



Rhyne, Peyton K

A00426520

Last, First Middle

Student ID

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/2020	12/2020	16	Anthrozoology <i>4 - Animal Behavior and Cognition</i> <i>4 - Anthrozoology</i> <i>4 - Animal Welfare Science</i> <i>4 - Animal Ethics</i>
01/2021	03/2021	16	Teaching and Learning When the World is on Fire: Education and Justice Movements <i>4 - Community Based Learning and Action</i> <i>3 - Modern Memoir</i> <i>3 - U.S. History</i> <i>3 - Education in Historical and Contemporary Contexts</i> <i>3 - Storytelling and Children's/YA Literature</i>
03/2021	06/2021	15	The Aim of Education <i>6 - Education: Culture and Sociology</i> <i>6 - Education: History and Philosophy</i> <i>3 - Writing</i>
09/2021	12/2021	10	In Sickness and In Health <i>1 - Community Psychology</i> <i>2 - Positive Psychology: Ecotherapy</i> <i>2 - Medical Anthropology</i> <i>3 - Sociology of Health, Illness, and Healing</i> <i>2 - Medical Anthropology: Applied Project on Unsheltered Youth</i>
01/2022	03/2022	10	Nature and Nurture: Human Development and the Environment <i>2 - Developmental Psychology</i> <i>4 - Human Biology</i> <i>3 - Introductory Anatomy</i> <i>1 - Persuasive Writing</i>
01/2022	03/2022	4	Woodworking and Furniture Design: Seating <i>4 - Introduction to Woodworking: Seating</i>
03/2022	06/2022	16	Cultivating Justice: Food, Feminism, and Community Psychology <i>2 - Sociology of Food Justice</i> <i>2 - Feminist Psychology</i> <i>8 - Community Research Project</i> <i>4 - Qualitative Methods</i>
09/2022	12/2022	13	Engaging Collectively Through Art and Critical Social Psychology <i>3 - Interdisciplinary Visual Art and Critical Social Psychological Studies Lecture Series and Seminar</i> <i>3 - 2D Visual Art Practices and Visual Studies</i> <i>3 - Foundational Critical Social Psychological Studies</i> <i>4 - Applied Group Project and Final Integrative Project</i>



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01/2023	03/2023	11	Principles of Learning 3 - Basics of Behavior Modification 4 - Advanced Principles of Learning 2 - Application of Behavior Modification and Learning 2 - Psychology Seminar: Exploring Literature in Learning and Behavior Modification
04/2023	06/2023	4	Writing From Life 4 - English Literature: Creative and Nonfiction Writing
04/2023	06/2023	2	Health vs. Wealth 2 - Public Health
09/2023	12/2023	16	Aging Today: Psychology and Public Health 4 - Psychology of Adult Development 4 - Introduction to Public Health and Social Health Determinants 4 - Critical Health Literacy in Aging 2 - Seminar in Aging and Ageism 2 - Introduction to Social Science Research Methods
01/2024	03/2024	8	What is Education for at This Moment in Time and Place? 3 - Foundations of Education 3 - Learning and Growing in Community 2 - Making Meaning through Writing and the Arts
01/2024	03/2024	4	EastWest Psychology: Transforming Destructive Thought/Emotion/Behavior 4 - East-West Psychology: Transforming Destructive Thought/emotion
01/2024	03/2024	2	Intermediate Professional Skills 2 - Intermediate Professional Interpersonal Skills
04/2024	06/2024	16	Playtime, Lifetime: The Anthropology and Psychology of the Lifespan 8 - Developmental Lifespan Psychology 4 - Anthropology of Play 4 - Ethnography
09/2024	12/2024	16	Native Pedagogy in Education and Social Work 4 - Critical Thinking (Richard Paul) 4 - Independent Project: Para Education in K-12 Learning Environments 4 - Native History (Treaty Times in Western Washington) 4 - Reclaiming Indigenous Art

Cumulative

179 Total Undergraduate Credits Earned



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September 2024 - December 2024: Native Pedagogy in Education and Social Work

16 Credits

DESCRIPTION:

Faculty: Yvonne Peterson, MA; Angela Carlyle, MFA

Students interested in recent Indigenous scholarship and best practices in public, Tribal, and private education, as well as in social work, could research, review, critique, and report on the perspectives of Indigenous scholars in these fields.

