyla demonstrated through her work that she is very well prepared to do more advanced work in statistics.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 – Introduction to Statistics

Alvin Josephy  
Faculty Signature(s)  
Alvin Josephy  
Faculty Name

April 4, 2005  
Date



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

Potter	Kyla	M	A00168368
Student's Last Name	First	Middle	ID Number
Introduction to Statistics		01/03/05	03/18/05
Title		Date Began	Date ended

I am a serious student who approaches every challenge presented to me with enthusiasm and integrity. I put forth maximum effort in an every class that I take, as I am aware that my intellectual growth is my responsibility. This class was no exception. I attended class regularly and did all that was asked of me to the very best of my abilities.

Student's signature

Date

Faculty signature: Al Josephy

Date



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

<u>POTTER</u>	<u>Kyla</u>	<u>M.</u>	<u>A00168368</u>
Student's Last Name	First	Middle	ID Number
<u>10179</u>	<u>AFRICAN INFLUENCED DANCE</u>		
Program or Contract No.	Title		
	<u>09/27/04</u>	<u>12/17/04</u>	<u>2</u>
	Date began	Date ended	Qtr. Credit Hrs.

**DESCRIPTION:** In this eclectic class, students were engaged in dance warm up, simple traditional African dances, song and rhythm/ drumming. This class was for anyone who loves to dance regardless of age, no previous experience necessary.

**EVALUATION:** Kyla is a natural dancer; in African dance she worked hard at the challenging coordination and timing of the dance. She is always a pleasure to have in class.

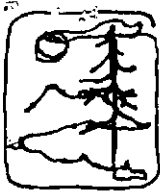
**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) – TOTAL: 2**

2 – African Influenced Dance

Jehrin Alexandria  
Faculty Signature(s)  
Jehrin Alexandria  
Faculty Name

December 29, 2004  
Date





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

<u>POTTER</u>	<u>Kyla</u>	<u>M.</u>	<u>A 00168368</u>
Student's Last Name	First	Middle	ID Number
<u>10154</u>	<u>Beginning Photography</u>		
Program or Contract No.	Title		
	<u>09/27/04</u>	<u>12/17/04</u>	<u>4</u>
	Date began	Date ended	Qtr. Credit Hrs.

**Description:** The basic technical skills students learned in this class are as follows: camera function, metering, exposure, film development, printing, spotting, computer imaging, and print matting. Students were given assignments that were both technical and conceptual, and each student produced a final project of their own choosing. Through critiques of student work and viewing slides of the work of other photographers, students began to develop their own visual language and learned how the image functions in terms of context and point of view. The successful student came away from this class with a portfolio of photographs that demonstrate the technical proficiency to work in black and white photography, and the ability to take photography into another discipline and use it as both an expressive and critical tool.

**Evaluation:** Kyla did an excellent job in this class and receives full credit. From the beginning she demonstrated the kind of disciplined work habits necessary to do well in this course. Spending lots of time working in the darkroom is critical to becoming a good photographer. Kyla did this, enjoyed herself, and made the practice of printing a regular activity in her life. She improved with each session in the darkroom. Kyla's developed a good sense of how film responds to light and did all of her shooting with existing light. While sometimes this would make for difficult negatives, Kyla could use her printing skills and manipulate in the darkroom to create beautiful photographs. For her final project, Kyla chose to do a series photographing two children. The project demonstrates her ability to put together a coherent group of pictures and clearly illustrates her eye for composition and framing. Kyla made great progress.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 – Beginning Photography

Faculty Signature(s)

Hugh Lentz

Faculty Name

January 24, 2005

Date



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

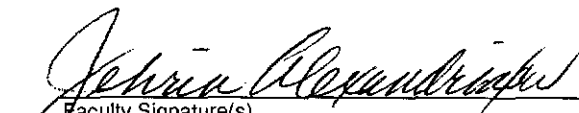
POTTER	Kyla	M.	A00168368
Student's Last Name	First	Middle	ID Number
40163	MIND, MOVEMENT & MEDITATION		
Program or Contract No.	Title		
	06/21/04	07/30/04	4
	Date began	Date ended	Qtr. Credit Hrs.

