



Koltuniak, Iris Jessie

A00429211

Last, First Middle

Student ID

TRANSFER CREDIT:

Start	End	Credits	Title
07/2021	07/2021	45	I.B. - Diploma

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/2021	03/2022	26	In Sickness and In Health 4 - Narrative Psychology 4 - Community Psychology 4 - Positive Psychology 2 - Medical Anthropology 4 - Sociology of Health, Illness, and Healing 4 - Ethnography 4 - Applied Anthropology
01/2022	03/2022	4	Theories of Personality (B) 4 - Psychology
03/2022	06/2022	16	So You Want to be a Psychologist 4 - History and Systems of Psychology 2 - Social Science Ethics 3 - Career Exploration in Psychology 3 - Foundations of Psychology 4 - Lifespan Developmental Psychology
09/2022	03/2023	32	Teaching English Language Learners: Culture, Theory and Methods 4 - EL Instructional Methods and Program Models 4 - Language Acquisition Theory 4 - Understanding Language, Culture and Identity 4 - Introduction to Qualitative Research and Final Project 4 - Critical Pedagogy in the K-12+ Classroom 4 - Sheltered Instructional Strategies 4 - Linguistics and Grammar for Educators 4 - EL Assessment
04/2023	06/2023	16	Children, Curriculum, and the Clinical View: Childhood Development and Psychopathology in the Education System 4 - Childhood Developmental Psychology 4 - Behavioral Disorders of Childhood 4 - Child Centered Interventions 4 - Elementary Education in the Public School System
09/2023	12/2023	4	Ceramics: Handbuilding 4 - Ceramics

Cumulative

143 Total Undergraduate Credits Earned



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September 2023 - December 2023: Ceramics: Handbuilding

4 Credits

DESCRIPTION:

Faculty: Bruce Thompson

Students gained an overview of ceramic studio practices and learned a variety of hand-built ceramic techniques beginning with traditional methods and moving toward current ceramic technologies. We emphasized functional pottery with technical demonstrations based on utility. Through their thematic projects, students began to develop an informed and personal style and gained solid foundation skills in both functional and sculptural work. Students received critical analysis of their resulting work through written observations and through group discussions. The course introduced students to clay types, kiln firing methods, glazing and related surfacing techniques. Presentations on the history and contemporary application of ceramic arts contextualized studio work.

EVALUATION:

Written by: Bruce Thompson

Iris successfully completed all learning outcomes for Ceramics: Handbuilding this quarter. She attended regularly, submitted assignments on time, and actively participated in group discussions for projects. Iris has a strong grasp of studio ceramics principles, including terminology and the physical properties of ceramic materials, which was evident in her presentation of final work. Iris is a conscientious and active student who engaged with assigned projects and was a pleasure to teach.

Iris created several well-crafted functional pieces, demonstrating skillful experimentation with glaze application. She proactively sought technical guidance and diligently completed all projects. Her work consisted of diverse items such as a wall shelf, tea light, a large circular serving platter, a slab-constructed lidded box, and several small cups. All pieces displayed careful attention to detail and a refined design aesthetic. Iris maintained excellent communication throughout the quarter and followed through on all projects. Iris is fully prepared for the intermediate-level course work in expressive-based studio ceramics.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Ceramics



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April 2023 - June 2023: Children, Curriculum, and the Clinical View: Childhood Development and Psychopathology in the Education System

16 Credits

DESCRIPTION:

Faculty: Jon Davies, Ed.D. and Ada J. Vane, M.A.

The program curriculum asked students to consider: How do children learn? What is “normal” development, and who decides? When is it appropriate to diagnose a child? What does it mean to offer relevant intervention in an educational setting and / or at home? How do educators decide what children are ready to learn and when they are ready to learn it? How do schools make decisions about children’s learning? How do biological, cognitive, and social factors influence “normal / abnormal” child development?

Lectures, workshops, seminars, and films helped to further contextualize program texts. Students engaged written and other media formats throughout each academic week that included short papers in preparation for seminars and short reflections in response to lectures, films, and treatment intervention readings. Students also took weekly psychology quizzes and engaged in workshops that dealt with diagnosing real world case studies. They prepared case notes on the same. At the end of the quarter, students prepared a poster presentation that addressed a critical program theme.

Developmental Psychology: Using Ricardo and Rymond’s *Understanding the Whole Child* as a framework, we explored psychological theories in human development from biological, socio-emotional, and cognitive perspectives, with a focus on the period from in utero through adolescence. Emphasis was placed on development in a cultural and environmental context.

Childhood Psychopathology: Using Bridley and Daffin’s *Behavioral Disorders of Childhood* as our guide, we engaged in a comprehensive survey of childhood mental health problems, including Attachment Disorders, Intellectual Disability Intellectual Development Disorder, and Learning Disorders, Attention Deficit Hyperactivity Disorder, Autism Spectrum, Disruptive, Impulse Control and Conduct Disorders, Trauma Related Disorders, and Substance Induced Disorders. This program did not simply present a checklist of symptomology. Through contextualization and bio-psycho-social perspectives, students developed critical thinking skills as applied to theories, assessment, and treatments relevant for each disorder.

