



Barrett, Shannon Christine

A00444806

Last, First Middle

Student ID

Former Name(s): McCue, Shannon Christine;

TRANSFER CREDIT:

Start	End	Credits	Title
04/2004	12/2007	59	Everett Community College
01/2022	06/2023	31	South Puget Sound Community College

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/2023	06/2024	48	Student-Originated Studies: Community-Based Learning and Action 14 - Based Learning: Liberatory Education and Cultural Studies 34 - Internship: Applied Education (Elementary Education and Montessori Tutoring)
06/2024	09/2024	6	Independent Readings in the French Revolution 6 - History: The Enlightenment and the French Revolution
06/2024	09/2024	4	Ethnobotany: Student-Originated Studies 4 - Research and Practicum: Plant-Based Education for Young Children
09/2024	12/2024	8	Food Systems, Social Justice, and the Environment 4 - Food Systems History 4 - Food Justice Social Movements
09/2024	12/2024	4	Microeconomics 4 - Economics: Microeconomics

Cumulative

160 Total Undergraduate Credits Earned



Barrett, Shannon Christine

A00444806

Last, First Middle

Student ID

September 2024 - December 2024: Microeconomics

4 Credits

DESCRIPTION:

Faculty: Anastasia C. Wilson

This course provides an introduction to microeconomic theory and its real world applications, as well as alternative perspectives.

Microeconomics followed the textbook *Microeconomics Economics in Context* paired with applied readings from Dollars & Sense's *Real World Microeconomics*, which provides a foundational introduction to the neoclassical microeconomic model, key concepts, and methods, and a comparison to the "in context" approach that examines social, environmental, and global perspectives.

In the course students gain the following skills and meet the following learning objectives:

1. Foundational understanding of the neoclassical microeconomic model and its assumptions, core concepts, and key definitions
2. Quantitative analysis of the supply and demand model, marginal analysis of production and consumption, calculation and interpretation of elasticity. This includes familiarity with analysis using tables, graphs, point-slope formula, and algebraic calculations
3. Critical and comparative analysis of economic ideas, including comparison of the neoclassical model to the in-context approach, and real-world applications of these theories

To meet these goals the course used weekly Canvas modules that included weekly assigned readings, a weekly problem set assignment, weekly discussion board, and other supplemental materials (videos, study guides, etc.), as well as our weekly Zooms seminar that included both lectures and group discussions. Students earned full credits through consistent seminar participation, sufficiently completing readings, weekly problems set assignments, and weekly discussions.

Program Activities: included attending a weekly 1.5-2 hour Zoom seminar, which included beginning each session with a "warm-up question" and discussion, lectures on core content, specific discussion questions and open discussion, video(s), and sharing economics in the news. Students were also encouraged to voluntarily contribute to our Econ in the News discussion to apply concepts to real world events. Additionally, students were provided with news readings, video and documentary content, and a mid-term check-in.

Assignments Included: weekly assigned readings, weekly discussion threads based on topics and prompts from our reading of Real World Micro, weekly problem sets that included a mix of problem-solving, definitions, and short answers, in addition to a mid-quarter check-in assignment.

EVALUATION:

Written by: Anastasia C. Wilson

Shannon (Christy) is an engaged learner who demonstrated deep engagement with learning microeconomic theory as well as critical thought about economic theory. Christy consistently attended and participated in each Zoom seminar, and followed-up with thorough and thoughtful weekly problem



Barrett, Shannon Christine

A00444806

Last, First Middle

Student ID

set assignments, class discussions, and written assignments. As Christy's first economics course, she demonstrated gaining a thorough foundation in microeconomics.

In my evaluation of Christy's work, she was able to gain the following skills:

1. Thorough understanding of the neoclassical model and its assumptions

Through problem sets, discussions, and engagement in the Zoom seminar, Christy demonstrated a thorough understanding of the neoclassical microeconomic model and its assumptions, often offering thoughtful examples and questions in class that helped illustrate these ideas. Christy often offered many relatable real world examples to help illustrate the theory to the class.