**DESCRIPTION:** In this course we will explore ourselves and the dimensionality of our mind through a variety of movement and meditation/focusing techniques. We think we are only our bodies but could we be more? We will be journeying into different parts of our brain and will learn to recognize alpha states of consciousness. In this introspective class we will be gaining tools for change and greater personal awareness by becoming the active observer.

**EVALUATION:** Kyla did an excellent job in her journaling. She went above and beyond the assignments asked, her inquiry and her notes were very well thought out and insightful. Even in the reading material that was "difficult" for her she was able to glean application and greater perspective into herself. Kyla fully participated in all classroom discussions with well thought questions. She was not afraid to look at herself and her modus operandi and to allow and accept changes in her thought processes. Kyla is intelligent, sensitive and very available to personal exploration. She conveys her ideas clearly and without prejudice, respecting herself and other points of view. She was a joy and an asset to the class.

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

4 – Psychology

  
\_\_\_\_\_  
Faculty Signature(s)  
Jehrin Alexandria  
\_\_\_\_\_  
Faculty Name

\_\_\_\_\_  
August 18, 2004  
\_\_\_\_\_  
Date



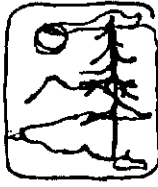
The Evergreen State College - Olympia, Washington 98505  
**THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT**

Potter	Kyla	M	A00168368
Student's Last Name	First	Middle	ID Number
Mind, Movement and Meditation		06/21/04	07/21/04
Title		Date Began	Date ended

I attended every class on time. I was an active listener. I gave others a safe place to express their views. I participated respectfully in class discussions as well as class exercises. I did the readings and assigned work. I came into the class having an open mind but wanted a better understanding of why things happen. I feel that I have achieved what I was going for through the reading and the information Jehrin shared with us, even though I know I have a lot more to learn and experience. I enjoyed reading the *Henry Sugar Story*. I feel I got the most information out of *How Consciousness Commands Matter*, although it was pretty advanced reading for me and I struggled at first with the material. I would like to finish the book and re-read it at a later time. One of the most helpful exercises we did in class was the walking mediation. I feel like it has and will continue to make a big impacted on my life. I plan on continuing with the work.

Kyla Potter  
Student's signature  
7/21/04  
Date

\_\_\_\_\_  
Faculty signature: Jehrin Alexandria  
\_\_\_\_\_  
Date



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

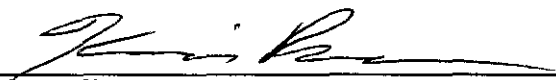
<u>POTTER</u>	<u>Kyla</u>	<u>M.</u>	<u>A 00168368</u>
Student's Last Name	First	Middle	ID Number
<u>40076</u>	<u>Digital Video Editing I</u>		
Program or Contract No.	Title		
	<u>06/21/04</u>	<u>07/30/04</u>	<u>4</u>
	Date began	Date ended	Qtr. Credit Hrs.

**Description:** Recent advances in desktop editing tools have empowered a new generation of media makers. In this class students will learn basic editing theory plus the basic feature set of Final Cut Pro 4 and how to use it for editing and creating titles and effects for film and video projects. Students will also learn how to use Photoshop to enhance their productions. No previous experience with FCP was required; basic computer skills were.

**Evaluation:** Kyla attended class in the Multimedia Lab, where she learned a variety of post-production techniques through a combination of lectures and hands-on exercises. She read the assigned chapters in the textbook, *Final Cut Pro 4: Editing Professional Video*, and completed the exercises therein. During the last week of the session, Kyla completed a final project, utilizing the skills and tools covered in class. Kyla's attendance was good and her final project was good.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Introduction to Digital Video Editing

  
\_\_\_\_\_  
Faculty Signature(s)  
Kevin Bunce and David Cramton  
Faculty Name

September 29, 2004  
Date



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

<u>POTTER</u>	<u>Kyla</u>	<u>M</u>	<u>A 00168368</u>
Student's Last Name	First	Middle	ID Number
<u>30705</u>	<u>Approaches to Healing</u>		
Program or Contract No.	Title		
	<u>3/29/04</u>	<u>6/11/04</u>	<u>2</u>
	Date began	Date ended	Qtr. Credit Hrs.