Using Alexander and Hinrichs’ *Building Trauma-Sensitive Schools: Your Guide to Creating Safe, Supportive Learning Environments for All Students*, students wrote weekly responses to selected quotations in preparation for discussion and analysis of how teachers and other education professionals create structures and support systems to maximize opportunities for student success in the classroom and schools.

Students were encouraged to consider the role of stigma and the public school system in mental illness. The program highlighted current issues in the field of education and their impact on development. Students inquired into how children develop, how the education system responds to their development, and how scientific, evidence-based research informs both contexts.

EVALUATION:

Written by: Jon Davies, Ed.D. and Ada J. Vane, M.A.

Each week, students came together in treatment and intervention workshops to discuss an assigned case study, make their best diagnosis by applying their understanding of key theories discussed in psychopathology lectures, and to select a treatment intervention. Iris completed all case study notes,



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which were thorough, well-organized, and demonstrated excellent attention to the criteria for diagnosing behavioral disorders, as well as comfortable familiarity with terms related to those disorders and relevant treatment interventions for the condition causing distress.

Weekly quizzes evaluated students' ability to retain key terms. Iris completed all of the quizzes. Performance on these quizzes demonstrated excellent knowledge of how to compare, contrast, organize and retrieve information about terms and concepts in child developmental psychology and behavioral disorders of childhood.

Students wrote weekly responses to selected quotes from assigned seminar readings in preparation for discussion and analysis. Iris completed all seminar responses, which showed an excellent ability to reflect on text material. Iris made consistently thoughtful contributions to group seminar discussions.

Students created weekly responses to selected content from assigned early childhood care and education readings. Iris completed all early childhood care and education workshop responses. The responses were creative, succinct, and illustrated key ideas from the readings. Iris demonstrated significant growth in knowledge and understanding of early childhood care and education, including basic knowledge, effective approaches to use with young children, curriculum design, professional development, current policies, and other critical information.

At the end of the quarter, Iris created a final poster project to summarize and synthesize interdisciplinary content, including program sources. Iris chose to present on "Encouraging Social-Emotional Development in Early Childhood Education." The presentation was well-organized and showed significant depth of thinking. Iris took this opportunity to interact with and support other presenters in our program conference.

We congratulate Iris for successes in our program and can attest that Iris is prepared for more advanced work in psychology and education.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 4 - Childhood Developmental Psychology
- 4 - Behavioral Disorders of Childhood
- 4 - Child Centered Interventions
- 4 - Elementary Education in the Public School System



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September 2022 - March 2023: Teaching English Language Learners: Culture, Theory and Methods

32 Credits

DESCRIPTION:

Faculty: Leslie Flemmer, Ph.D., Grace Huerta, Ph.D.

The intent of this program was to explore foundational English language learner theories, research and methods specific to teaching K-12 and adult English and multilingual learners (EL/ML) in academic, content-area classroom settings. Our program considered how a careful study of culture, literacy, heritage language development, community building and program models can help future educators better serve MLs more effectively and equitably as students consider careers in education or in community-based organizations.

In the fall quarter we focused on first and second language learning, including the challenges MLs face when learning a new language given a variety of settings and conditions. Research-based concepts we examined ranged from assessing MLs home language surveys, testing, how teachers perceive MLs competence and performance, academic language strategies to provide comprehensible input and opportunities to produce comprehensible output, and 4x4 methods (i.e. instruction focusing on ML literacy and language proficiency levels). Other key concepts we discussed included the impact of the affective filter on oral language production, translanguaging, funds of knowledge, cultural "wealths" and the role zone of proximal development when designing peer or cooperative group learning targets.

Program seminar discussions focused on our weekly texts and articles, which included (to name a few), *Reading, Writing and Learning in ESL: A Resource Book for Teaching K-12 English Learners* (2017) by Suzanne Peregoy and Owen Boyle; *Assessing English Language Learners: Bridges to Educational Equity* (2016) by Margo Gottlieb, "The Art of the Reveal: Undocumented High School Students, Institutional Agents, and the Disclosure of Legal Status" (2017) by Marco Murillo. and excerpts from *Critical Pedagogy: Notes from the Real World* (2010) by Joan Wink. Critical pedagogy asks teachers to learn how to be reflective about teaching and generate inclusive practices when working with marginalized populations. In addition, by integrating cultural responsive pedagogy within our program curriculum (through teaching demonstrations), we asked students to name, reflect and act when considering problem-solving approaches in the ML classroom.

We also studied how to design English and academic vocabulary, content area strategies and assessment methods at various levels of language development. Each week, students were required to read a chapter and an article, and participate in classroom discussions, complete a dialectical journal (seven entries in total) and facilitate a seminar. Dialectical journal write-ups consisted of identifying, analyzing and critically discussing key quotes, vocabulary and making connections between the texts.