2. Quantitative analysis of the supply and demand model, marginal analysis of production and consumption, calculation and interpretation of elasticity

Through problem sets, discussions, and engagement in the Zoom seminar, Christy demonstrated quantitative skills in how to work through market adjustment in the supply and demand model, calculate equilibrium, as well as marginal analysis of the firm, production, and consumption. She also demonstrated quantitative skills in calculating and interpreting elasticity. I believe Christy challenged herself in confidently approaching the quantitative aspects of the course, and was able to meet the challenge.

3. Critical and comparative analysis of economic ideas, including comparison of the neoclassical model to the in-context approach Throughout the course, Christy was able to critically examine the neoclassical model in comparison to alternative economic ideas like the in-context model from our textbook. In doing so, she often cited real world examples of the implications of contending economic ideas, leading to vibrant discussions in our Zoom seminar.

Especially as Christy's first economics course, I believe that Christy gained a solid foundational understanding of microeconomic theory that would prepare her for future study of more advanced economics and related social sciences.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4- Economics: Microeconomics



Barrett, Shannon Christine

A00444806

Last, First Middle

Student ID

September 2024 - December 2024: Food Systems, Social Justice, and the Environment

8 Credits

DESCRIPTION:

Faculty: Prita Lal, PhD

In this fully online, one-quarter program, students delved into understanding food as part of wider systems (relating to production, distribution, consumption, and waste). Guiding questions included: What was a food system? Who benefited from our current food system? What were the social and ecological impacts of our food system? Who gets excluded and burdened with these costs? What were the causes of hunger? How was hunger a social construction? The concept of food justice, which was a holistic and structural view of the food system that treats real, nutritious, and culturally appropriate food as a human right and addresses structural barriers to that right, was a core theme of this program. Students gained historical grounding in how our current food system came to be, with a focus on understanding the legacies of settler colonialism and enslavement on our food system. We explored our studies of the food system in an intersectional manner, with significant attention given to the intersections of food and structural racism, along with the ways in which food justice intersected with other social issues like gentrification, the prison industrial complex, racial justice, Indigenous sovereignty, environmentalism, farmworker and labor organizing, healthcare, and more. We read the works of various food justice scholar activists from areas like Indigenous food sovereignty, Black agrarianism, political agroecology, and social movements. Weekly modules included films, videos, and recorded lectures on these topics.

Assignments consisted of four bi-weekly discussion board posts, 5 bi-weekly collective annotations on the week's readings, and one case study project, where students individually researched a food justice organization or movement and created a power point describing their case.

EVALUATION:

Written by: Prita Lal, PhD.

Shannon, who went by "Christy" in our program, met exceeded expectations by completing good work this quarter. Christy had near perfect attendance in our synchronous classes and consistently attended well-prepared to engage in workshops and seminar discussions. Christy actively participated in our synchronous and asynchronous discussions, raising thought-provoking questions and sharing insightful analysis that deepened our learning. Christy submitted the discussion board posts with a strong level of quality and at times, generatively engaged with classmates. Christy showed a solid level of analytical and critical thinking through their synthesis writing and a close reading of program texts. Christy also completed the collaborative annotations, reflecting on the readings thoughtfully and carefully. For the case study final project, Christy did a PowerPoint presentation on the Rainier Beach Urban Farm and Wetlands in Seattle. Christy created an informative presentation with impactful visuals and completed compelling research on this organization, while demonstrating strong oral and written communication skills.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

4 - Food Systems History

4 - Food Justice Social Movements



Barrett, Shannon Christine

A00444806

Last, First Middle

Student ID

June 2024 - September 2024: Ethnobotany: Student-Originated Studies

4 Credits

DESCRIPTION:

Faculty: Marja Eloheimo, Ph.D.

In this student-originated, on-line offering, students created their own program of study related to ethnobotany: relationships between people, plants, and places. Students chose to emphasize topics within botany, community herbalism, horticulture, natural dyeing, and Indigenous studies. Students chose to enroll for either four or eight credits – which determined the amount of time that was expected of them. Also, they met on-line each week to share progress and ask questions. Additionally, they posted weekly examples of their work and, at the end of the program, they presented a PowerPoint that illustrated their work, summarized their learning, and discussed their plans for the future.

EVALUATION:

Written by: Marja Eloheimo, Ph.D.