**Description:** Approaches to Healing is a guest lecture series designed to help students explore the theory and practice of the many types of healing arts that our regional wealth of outstanding practitioners provides. Throughout the course, students were asked to look at broad health care questions and policy. The different disciplines that were represented this quarter included: acupuncture and oriental medicine, herbal medicine, Thai massage, nutrition, Laban movement analysis, conflict resolution techniques, naturopathic medicine, chiropractic medicine, Rolfing, midwifery, hospice, Pilates and yoga. The major assignment for the quarter was to spend at least 4 hours each week outside of class exploring new activities that could contribute to their own health, keeping a log of what they were doing and reporting in on the activities and their effects.

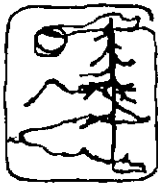
**Evaluation:** Kyla Potter completed the requirements for Approaches to Healing. She found the topics of midwifery & childbirth and nutrition were the most interesting. Relating her own childbirth experience, she agreed with the speaker's opinion that "testing the amniotic fluid is not worth the risk to the baby". Kyla's greatest efforts were in her own health activities. She spent many hours each week devoted to meditation and breathing technique, dance, gardening, exercise and preparing healthy meals. Kyla has made good progress in establishing daily health habits, and hopefully will continue with this trend.

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

2 – Approaches to Healing

CBeck ND  
Faculty Signature(s)  
Cindy Beck, ND  
Faculty Name

July 16, 2004  
Date



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

POTTER	Kyla	M.	A00168368
Student's Last Name	First	Middle	ID Number
30701	BUTOH DANCE LEVEL III		
Program or Contract No.	Title		
	03/29/04	06/11/04	4
	Date began	Date ended	Qtr. Credit Hrs.

**DESCRIPTION:** This third level class engaged students who had previously studied Butoh dance for a minimum of two quarters. Our primary work was to create body specific expression of the basic techniques, especially focusing on footwork, level changes, and hand gestures. To earn full credit, students were required to attend and participate in every class session unless previously excused. If physically unable to participate as dancers, students were expected to experience the class through attentive observation, note taking and/or sketch work. Students were also required to take part in a final improvisational performance, which required attendance at an additional rehearsal outside of class time.

**EVALUATION:** Kyla was a joy to work with. Her quiet, thoughtful presence demonstrates her inherent openness and patience with herself and with learning this form. While other students tended to be caught in patterns of over thinking or over intellectualizing, Kyla maintained a calm, steady relationship to the work. As opposed to struggling to make her body resemble someone else's, Kyla allowed the technique to dance through her body. When working with specific techniques or learning new techniques, I noticed that Kyla always danced first before asking any questions. This general approach to the work leads Kyla to dance in a very clear manner that is admirable for its simplicity and its lack of egotism.

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

4 – Butoh Dance

Jessica J. Galuska  
Faculty Signature(s)  
Jessica Galuska  
Faculty Name

July 15, 2004  
Date



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

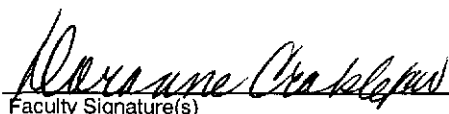
<u>POTTER</u>	<u>Kyla</u>	<u>M.</u>	<u>A00168368</u>
Student's Last Name	First	Middle	ID Number
<u>20207</u>	<u>BUTOH DANCE THEATER</u>		
Program or Contract No.	Title		
	<u>01/05/04</u>	<u>03/19/04</u>	<u>4</u>
	Date began	Date ended	Qtr. Credit Hrs.