Another important aspect of learning in our program was through the design, research and presentation of ML teaching demonstrations. Students used such methods as comprehensible input and output, dual language instruction, visuals, multi-media, hands-on activities, realia, music and total physical response. Students aligned their content area objectives and assessment strategies with Washington's K-12 Common Core and WIDA K-12 ML standards (World-Class Instructional Design and Assessment).

Students in this program also completed 6 or more K-adult ML tutoring/service sessions in a local school or community-based organization where they were supervised by a mentor ML teacher. Students kept a log where they detailed their field experiences. They reflected upon how these experiences related to the content and practices introduced in our program. Students considered how to further develop diverse student and community relationships as they reflected upon their own future teaching practices.



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In order to demonstrate their understanding of the literature we studied this quarter, students completed a qualitative case study that included an extensive interview of either an English language learner or ML educator. Drawing from the data they collected, students analyzed their findings and demonstrated their understanding of such codes and themes as schooling, program models, culture, immigration, heritage language maintenance and how ML educators serve as school/community advocates. Students completed their written research by conducting presentations of their findings and recommendations to our learning community.

In the winter quarter, students focused their attention the study of language as a system with an emphasis on linguistics, critical pedagogy, sheltered/content area instruction and assessment strategies based on Washington's K-12 English Language Proficiency endorsement competencies. Texts we read included: David Freeman and Yvonne Freeman's *Essential Linguistics--What You Need to Know to Teach Reading, ESL, Spelling, Phonics and Grammar* (2017); Susan Behren's *Grammar: A Pocket Guide* (2010). Students developed lesson and unit plan that integrated such concepts phonology, morphology and syntax through the development of reading, writing, listening and speaking strategies across levels language proficiency levels. Students also designed ML grammar lesson and teaching demonstrations using verb tenses, prepositions and academic language in the content areas.

We also continued our study of cultural responsive teaching and learning by introducing such texts as Allison Dover and Fernando Rodríguez-Valls' *Radically Inclusive Teaching with Newcomer and Emergent Plurilingual Students--Braving Up* (2022) and Lorraine Valdez-Pierce's *Authentic Assessment for English Language Learners* (2016). These works, combined with students' ongoing ML tutoring fieldwork in the public schools, invited reflection about inclusive teaching practices when working with plurilingual and/or marginalized populations. The aim of these winter readings and field work was to consider the practice of inclusion, building student confidence, providing safe space, and offering choices when considering the curriculum and students' language repertoire in school and community settings. By examining these readings, students became partners with the learning communities where they tutored ML students in the field.

Finally, with critical pedagogy as an overarching framework for ML curriculum and instruction, the culminating project for our program was the design of an "Ideal ML Program Model" in such academic content areas as English, world languages, math, science, social studies, the arts and literature. Students included in their projects: a description of their ELL program model; the identification of a target audience and language proficiency levels; a philosophy statement and a description of their pedagogy; state, WIDA standards; and a curriculum unit. Through the completion of such a project, students demonstrated the basic principles of sheltered instruction as they presented content area lessons using specific language and literacy methods to provide MLs language instruction using comprehensible input and output. Authentic assessment strategies were also incorporated within the final project, with the use of peer feedback, observation and skill-based learning. In their presentation of this project (including a final teaching demonstration), students modeled a variety of ML methods such as: cultural relevant instruction, total physical response, dual language, grammar translation, and audiolingual approaches

In sum, this body of work offered students a means to develop their understanding of the complex and diverse needs of English language learners in the community this academic year. Through the study of culture, language theory, instructional methods and critical pedagogy, students generated strategies to best affirm and support the needs of K-12 MLs across the curriculum.

EVALUATION:

Written by: Grace Huerta, Ph.D.

Iris demonstrated a strong understanding of the foundational concepts associated with teaching English language learners (ELs) this quarter through the completion of such work as: designing multilingual (ML)



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instructional strategies, analyzing assessment methods and affirming cultural community building through reader response dialectical journals, conducting a teaching demonstration, and completing a final ML educator case study research project and presentation. In addition, Iris completed EL tutoring sessions at a local elementary school this fall.

This quarter Iris and her teaching team led a seminar focused on ML instructional practices, such as teacher dispositions and the instruction of academic language. They addressed themes and stereotypes such as ELs as “fragile” populations who must navigate a system that relies on communicative performance and communicative competence. They highlighted how academic language can be overlooked in the classroom and serve as an invisible barrier to accessing content, thus impacting the academic achievement of English language learners.

In addition, Iris and her peer seminar leaders invited a discussion of the article by Benjamin Blaisdel, “Critical Race Practice in the Era of Standards based Reform: The Story of One Elementary School.” Their discussion included how educators have the potential to learn from one another when change and students demand it. This was a powerful theme as the team invited examples from the seminar participants. This educational dialogue illustrated the social, emotional, cultural and educational variables that impact the success of underrepresented students beyond the curriculum educators teach. Iris and her seminar leaders did a great job encouraging all the voices of our learning community to participate in this engaging discussion of the literature.