Shannon (Christy) registered in the course, Ethnobotany: Student-Originated Studies, for four credits. Christy showed strong interest in learning to identify plants that grow in Western Washington and incorporating that knowledge into age-appropriate lesson plans that Christy carried out weekly, with students aged four to eight at Roots and Wings Farm School. To achieve this learning, Christy utilized readings, PowerPoints provided by faculty, and other resources suggested by student colleagues to assist in learning plant identification and plant morphology. Christy was able to draw upon this information, with feedback given during weekly class discussions, to create weekly lesson plans and learning objectives for young children. The lessons evolved to become more and more child-centered, drawing upon the children's own curiosities and interests in touching, smelling, gathering, and eating plants that grow on the farm. This provided a more enjoyable and meaningful experience for all.

Christy is now ready and eager to build upon the knowledge gained in class by learning more basic botany to share with children. Christy's goal for this class was to gain more experience in working with children and create plant-related lesson plans outside of the classroom in preparation for applying to the MIT (Master in Teaching) program. Finally, Christy shared a beautiful PowerPoint presentation that was well-conceived and well-organized, and showcased candid images of lessons created and shared with the children. Student and faculty feedback about the presentation included the following comments: "You showed the children how food can go from ground to mouth." "Student-led." "Responsive." "Beautiful slides." It was a great pleasure to have Christy as part of our learning community. I believe that Christy will be an excellent educator.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Research & Practicum: Plant-Based Education for Young Children



Barrett, Shannon Christine

A00444806

Last, First Middle

Student ID

June 2024 - September 2024: Independent Readings in the French Revolution

6 Credits

DESCRIPTION:

Faculty: Stacey R. Davis, Ph.D., History

Students worked independently, studying the social, political, gender, and intellectual trajectories of the French Revolution from 1789 through the Terror and the Napoleonic Empire. To understand the origins of the Revolution, students read political theory from Enlightenment authors like Rousseau and Montesquieu. Next they focused on the social, cultural and political beginnings of the Revolution as well the reasons behind the Revolution's radicalization and the subsequent Terror. Throughout, readings explored the development of new political, gender and social identities for common people during the revolutionary era. Women's history was a particular focus of roughly 50% of the program material.

Students wrote weekly workshops on the seminar readings, two short papers, and a final essay exam. Readings included Jean-Jacques Rousseau, *The Social Contract*; excerpts from Montesquieu, *The Spirit of the Laws* and *The Persian Letters*; Hunt & Censer, eds., *Liberty, Equality, Fraternity: Exploring the French Revolution*; Georges Le Febvre, *The Coming of the French Revolution*; Lynn Hunt, *The Family Romance of the French Revolution*; William Vaughan and Helen Weston, eds., *David's "The Death of Marat"*; Olwen Hufton, *Women and the Limits of Citizenship in the French Revolution*; and excerpts from Antoine de Baecque, *Glory and Terror: Seven Deaths Under the French Revolution*.

EVALUATION:

Written by: Stacey R. Davis, Ph.D., History

Shannon demonstrated a good understanding of the topics she studied on the Enlightenment and the French Revolution. Each of Shannon's workshop answers showed she had a solid grasp on the key details of the historical events under consideration, and she described particularly well the opulence of the pre-revolutionary monarchy, and the misery of peasants and the urban poor. Although in places she needed to dig deeper into the more complex aspects of the readings, over the course of the quarter she developed a good ability to put her new learning to use, as she did in her creative essay imagining a conversation between a radical revolutionary and a Napoleonic soldier. Her original revolutionary-style song nicely portrayed the meter, language, and emotions a post-Bastille Day crowd might have exhibited.

Her final exam similarly showed Shannon's new knowledge, especially about the importance of Enlightenment political theory for French understandings of pre-revolutionary social inequalities, and about the lasting impact of the Napoleonic Code. Here she also used evidence from class readings really well to explore how revolutionary changes impacted the lives of nuns, peasants and working-class urban women in different ways.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 6

6 - History: The Enlightenment and the French Revolution



Barrett, Shannon Christine

A00444806

Last, First Middle

Student ID

September 2023 - June 2024: Student-Originated Studies: Community-Based Learning and Action

48 Credits

DESCRIPTION:

Faculty: Ellen Shortt Sanchez, MPA, Therese Saliba, Ph.D., and Alice A. Nelson, Ph.D.