**DESCRIPTION:** During winter quarter students who had completed fall quarter requirements in the fundamentals of Movement and Beginning Butoh Technique continued more advanced study in the training in order to prepare for a major performance in the Experimental Theatre. In order to receive their credit, they were expected to attend all classes as well as many hours of rehearsal and three performances at the end of the session. Not only were they engaged in the required activities, many of them elected to collaboratively create the technical and visual arts components that brought the performance to life

**EVALUATION:** Kyla's progress this quarter was commendable for its turn toward self-awareness and understanding of the important subtleties of this dance theatre form. She was consistently present and always ready to explore technique beyond her self-limitation. She collaborated with three others in the particular image she was assigned to dance and the result was lovely. In addition to her excellent class work, she also took on the job of program design, something she had not attempted before this class. Her work was a strong example of creative expression.

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

4 – Butoh Dance Theater: Technique and Performance



Faculty Signature(s)  
Doranne Crable  
Faculty Name

April 23, 2004  
Date



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

POTTER	Kyla	M.	A 00168368
Student's Last Name	First	Middle	ID Number
20206	Positive Psychology		
Program or Contract No.	Title		
	01/05/04	03/19/04	8
	Date began	Date ended	Qtr. Credit Hrs.

**Description:** In the half-time program, "Positive Psychology," students 1) engaged in examining the fundamental literature that informs this growing sub-discipline within the field of psychology; 2) created and completed many experiential activities; and 3) produced videos in small groups. Their work builds on the efforts of researchers and clinicians around the world to understand and promote the human strengths that enable individuals and communities to thrive. Historically, psychology justifiably focused most of its attention on understanding and alleviating human suffering. While great strides have been made in the treatment of a wide variety of "mental disorders," the positive side of life - what makes life most worth living - has been largely neglected. A growing number of influential psychologists are creating a "social science" of happiness and life satisfaction that explores what combination of pleasures, gratification, and meaning comprise "The Full Life."

Students began the quarter by completing empirically validated measures of their top five signature strengths. These included: creativity, curiosity, perspective, open-mindedness, love of learning, bravery, industry, perseverance, authenticity, zest, intimacy, kindness, social intelligence, citizenship/teamwork, fairness, leadership, forgiveness, mercy, prudence, modesty, humility, self-control/self-regulation, appreciation of beauty and excellence, awe, gratitude, hope, playfulness, and spirituality.

Based on these strengths, students were assigned to six groups that learned how to create videos (in six content areas: cognitive-focused, emotion-focused, self-based, interpersonal-based, biological-based, and preventative) from pre-production, through production, to editing. The videos represented aspects of the many concepts they covered throughout the quarter and were shown to the greater community on a "video night," when noted social psychologist Jonathon Brown served as the keynote speaker. Only a few of the 36 students in the program had any video experience and this project proved to be a very demanding, though quite gratifying endeavor.

Beyond the reading and response papers, as well as the video project, students completed a series of experiential activities that required thought, planning and time. These included: "A Beautiful Day," "The Gratitude Visit," Experience Music Project field trip; elevator ride (Goin' Up! and Down Please!); forgiveness exercise; philanthropy activity; "The Full Life," "Watch One, Do One, Teach One" (group activity).

Students posted most of their responses to the literature, as well as accounts of their experiential activities on the interactive web crossing system. This also allowed the students to communicate effectively in working in video groups. Credit was awarded in positive psychology, health psychology, social psychology, and video production.

**Evaluation:** Kyla Potter completed all learning goals for the half-time program Positive Psychology. She is a good student who expressed her learning well in written form. She is still developing a stronger more authoritative voice in seminars.

Faculty Signature(s)

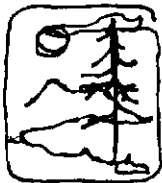
Mark Hurst

Faculty Name

04/22/04

Date





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

POTTER	Kyla	M.	A 00168368
Student's Last Name	First	Middle	ID Number
20206	Positive Psychology		
Program or Contract No.	Title		
	01/05/04	03/19/04	
	Date began	Date ended	Qtr. Credit Hrs.