Iris also completed all 7 dialectical journals where she offered ideas for EL teaching, programming, student needs and culturally relevant instruction. She addressed student needs respectful of cultural and gender diversity, their heritage languages and students’ prior educational experiences. These journals also demonstrated Iris’s understanding of the conditions and funds of knowledge ELs/MLs and their families bring to the local school community as analyzed in our program research articles and texts.

Iris and a teaching partner also demonstrated a kindergarten dual language lesson plan with a focus on literature. Using an excerpt from Jessica Lowe’s, “Julian is a Mermaid.” They emphasized the use of comprehensible output as they invited students’ funds of knowledge while assessing their understanding of the plot. Students drew a representation of events in the story as well as identified academic language found in the story such as mermaid, *la sirena*, and contextual clues. Cooperative group activities (using reading and a sentence writing prompt), provided students a means to produce comprehensible output using student drawing and an arts walk, and writing additional reflections about the text. Assessment of the lesson included drawing about the elements of the plot. This approach to EL curriculum design demonstrated Iris’s strong understanding of English language and literacy development.

Iris completed a well-detailed and organized case study entitled, “Spanish is a Gift.” She interviewed an EL educator Cristina. She was born in New Jersey with parents whose roots are in Cuba and the United States. Cristina attended Rutgers University but transferred to The Evergreen State College. Cristina completed her teacher certification program and taught for two years in Japan. Iris discussed how Cristina is a life-long learner, who continues to hone her professional practice, while teaching while teaching at Garfield, Mountain View and Lydia Hawk Elementary schools in Western Washington. Her teaching interests range in areas that have an impact on all learners, as she has on focused on conflict resolution, de-escalation practices, building relationships, and creating a safe learning environment. In addition, Iris shared research themes she found in her data, such as the role of the affective filter on students producing oral language output, and the important use of visuals, and sing-alongs to help motivate students to produce academic language. Iris also noted how Cristina helped students see themselves as learners by giving them choices and affirming their heritage languages and providing learning centers in the classroom setting. This was a powerful piece of research.



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Iris's collective work (dialectical journals, case study research, EL tutoring, lesson planning and demonstration) represent her effective understanding of the conditions and strategies that support EL/ML teaching and learning.

Winter Evaluation

Written by: Leslie Flemmer, Ph.D.

Winter quarter, Iris continued to demonstrate strong interest and understanding of the foundational concepts associated with teaching multilingual learners (ML) such as: ML program models, introductory ML instructional strategies, WIDA standards, formative and summative assessment, curriculum development, teaching demonstrations, and a culminating group project and presentation. Iris's attendance and active participation demonstrated a strong commitment to multilingual education and the goal of becoming an elementary teacher.

Iris volunteered weekly at Lydia Hawk Elementary School bilingual Kindergarten classroom completing approximately 20 hours by observing, tutoring, and at times leading discussions with MLs in a pullout session. Iris's weekly school tutoring reflections were thorough and comprehensive which detailed new learning experiences, effective learning strategies, and the advantage of connecting total physical response, visuals, and realia to help ML students learn and comprehend language.

Iris created and taught an interactive grammar lesson for 4th grade emergent/intermediate ML students, which focused on verb tenses and conjugation. Iris used WIDA ELD STANDARD 2 Language Arts.

Iris introduced verb tenses and conjugation by providing stages of instructions including definitions of verbs, information about past, present, and future tenses, using charts and providing examples. Students had verb charts that showed how to conjugate different action verbs. Iris was able to quickly check for comprehension by using proximity control in the classroom. This approach to ML curriculum design demonstrated Iris's understanding of instructional strategies to teach grammar.

Winter quarter's preparation for seminar was equally rigorous and thorough. Iris completed all dialectical journals and continued to demonstrate strong writing and analysis skills. Iris and two seminar leaders successfully led a session. The seminar focused on Peregoy and Boyle's extensive reading strategies with a focus on reading instruction and assessment. The team also discussed chapter 6 from Dover and Rodriguez-Valdez's book, *Radically Inclusive Teaching*. The team invited our learning community to share examples from the readings ranging from how to affirm diverse student linguistic identities (i.e., who may feel isolated) to how to use student miscues to inform their strategies. The seminar discussion included how educators have the potential to invite more multilingual student input in their own learning while working in response groups and inviting independent reading strategies specific to the content areas, such as mathematics. This was an interactive, engaging seminar where all voices were invited to share, discuss, and engage in the learning process.