Student-Originated Studies: Community-Based Learning and Action combined theory and practice through classroom learning, individual study, and applied internships. During fall and winter, we explored community education models, Ethnic Studies, and equity issues in K-12 settings, as well as college access and youth engagement, with a particular focus on liberatory education. During spring, topics included cultural humility in cross-community settings; social dynamics, reciprocity, and ethical engagement with community partners; modes of documenting community work; community-centered organizing (with a case study on farmworkers); organizational trauma and community resilience. All students completed in-program internships with support from the Center for Community Based Learning and Action (CCBLA), Evergreen's Public Service Center. During the core program, students gained a foundational understanding of community-based learning as pedagogy and practice to build capacity for social action and change. Class sessions included presentations and workshops, seminar on assigned readings, discussion of internship experiences, and collaborative problem-solving. Additionally, faculty conducted site visits at internships for learning observations, and students prepared final presentations for a public-facing events attended by field supervisors at the end of each quarter.

Readings/Materials: Fall-winter program readings and presentations explored the field of education, socio-political inequities, and models of liberatory, inclusive education. Faculty and students selected readings on the theory and practice of engaged pedagogy, mindfulness, anti-racism, economic justice, LGBTQ+ health, critical literacy, multi-language learning, prison education, and support for undocumented students and neurodiverse learners. Spring materials included: Barndt et al, *Viva! Community Arts and Popular Education in the Americas*; Horton and Freire, *We Make the Road by Walking* (selection); Chávez, "Cultural Humility: People, Principles, Practices"; Hooks, "Keepers of Hope"; Anzaldúa, "En Rapport, in Opposition"; Nelson, "Essential but Treated as Expendable"; Bacon, "Unbroken Connection to the Land: An Interview with Farmworker Activist Rosalinda Guillén"; Bobo et al, "Organizing for Social Change"; Wang and Burris, "Photovoices Methodology"; Whyte, "Indigenous Climate Change Studies: Indigenizing Futures, Decolonizing the Anthropocene"; King, *The Truth About Stories* (selection); Cavanaugh, "The Strawberry Tasted so Sweet"; Vivian and Hormann articles on trauma and healing in organizations; Gay, *Inciting Joy* (selection); and numerous websites related to community-based documentation work and community-centered organizing.

Community events drew connections between national education and justice movements and local organizations. In fall, these included participation in the 16th Annual Northwest Teaching for Social Justice Conference, Return to Evergreen, "Ethnic Studies in Education: Current Debates" by Xito presenter Anita Fernández, and viewing of the film *Precious Knowledge*. In winter, students attended a panel on Black Palestinian Solidarity, the Olympia Social Justice and Hidden Histories Tour, and Evergreen Community Internship Fair to broaden their understanding of community-based education. In spring, students participated in the campus Equity Symposium, the José Gómez Farmworker Justice Day, and a service field trip to Salish Roots Farm and the Squaxin Island Museum.

Assignments: Fall and winter, students kept a reflective field journal of their internship work, wrote regular reading responses, and provided constructive feedback to peers. In winter, they researched and presented a theoretical essay related to the internship, produced a final paper integrating the theory and practice of their work, and gave a final presentation. In spring, students completed six seminar notecards; ten weekly hours logs; ten reflections assessing each week's learning in internship and class settings; a personal essay examining concepts of personal history in community settings; an essay integrating



Barrett, Shannon Christine

A00444806

Last, First Middle

Student ID

theory and practice; and a final project with a "give back" product for the internship community organization. All students gave a 15-minute presentation about their work at each quarter's end. Over the three quarters, students gained skills in socio-political analysis, applied community teaching and pedagogy, communication, analytical and reflective writing, and public speaking.

EVALUATION:

Written by: Ellen Shortt Sanchez, MPA, Therese Saliba, Ph.D., and Alice A. Nelson, Ph.D.

A dedicated student, Shannon Barrett, who goes by Christy, did excellent work in all aspects of the program. Christy was generally well prepared and always highly engaged in class, providing evidence of a strong understanding of program readings and themes. Over three quarters, Christy completed a successful internship with Olympia Regional Learning Academy (ORLA) Montessori Elementary and Home Connect. Christy showed enthusiasm, curiosity, and depth of reflection in both written assignments and nearly 850 hours of internship work, and demonstrated impressive growth as a future educator committed to inclusive, liberatory education. With diligence and insight, Christy enriched our class discussions and greatly contributed to creating a challenging and supportive learning community.