Kyla comprehended the main points of the social science covered in the program texts and worked to improve the ability to examine their strength of support. She challenged the material well and is growing in her ability to support her arguments and positions.

Most noteworthy was Kyla's work on the seven experiential activities students were assigned. They met the criteria for the assignment and were creative, moving, and expressed her desire to make a difference in other's lives. Her focus on her own growth was fed by her reaching out to family, friends, and classmates, among others. In her writing about her experiences she addressed the signature strengths she used, as well as integrating many of the academic concepts from the program.

Her involvement with her video team was apparent from their meetings and the video they produced for a public showing. It addressed emotional approaches of positive psychology. She primarily engaged in literature review and scriptwriting, and supported the shooting and editing, contributing to an entertaining and informative production for "video night."

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

- 4 - Positive Psychology
- 4 - Health Psychology

Faculty Signature(s)

Mark Hurst

Faculty Name

04/22/04

Date



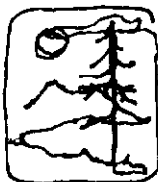
The Evergreen State College - Olympia, Washington 98505  
**THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT**

Potter	Kyla	M	A00168368
Student's Last Name	First	Middle	ID Number
Positive Psychology		1-05-04	3-19-04
Title		Date Began	Date ended

During this program I feel like I really got to grasp the concept of "The Full Life" and am looking forward to applying it to my own. After reading *Authentic Happiness* I learned what my signature strengths are and how I should use them in order to make my life run smoother. From the book *The Positive Power of Negative Thinking* I learned the difference between being a pessimist, which can have a negative effect, compared to using defensive pessimism which can help one deal with their anxiety and be beneficial. *The Resilience factor* by Karen Reivich, Ph.D., and Andrew Shatte, Ph.D. had some good skill suggestions that were very helpful, particularly the calming and focusing. I read all the material thoroughly and completed all of my assignments. I worked very hard on the video project and spent numerous hours in the multi media lab working with I-movie. I feel like I put all the energy I had to give into this class and I hope that it shows in the work that I handed in.

Kyla Potter  
Student's signature  
3-17-04  
Date

Mark A. Hurst  
Faculty signature: Mark A. Hurst, Ph.D.  
03/17/04  
Date



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

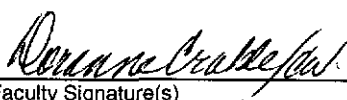
POTTER	Kyla	M.	A00168368
Student's Last Name	First	Middle	ID Number
10194	BUTOH DANCE		
Program or Contract No.	Title		
	09/2903	12/19/03	4
	Date began	Date ended	Qtr. Credit Hrs.

**DESCRIPTION:** Using Laban Fundamentals of Movement, students learned the beginning techniques and forms of Butoh Dance Theatre. They were required to attend all classes; participate in small group and individual improvisations based on the technique; complete observations of natural phenomena and create responses to those observations through visual or written work, with the option to submit their interpretations. All of them were required to participate in an end-of-quarter workshop performance, in full makeup and costume, for invited guests only. The performance was followed by a discussion with their audience. All Level I study was pre-requisite for intermediate work in the winter session which will end with a full public performance for the public in the Experimental Theatre.

**EVALUATION:** Kyla came to the class without prior training in any dance or theatre skills. She was self-motivated and committed to everything she learned. The result of her conscientious attention and practice was a lovely, subtle interpretation of the technique in the performance designed by three of her peers for the end-of-quarter presentation. One of the exquisite aspects of her final work was excellent focus and use of upper body expression. She also submitted a beautifully appropriate project of photography and creative commentary that could, in itself, become a solo performance. I look forward to working with her in the winter session and I am going to encourage her to take the project into a solo piece as soon as she is ready.

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

4 – Butoh Dance



Faculty Signature(s)  
Doranne Crable  
Faculty Name

March 15, 2004  
Date



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

POTTER	Kyla	M.	A 00168368
Student's Last Name	First	Middle	ID Number
10124	Finding Your Voice		
Program or Contract No.	Title		
	09/24/03	12/19/03	8
	Date began	Date ended	Qtr. Credit Hrs.