As a culminating project, Iris collaborated with two other students to develop and complete an excellent final "Ideal Multilingual Program Model--Cultivating Multilingualism" a curriculum project. This interdisciplinary project consisted of five parts which included a philosophy and pedagogy statement, a culturally responsive curriculum and assessment plan with three lessons plans. Iris and the team also developed and presented a teaching demonstration based upon their philosophy, pedagogy, and curriculum. This lesson engaged a middle-level 6th grade, dual language program model, which introduced Social Studies, English and Spanish Language Arts and Indigenous literature and identity poetry, using some vocabulary in English and Spanish from Pablo Neruda's poem "The Me Bird."



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The paper focused on developing language proficiency and content area support while implementing WIDA ELD Standard 2: Language Arts: ELD-LA 6-8 (narrate and interpret) and WIDA ELD Standard 5: Language for Social Studies: ELD-SS 6-8 WIDA ELD Standard 5 (explain and interpret). Iris's team provided a rationale to support the philosophy and pedagogy as they introduced other diverse authors such as Pam Muñoz Ryan and Indigenous perspectives of the Mapuche people (Chile) in their dual language lesson and summative assessment (observation and reflective writing).

Iris's team's final project also introduced multiple views of history in literature, including the importance of the culture, the environment and land acknowledgements. The team integrated the use of reading, writing, listening, and speaking activities across literary genres (identity poetry, storytelling,) while utilizing English and Spanish academic vocabulary.

In sum, Iris's collective work, including dialectical journals, seminar facilitations, case study research, multilingual tutoring, lesson planning and demonstrations, and final project represented Iris's effective understanding of the conditions and strategies that can support multilingual teaching and learning.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 32

- 4 - EL Instructional Methods and Program Models
- 4 - Language Acquisition Theory
- 4 - Understanding Language, Culture and Identity
- 4 - Introduction to Qualitative Research and Final Project
- 4 - Critical Pedagogy in the K-12+ Classroom
- 4 - Sheltered Instructional Strategies
- 4 - Linguistics and Grammar for Educators
- 4 - EL Assessment



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March 2022 - June 2022: So You Want to be a Psychologist

16 Credits

DESCRIPTION:

Faculty: Nathalie Yuen, Ph.D.

This one-quarter program considered psychology as both an academic discipline and as a career. The program led students through entry work as part of the Psychology, Health, and Community path of study.

The major topics of study were foundations of psychology, history and systems of psychology, social science ethics, career explorations in psychology, and a concentration in one of its subdisciplines: social, developmental, or cognitive psychology, or biopsychology. This program was conducted during the on-going coronavirus pandemic; classes were held in person after more than a year of remote learning.

Readings included *Taking Sides: Clashing Views on Controversial Psychological Issues* (19th Edition, expanded) by Edwin E. Gantt and Brent Slife, *The Story of Psychology* by Morton Hunt, *Forty Studies That Changed Psychology: Explorations into the History of Psychological Research* (7th Edition) by Roger R. Hock, *50 Great Myths of Popular Psychology: Shattering Widespread Misconceptions about Human Behavior* by Scott O. Lilienfeld, Steven Jay Lynn, John Ruscio, and Barry L. Berstein. Students completed the online Collaborative Institutional Training Initiative (CITI Program) training on the ethics of human research. Throughout the quarter, students submitted written assignments; students selected a sample of these assignments to be included in an academic portfolio that was submitted at the end of the quarter.

Students joined one of four discipline groups within psychology: social, developmental, or cognitive psychology, or biopsychology. The format was group study, using a recent textbook and primary source readings. Through a search of professional journal abstracts, students found primary source articles and wrote five summaries on these articles from within their discipline. In addition, they demonstrated their learning via a comprehensive final examination on their chosen discipline field or by documenting their work.

Students also shared their learning across disciplines by participating in "jigsaw" groups focused on a topic of interest in psychology. Jigsaw groups were composed of members from each of the four discipline groups. Each jigsaw group chose a "What if . . ." question and each student wrote a research paper on how their discipline would address this question. Students expanded their library research skills, in particular the use of PsycInfo. Students gained expertise in the technical writing style of the American Psychological Association by practicing their skills writing abstracts and a major paper in APA format that reflected their discipline group learning. Each jigsaw group gave a presentation of their findings.

Students investigated theories and practices of psychologists to enhance their understanding of counseling, social services, and the science of psychology. Students explored careers in psychology and the academic preparations necessary for these career choices. We learned the typical activities of psychologists who work in academia, schools, counseling/clinical settings, social work agencies, and applied research settings. Invited speakers provided career perspectives from a number of fields including: research, clinical psychology, school psychology, counseling, and social work.

Students attended the 102nd Annual Convention of the Western Psychological Association (WPA), April 27-May 1, 2022, Portland, Oregon. The WPA conference allowed students to discover the range of activities and topics that psychology offers, and to learn about cutting-edge research in all areas of psychology. The conference activities included invited lectures, papers, symposiums, and poster



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sessions of current research by professionals. Students who did not travel to the WPA conference did library research on the current writings of a psychologist in their chosen discipline.

EVALUATION:

Written by: Nathalie Yuen, Ph.D.