Core Class: Christy was an excellent participant in our program and kept up with the reflective writing assignments and responses to classmates' service reflections. In fall, the Reflective Journal Internship Updates submitted showed good synthesis of the topics and insights gained from applied education experiences. In a culminating reflective post Christy shared, "I feel like this is a big success for me. To have hopefully made a small positive influence through the interactions I had with [students] during their school days, I feel like I've done good work, learned so much, and became even more inspired to become a teacher from interning with Kyrian. I'm looking forward to doing it again next quarter with the K-2nd graders." Christy's Community Event report stated that "watching this event (*Revolutionary Public Education at the Crossroads of Race, Class, and COVID*, NW Teaching for Social Justice conference, 2020) extended my ideas about the work of an educator. It inspired me to think outside the box and understand how powerful and necessary community organizing for social justice is to help bring change."

In winter, Christy's reflective journal and seminar responses were well written, with rich description and insights on classroom dynamics, anti-bias education, and "productive struggle" in student learning. For example, Christy provided astute summary from Hagopian and Shoman to show how their pedagogies resonate with ORLA's use of stories from Martin Luther King and Ruby Dee, to ask students, "How can we work towards equality?" For seminar facilitation, Christy selected an excellent peer-reviewed article, "Critical literacy in the elementary classroom" (Creighton) and gave an engaging PowerPoint presentation defining how critical literacy connects children's lives to reading, encourages questioning and awareness of power dynamics and fairness, and serves as a tool for discussing hard topics around equity and belonging. Thanks to Christy, many students referenced this article and learning in their final essays as critical to their expanding understanding of liberatory pedagogy. Christy built on these ideas in the final theory to practice essay. This well-written analysis argued that critical literacy methods help students understand the relationship between language, narratives, and power and are essential to culturally responsive teaching and student empowerment in our increasingly diverse classrooms and society. This persuasive essay successfully applied this theory to classroom experiences, and integrated writings by Gottleib and Hagopian to show how critical literacy can dismantle dominant narratives by thinking about context, bias, and messaging and promoting questioning rather than passive consumption of information. Christy also gave an excellent, informative presentation of this work, with nicely designed PowerPoint visuals to show how educators can use critical literacy to encourage curiosity, collaborative discussion, intersectional thinking, and social consciousness. Christy has an articulate and comfortable speaking presence and shows great promise as an educator.

In the spring, Christy continued to demonstrate a solid understanding of the theory and practice of community work through seminar notecards, weekly reflections/documentation, a personal narrative, and



Barrett, Shannon Christine

A00444806

Last, First Middle

Student ID

an integrative essay. Christy's seminar notecards consistently showed attentive reading of some texts, important connections across readings, and insightful reflection, offering many points of entry for our discussions. Christy did strong work in the weekly reflections/ documentation as well, offering specific learning related to emergent classroom situations, the values undergirding classroom practices, and responsiveness to school needs around food security issues for students. Christy's personal narrative was beautifully done, vulnerably connecting Christy's own educational journey in schools—especially experiences of support or lack thereof—to Christy's commitment to become an educator that cares for the whole student. Christy's integrative essay was also strong, and benefitted from a substantive revision process. Here, Christy successfully connected theory, practice, and reflection by linking the framework and practices of Montessori education to Freire and Horton's experiences with popular and liberatory education and Murray-García and Tervalon's framework of cultural humility. With moving anecdotes from the classroom, Christy showed how deep listening and humble engagement centering community needs are essential, ongoing work for liberatory education.

As a final project in spring, designed as a "give back" contribution to Christy's mentor-teacher, Christy created a zine, "A Day in the Life of Ms. Bella's Classroom," to make widely visible the brilliant pedagogy evident there every day. With a gorgeous aesthetic combining photos of children engaging in a range of activities, plant imagery, and a poetic description of each scene, Christy's booklet becomes a primer on principles of Montessori education brought to life in this K-2 setting, guided by a remarkable teacher: at once a powerful tribute and a useful and engaging explanatory tool. Excellent work overall!