**Description:** Students in *Finding Your Voice* "re-oralized" themselves with authenticity and expressiveness by developing both oral and written eloquence and integrating them with each other. Students improved research skills and applied them to furthering a social/political cause. Each student explored through advocacy writing, speeches, songs, and chants, a specific issue that she or he felt passionately about. Activities included workshops on singing, songwriting, chanting, speech writing and delivery, research, advocacy writing and editing, the thoughtful use of quantitative reasoning and how not to "preach to the choir."

An option was available for students who wanted to do community service. This entailed working with a community group for about 10 hours a week (or 70 hours/quarter) on an issue related to work the student is doing for the regular part of the program, and a written synthesis of the work at the end of the quarter.

**Evaluation:** Kyla is a remarkable young woman who seems to underestimate herself. When she joined this program, she said she wanted to regain the voice that she lost in experiencing personal tragedy. She has made substantial progress in doing that. She has also used her research and advocacy writing combined with her experience to create powerful arguments for the changes she wishes to see in the world.

Kyla's writing became both more analytical and more expressive as the quarter progressed. In her seminar papers, she was sometimes tempted to stop short and dismiss a text based on preliminary impressions. When she takes the time to go deeper, as she did in her political speechwriting, she is a very effective writer.

Kyla describes herself as shy and found our performance work especially challenging. Despite her stage fright, she gave an especially effective performance in our final presentation project. Her performance of her original song was well supported vocally and made good use of rhythm and humor. Though she physically expressed discomfort almost throughout her presentation, her courage, emotion, and strong voice deeply moved and persuaded her audience.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

2 - Voice  
2 - Communications  
4 - Writing

Faculty Signature(s)  
Marla Beth Elliott  
Faculty Name

01/13/04  
Date



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

Potter	Kyla	M	A00168368
Student's Last Name	First	Middle	ID Number
Finding Your Voice: Advocacy and Change		10-01-03	12-10-03
Title		Date Began	Date ended

I learned in Finding Your Voice class how to relax the jaw, and that by relaxing your jaw it helps you become more expressive. I learned my way around the library through the library research workshop. It was very helpful. I also refreshed my memory on how to cite sources properly from the writing with sources workshop. It had been awhile sense I had done that. I learned about context setting and how it can enrich the experience of the material being studied. I learned that when you write a speech you need to have a message and a desired effect in mind, along with who the audience will be, and the occasion where the speech is to be given.

I improved the power of my writing by utilizing emotion and focusing on the importance of using short sentences while writing. I improved on my editing skills by filling out peer edit sheets, and knowing that my paper too is going to be peer edited. I sharpen my relaxation skills through the warm-up exercises used in class. I improved on my poetry skills by reading the book Poemcrazy, and having to write a response paper to it in poem format. I confirmed my knowledge that singing in public is not for me.

Kyla Potter  
Student's signature  
10-13-03  
Date

Marta Elliott  
Faculty signature: Marta Elliott  
12/13/03  
Date



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

POTTER	Kyla	M.	A00168368
Student's Last Name	First	Middle	ID Number
40111	Healing Ourselves		
Program or Contract No.	Title		
	7/03	8/03	8
	Date began	Date ended	Qtr. Credit Hrs.

**Description:** This program focused on alternative (complementary) medical practices and techniques that students can use for themselves. Two systems were studied in some depth. We discussed the chakra system and how we all can use it to help us analyze our physical and emotional issues in order to bring ourselves more into balance. To learn about the chakra system, students read Carolyn Myss's Anatomy of the Spirit, and one of the three following books – Mona Lisa Schultz's Awakening Intuition, Anodea Judith's Wheels of Life or Eastern Body, Western Mind. The other system studied was that of Jin Shin Jyutsu, a Japanese acupressure technique. We read Alice Burmeister's The Touch of Healing as background to learning the basics of the system, and used a number of handouts from the faculty, a certified practitioner. Other healing techniques were touched on in workshop form or guest lectures. The basics of qi gong, a tai chi variation to collect and distribute chi throughout the body were taught, enough so that students can practice at home. We spent time discussing sacred space and how to think more about creating a place of rejuvenation for oneself. Nancy Sullivan, a local practitioner, spoke about Feng Shui. I lectured on sacred geometry and on some of the principles of sacred architecture so students could take the ideas of creating sacred space into their own lives. We touched on financial health, using Your Money or Your Life: Transforming Your Relationship with Money and Achieving Financial Independence by Joe Dominguez and Vicki Robin or another book on finance acceptable to the faculty. There were three invitational projects on diet, exercise and sacred space so that students could explore their own habits of living and think about areas they might want to change. A final project studied some healing practice or the student faced some challenge in their own life that had been affecting their health in some aspect. Each student was to write a paper or do a healing practice and to give a presentation.