Iris Koltuniak had a successful quarter in So You Want to be a Psychologist. Iris completed all of the work and the overall quality was excellent. Iris demonstrated excellent engagement with the program materials and finished this program with a solid foundation for further studies in psychology.

Iris completed all of the written assignments. At the end of the quarter, Iris submitted a portfolio that included selections of academic work completed during the program. The portfolio included a framing statement that provided an overview of Iris's learning. The portfolio also included annotations of each piece of work that demonstrated Iris's engaged learning and successful work in the program. Iris did excellent work on the history and systems final examination. Iris also completed the online Collaborative Institutional Training Initiative (CITI Program) training on the ethics of human research.

Iris studied lifespan developmental psychology, working within a small group of students. This group was very dynamic and cohesive. Iris read *Lifespan Development: A Psychological Perspective* by Martha Lally and Suzanne Valentine-French as the textbook in this discipline area. In addition to regular textbook study, Iris read contemporary and classic primary source articles within the discipline. To demonstrate learning in the discipline, Iris took a comprehensive final exam. The exam performance confirmed that Iris had achieved a very good understanding of developmental psychology.

Iris also shared this learning in developmental psychology across disciplines by participating in a jigsaw group. The group discussed the question "What if the way we learned language was altered?" as its issue. For the research paper, Iris addressed this question from the perspective of developmental psychology. Iris submitted all drafts of the paper, each an improvement from the previous. Iris's final 8-page research paper showed a good understanding of the technical writing skills required by the American Psychological Association's (APA) format. For the jigsaw group presentation, the group members were knowledgeable, well-rehearsed, and gave a very good talk. The talk also included presentation slides that were well organized and included overviews of the main points.

Iris attended the 102nd Western Psychological Association (WPA) annual conference in Portland, Oregon, gaining valuable preprofessional experience. Iris attended many conference activities; the summary of this experience demonstrated excellent engagement at the conference. It is evident that Iris gained much from attending the conference.

Overall, Iris made significant progress. Iris is well prepared for intermediate to advanced work in the social sciences. It was a pleasure having Iris as part of the learning community.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 4 - History and Systems of Psychology
- 2 - Social Science Ethics
- 3 - Career Exploration in Psychology
- 3 - Foundations of Psychology
- 4 - Lifespan Developmental Psychology



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January 2022 - March 2022: Theories of Personality (B)

4 Credits

DESCRIPTION:

Faculty: Susan J. Cummings, PhD

The major personality theorists were presented sequentially within their cultural and historical contexts. This provided the students with a broader understanding of the evolution of ideas concerning human nature. Exploration of theories were limited to those that apply specifically to the practice of counseling. Attention was given to the interaction of the individual with the social milieu, the cultural biases within theory and the effect to personal history on theoretical claims.

Learning Goals:

- To expose students to the broad spectrum of personality theory utilized in psychotherapy so that students can both discover an area of personal interest for future exploration and appreciate and understand orientations that differ from their own.
- To give students an overview of the development of counseling psychology through the development of personality theory.
- To help students articulate their own theoretical and pragmatic questions and assumptions that underlie their personal orientation to the process of change in therapy.

EVALUATION:

Written by: Susan J. Cummings, PhD

Iris was an active participant in class and seminar discussions and her input was articulate, sensitive and insightful. Iris's reflection papers were thorough examinations of the text and real life applications of the various theories. Iris's work and participation demonstrated her deep engagement in the learning process and her sophisticated grasp of the various theoretical concepts, their nuances and their contradictions and how they were developed and are being developed over time and influenced by cultural, historical and social paradigms.

In her personality theory project Iris indicated that after learning about all the various approaches she disagrees with those that many approach in which people are categorized, such as the Attitude Model based on Jung's introversion and extraversion. She believed people's personalities are not static but fluid instead and that there needs to be allowance for deviation from these typologies.

Iris's team paper was on the impact of early childhood on personality. Iris' portion was excellent and her sources cited per APA style format. Iris focused on the role of nature/nurture as well as Freud and Jungian approaches. Iris examined whether personality is innate or shaped by the environment over time. She also explored how childhood experiences might inform adult choices.

It was a pleasure having Iris in class.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Psychology



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September 2021 - March 2022: In Sickness and In Health

26 Credits

DESCRIPTION:

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

In this foundational, hybrid (online and in-person) social science program, students explored cultural, social, and psychological approaches to the body and health in order to develop a complex, integrative understanding of well-being. Students completed weekly seminar synthesis essays and an extensive autoethnographic project that cited our readings in feminist psychology, narrative psychology, community psychology, medical anthropology, and the sociology of health, illness, and healing. As part of our studies of positive psychology, students completed a weekly collaborative ecotherapy practicum that entailed shared reflective activities and writing exercises. Sophomore - senior students completed additional work in applied anthropology, community psychology, and medical anthropology that culminated in a short project overview, a 5 - 7 page library research report on a social problem, and a presentation on interventions by existing organizations. Winter studies featured psychological, ethnographic, and activist approaches to loneliness, disability, and housing instability, as well as readings in positive psychology on gratitude, joy, self-compassion, affective forecasting, and other topics; students completed short summaries of readings each week, composed questions, and wrote a preamble exploring ideas between texts. For their major collaborative project in winter quarter students learned applied anthropology and community psychology approaches to developing ethical, community based, applied projects on wellbeing on the Evergreen campus, culminating in extensive research-based reports and major presentations attended by Evergreen staff. Students also had options to complete a substantial pre-capstone research proposal; a community-based internship or volunteer position; or additional studies in a weekly group-based positive psychology practicum. Our texts included Lorde's *The Cancer Journals*, Morgan & Cornwell's *Ecotherapy Workbook*, Radke's *Seek You: A Journey Through American Loneliness*, Bstan-'dzin-ryga-mtsho & Tutu's *The Book of Joy: Lasting Happiness in a Changing World*, and Desmond's *Evicted: Poverty and Profit in an American City*, in addition to a selection of disciplinary articles.

EVALUATION:

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

Iris completed excellent work in *In Sickness and In Health* and made significant progress toward our program's learning objectives. The faculty regards attendance to all program activities, timely submission of written work, and participation in program activities as one indication of a student's commitment to learning. Iris met and sometimes exceeded responsibilities for assignments, attendance, and collaboration. Iris was highly engaged throughout our studies and helped to strengthen our learning community as a whole. Iris earned full credit for this very good work.

In seminar, Iris contributed informed, perceptive comments on readings, films, and other texts, working especially well in small group workshops and sometimes taking on a leadership role. Iris's seminar papers showed considerable growth in their comprehension of texts, grounded commentaries, and synthesis of key ideas. An especially notable paper provided a thorough, accurate reading of Jonathan Metzler's book *The Protest Psychosis*, on the racialized social construction of schizophrenia in the 1960s and made very good connections with the forms of structural and symbolic violence experienced by prisoners in Gilda Shepard's documentary *Since I Been Down*. Iris's excellent autobiography expanded significantly on an earlier draft and provided a careful consideration of an illness experience that drew on our readings in feminist psychology, medical anthropology, and the sociology of health, illness, and healing. Iris did especially strong work with Audre Lorde's book *The Cancer Journals*, drawing parallels between Lorde's experiences with gender normalization and more widespread gendered patterns of



Koltuniak, Iris Jessie

A00429211

Last, First Middle

Student ID

delegitimization. Iris's ethnographic work was coherent and perceptive, offering a data-rich reading of a KN95 mask and very good initial observations of the Olympia Transit Center. During winter quarter, Iris demonstrated a strong capacity to succinctly summarize key textual themes and integrate central ideas. For example, Iris returned to an iterative consideration of the concept of affective forecasting as it related to prioritizing positivity and releasing expectations. In addition, Iris constructed a very good Photovoice analysis of safety resources on the Evergreen campus.

Iris's fall quarter ecotherapy group was the model of a cohesive, enthusiastic, well-functioning team. Through their excellent work, the group experienced how focused conversations and explorations in nature can deepen individuals' understanding of themselves, their strengths as collaborators, and the relationships between humans and the natural world. For example, Iris noted that, just like a fallen tree that becomes a nurse log, a person's value and worth doesn't decline during times of challenge or transition. The group's journal demonstrated a consistently strong substantive engagement with the Ecotherapy Workbook material and its personal applications. In commenting on Iris's collaborative skills, group members highlighted Iris's solid preparedness, communication skills, and encouraging, uplifting presence.

In the winter, the goal of the positive psychology component of the program was to provide students with an opportunity to examine and practice well-being promotion strategies through readings, lectures, and substantial engagement in weekly exercises. Iris's reports documented acceptable engagement in the practices, good self-awareness, and an emergent personalization of concepts such as self-compassion and cognitive reframing.

In their excellent Health and Resilience at Evergreen project, Iris's group took a student-centered approach to addressing safety considerations on campus. The group successfully applied principles of community psychology and applied anthropology to the work, making substantial use of the Community Toolbox framework. The group's 25-page final report included effective information contextualizing the problem of on campus violence both nationally and at Evergreen, drawing on published, scholarly sources and campus data sets. To further understand the issue, the group completed an original photovoice project and survey questionnaire. The photovoice element was particularly effective, as it documented poorly lit and remote areas on campus where students felt especially unsafe and made viable recommendations for improvement. The survey revealed how feelings of unsafety prevented students from accessing important campus resources and helped to identify interventions that students found meaningful. The group's especially well-conceived, compelling, data-informed set of recommendations drew from their original research as well as from approaches employed by other campuses to enhance student safety. In addition, the group established a partnership with SafePlace, a local organization tasked with creating a campus safety plan and served as community advisors. The group's exceptional final presentation, which included the director of prevention education for SafePlace, convincingly summarized their findings and recommendations and underlined the importance of their work overall. The group collaborated and communicated effectively to complete the successful work and took a high level of responsibility for addressing an important on-campus issue. Group members noted that Iris played a significant role in the project, coordinating the Photovoice research, researching and drafting the section on other college approaches for the final report, analyzing survey results, and generally helping to maintain a positive, productive spirit within the group overall.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 26