Internship:

Christy's Internship Learning Contracts during fall, winter, and spring were designed for Christy to gain skills and experience working closely with elementary students, build academic and social emotional support, and cultivate an inclusive classroom culture through curriculum, while preparing to become a teacher.

In fall, field supervisor Kyrian MacMichael, MEd, Upper Elementary Montessori Teacher comprehensively assessed how Christy met these student-developed learning objectives:

"Christy showed great dedication to learning how to work with students while embracing the Montessori philosophy. Christy naturally stepped into the role of assisting individual students or small groups of students as they navigated their course of study in our classroom. To ensure Christy understood the task or lesson students would be completing, Christy observed direct instruction for the material and concept the students were learning, then worked with students who needed support, delivered gentle redirection when off task, and provided a compassionate ear when they were frustrated or confused. Christy showed dedication to understanding the students as individuals. I recall Christy working with one student quite often who has struggles with dysgraphia. Christy was able to work with the student and support him in completing handwritten tasks and in tasks using computers to complete digitized versions of assignments with much success. Christy showed amazing levels of patience and compassion while working with him. Christy took initiative to work with students as need arose. Christy displayed the utmost level of professionalism in all interactions with students, families, staff, and teachers during this time with us.

In the Montessori classroom, teachers are, above all, observers. They observe what the child is drawn to, and how the child interacts with materials and engages in lessons [in order to] determine how to support the children in developing at their natural pace so as to nurture a lifelong love of learning. Christy is a patient observer. Christy interacted with the students in a positive way, and supported them in developing mastery of targeted skills being practiced. It is evident in Christy's ability to manage the workload, take initiative with supporting children in the



Barrett, Shannon Christine

A00444806

Last, First Middle

Student ID

learning environment, flexibility to modify approach when obstacles arise, and Christy's conviction to seeing the children holistically and compassionately, that Christy is a natural teacher."

For winter and spring quarters, field supervisor Isabella Rogol, Lower Elementary K-2 Montessori Teacher at the Olympia Regional Learning Academy (ORLA), wrote the following evaluation of Christy's work:

"Christy consistently observed and applied new ways of learning to the K-2 group following the Montessori approach. Christy was respectful and efficient in beginning to lead a lesson. Christy led three lessons, guided the children with patience and showed a lot of care, compassion and empathy towards the children. Christy learned to appreciate the art of observing students and not offering them help when they don't need it, helping them to become independent learners. Christy possesses great teaching qualities.

Christy observed the teacher working with students on building foundational skills for reading: phonemic awareness and phonics. Christy helped assess students' reading levels and did guided reading with them under my guidance and supervision. Christy learned a great deal about how we aligned our Montessori lesson sequences to our teaching to the Common Core Standards. Christy wrote notes, asked great questions, and had conversations with the students about academic topics and about their lives. Christy worked with students that need a little extra help, and has done an amazing job working one-on-one. Christy is very flexible and accessible, and loved by all the students in this classroom.

I appreciated very much that Christy didn't impose a way of dealing with social emotional learning, but rather observed and shared ideas and concerns with the teacher, paraprofessional, other teachers, and parent volunteers. Christy helped the students follow the routines of the classroom and assisted them to find work when they were off task, always making sure that they had a choice, which is an important Montessori principal. Christy has an amazing ability to work as a team player and is very understanding of other methods and respectful of others' ideas. Christy is also very easy to talk to and is respectful and interested in learning about people of different cultures. Christy's approach is very kind and curious, and Christy is always ready to do the work.

Having Christy as an intern with us kept me engaged and encouraged me to self-reflect about my practice. Our learning community has benefited from this exchange, and I believe that Christy has as well. Christy is a natural teacher, and is adored around here!"

Overall, Christy did great applied work in elementary education and created a supportive and engaging learning community with classmates. Christy was an excellent and self-reflective student who expanded skills in pedagogy, flexible attentiveness to community needs, and cultural humility. Christy is well prepared for advanced work in anti-bias education, equity, and liberatory pedagogy.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 48

14 - Based Learning: Liberatory Education and Cultural Studies

34 - Internship: Applied Education (Elementary Education and Montessori Tutoring)



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.