**Evaluation:** Kyla joined this class to work on healing herself from a difficult two years. Her daughter had been born with heart and lung difficulties and was in and out of the hospital for all of her short life. I wasn't sure that Kyla would return to class after the first day, but she did so and continued to, every day, though we could all see it was a struggle. After so long at home or in the hospital, she had almost lost communication skills. So she was very quiet in class until nearly the very end. Often lost in thought at the beginning, she listened increasingly carefully to others as she became more and more engaged. She did her work, thoroughly and carefully, handing in all of the invitational projects. She came out of her shell (pun intended, but after the fact) at our retreat to the beach, where she dove into our icy Northwest water and enjoyed herself immensely. The whole group was happy to see this, as they knew something was disturbing her deeply, but were unaware of what. Kyla chose to share her heartbreak with the group by talking about the last two years and showing a delightful video of her family that had been made to honor her daughter. The class was stunned by her revelation and deeply moved that she would share it with them. Kyla had also made gifts for each of us of homemade soap and massage oil, as she had spent the time over

Faculty Signature(s)  
Janet F. Ott, Ph.D.  
Faculty Name

September 24, 2003  
Date



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

<u>POTTER</u>	<u>Kyla</u>	<u>M.</u>	<u>A00168368</u>
Student's Last Name	First	Middle	ID Number
<u>40111</u>	<u>Healing Ourselves</u>		
Program or Contract No.	Title		
	<u>7/03</u>	<u>8/03</u>	
	Date began	Date ended	Qtr. Credit Hrs.

the five weeks learning a great deal about essential oils. She found this a soothing and helpful project. Kyla has shown a great deal of fortitude, and has come very far in the past several weeks, and I know that she will continue to heal, regaining her voice and social skills quickly. She is a careful, thoughtful student whose work in the midst of all of this was always top notch.

Kyla engaged deeply with the material and easily deserves the credit awarded.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours):** Total: 8

- 4 - Alternative Medicine
- 4 - Healing Practices

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Faculty Signature(s)  
Janet F. Ott, Ph.D.  
\_\_\_\_\_  
Faculty Name

*Janet F. Ott*

\_\_\_\_\_  
September 24, 2003  
\_\_\_\_\_  
Date



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

Potter	Kyla	M	A00168368
Student's Last Name	First	Middle	ID Number
Healing Ourselves		July 29.03	Aug. 28.03
Title		Date Began	Date ended

I came to every class on time and prepared. I kept up with the reading assignments, and paid close attention to the discussions and workshops. I did not speak a lot during class, but listened thoughtfully to what the others had to say. I will continue out the work needed to be done on the exercise, diet, and finance projects till I'm satisfied with the results. My major project was on Aromatherapy, and sharing the life of my daughter. I found a new love with Aromatherapy and will incorporate it in my everyday life as a hobby. When I started the class I was scared and uncomfortable, as the weeks went on I began to feel more comfortable with the group and was able to speak about my daughter to them. The direction of my life has changed dramatically sense the beginning of class. Most of the concepts taught in the class were all new to me; I had never meditated and couldn't even pronounce Jin Shin Jyutsu. I plan on learning and growing further from the information presented in this class.

Kyla Potter  
Student's signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Faculty signature: Jan Ott

\_\_\_\_\_  
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.