- 4 - Narrative Psychology
- 4 - Community Psychology
- 4 - Positive Psychology
- 2 - Medical Anthropology



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4 - Sociology of Health, Illness, and Healing

4 - Ethnography

4 - Applied Anthropology



The Evergreen State College • Olympia, WA 98505 • www.evergreen.edu

EVERGREEN TRANSCRIPT GUIDE

Accreditation: The Evergreen State College is fully accredited by the Northwest Commission on Colleges and Universities.

Degrees Awarded: The Evergreen State College awards the following degrees: Bachelor of Arts, Bachelor of Science, Master of Environmental Studies, Master of Public Administration and Master In Teaching. Degree awards are listed on the Record of Academic Achievement.

Educational Philosophy:

Our curriculum places high value on these modes of learning and teaching objectives:

- Interdisciplinary Learning
- Collaborative Learning
- Learning Across Significant Differences
- Personal Engagement
- Linking Theory with Practical Applications

Our expectations of Evergreen Graduates are that during their time at Evergreen they will:

- Articulate and assume responsibility for their own work
- Participate collaboratively and responsibly in our diverse society
- Communicate creatively and effectively
- Demonstrate integrative, independent, critical thinking
- Apply qualitative, quantitative and creative modes of inquiry appropriately to practical and theoretical problems across disciplines, and,
- As a culmination of their education, demonstrate depth, breadth and synthesis of learning and the ability to reflect on the personal and social significance of that learning.

Our students have the opportunity to participate in frequent, mutual evaluation of academic programs, faculty and students. In collaboration with faculty and advisors, students develop individual academic concentrations.

Academic Program

Modes of Learning: Evergreen's curriculum is primarily team-taught and interdisciplinary. Students may choose from among several modes of study:

- **Programs:** Faculty members from different disciplines work together with students on a unifying question or theme. Programs may be up to three quarters long.
- **Individual Learning Contract:** Working closely with a faculty member, a student may design a one-quarter-long, full-time or part-time research or creative project. The contract document outlines both the activities of the contract and the criteria for evaluation. Most students are at upper division standing.
- **Internship Learning Contract:** Internships provide opportunities for students to link theory and practice in areas related to their interests. These full- or part-time opportunities involve close supervision by a field supervisor and a faculty sponsor.
- **Courses:** Courses are 2-6 credit offerings centered on a specific theme or discipline.

The numerical and alpha characters listed as Course Reference Numbers designate modes of learning and are in a random order.

Evaluation and Credit Award:

Our transcript consists of narrative evaluations. Narrative evaluations tell a rich and detailed story of the multiple facets involved in a student's academic work. A close reading of the narratives and attention to the course equivalencies will provide extensive information about student's abilities and experiences. Students are not awarded credit for work considered not passing. Evergreen will not translate our narrative transcript into letter or numeric grades.

Transcript Structure and Contents: The Record of Academic Achievement summarizes credit awarded, expressed in quarter credit hours. Transcript materials are presented in inverse chronological order so that the most recent evaluation(s) appears first.

Credit is recorded by:

Quarter Credit Hours: Fall 1979 to present

Evergreen Units: 1 Evergreen Unit (1971 through Summer 1973) equals 5 quarter credit hours

1 Evergreen Unit (Fall 1973 through Summer 1979) equals 4 quarter credit hours

Each academic entry in the transcript is accompanied by (unless noted otherwise):

- The Program Description, Individual Contract or Internship Contract which explains learning objectives, activities and content of the program, course or contract.
- The Faculty Evaluation of Student Achievement provides information on specific work the student completed and about how well the student performed in the program or contract.
- The Student's Own Evaluation of Personal Achievement is a reflective document written by the student evaluating his or her learning experiences. Students are encouraged but not required to include these documents in their official transcript, unless specified by faculty.
- The Student's Summative Self Evaluation is an optional evaluation summarizing a student's education and may be included as a separate document or as a part of the student's final self- evaluation.

Transfer credit for Evergreen programs, courses and individual study should be awarded based upon a careful review of the transcript document including the course equivalencies which are designed to make it easier for others to clearly interpret our interdisciplinary curriculum. These course equivalencies can be found at the conclusion of each of the Faculty Evaluation of Student Achievement.

The college academic calendar consists of four-eleven week quarters. Refer to the college website (www.evergreen.edu) for specific dates.

This record is authentic and official when the Record of Academic Achievement page is marked and dated with the school seal.

All information contained herein is confidential and its release is governed by the Family Educational Rights and Privacy Act of 1974 as amended.

If, after a thorough review of this transcript, you still have questions, please contact Registration and Records: (360) 867-6180.