They prepared to work effectively in institutions that have historically viewed Indigenous peoples and their cultures as deficient, attempting to force them into the mainstream. Students researched the laws and policies of Indian education and Indian Child Welfare in North America, from treaty times to the present, selecting topics for in-depth coverage. By using the River of Culture template to identify historical moments, they applied this information to their research, documentary projects, and interactive timelines.

This approach allowed students to collaborate in exploring the laws, policies, and lived experiences of American Indian tribes and peoples—both recent and historical—while also appreciating the significance of cultural traditions and ancestral wisdom. Students examined how knowledge serves as a tool for social change. While building a learning community, students engaged in academic work learning to effectively use research methods, ask essential questions to focus on independent projects and move critical theory to praxis. The learner-centered environment provided an opportunity for students to experience working in collaborative groups, write and record poetry, experience research methods to include ethnographic interviewing and interviewing techniques, writing workshops, an introduction to Indigenous arts, learn how to develop inquiry-based and place-based curriculum, and identify best practices in social work.

During the fall quarter, we worked to build a learning community where we could trust each other as co-learners and examined how knowledge serves as a tool for social change. Throughout this process, students engaged in academic work focused on effectively using research methods. They developed essential questions and employed Richard Paul's 35 elements of Critical Thought to guide their independent projects, write analytical essays and poetry about weekly academic topics, translate critical thinking theory into practice, utilize Bloom's Taxonomy as a foundation for essential questions, incorporate historic dates from the River of Culture into academic project timelines, and apply educational technology. Over the quarter, there was a strong emphasis on Indian Child Welfare, Indian education, oral tradition, poetry, reader's theater, reclaiming cultural arts and traditions, Tribes in Washington State, cross-cultural communication, Indian treaties and sovereignty, relevant laws and policies, and social justice. While fostering a collaborative environment, students identified topics of mutual interest and partnered in exploring these themes through reporting on thematic topics from texts and selected readings.

Students worked weekly to focus on academic projects. They were responsible for identifying resources and resource people, developing the historical background for their projects by applying the river of culture historical timeline, committing to refining three elements of critical thought from Richard Paul's 35 elements, and initiating individual and/or group projects. Academic projects were reported on during week 10. Several students chose to job-shadow at tribal centers in the area or selected a school for a para-education experience, translating theory into practice in real work environments. At the end of the experience, they reported back to the program. For environmental stewardship credits, students engaged in a "sit spot" activity that tuned their senses to observe the changing seasons of the environment. Reclaiming cultural art activities involved students reflecting on the icons that have emerged from the cultures to which they belong. Students completed six art projects using leather, beads, felt, and walking sticks and often extended their techniques to finish additional pieces. They committed to volunteer



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activities to explore social activism, learning about intentional actions to create social, political, economic, and/or environmental change. Additionally, students expanded their academic work by attending the 17th Annual Northwest Conference on Teaching for Social Justice in Seattle, Washington.

Stokley Towles initiated the writing lab by introducing writing prompts for students to engage in writing: 1) write without stopping, and 2) use free writing to express their thoughts. The writing lab aimed to organize thematic writing for liberal arts programs, explore alternatives to essays, and celebrate the joy of writing. Angela Carlyle, joining the faculty team, continued the writing lab by introducing memoir writing and annotating a common reading (*Braiding Sweet Grass* using Hypothesis). Students continued to write in class, collaboratively shared and critiqued their writing, and started outlining their memoirs for continued focused writing.

Included texts and articles: Freire, *Pedagogy of the Oppressed*; Zinn, *A People's History of the United States*; Dunbar-Ortiz, *An Indigenous Peoples' History of the United States*; Kimmerer, *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants*. Selected articles: Richard Paul, "35 Elements of Critical Thought"; Benjamin Bloom, "Bloom's Taxonomy of Learning"; Barbara Lane, "Background of Treaty Making in Western Washington"; Linda Christensen, "To Say the Name Is to Begin the Story"; Cary Collins, "A Future with a Past: Hazel Pete, Cultural Identity and the Federal Indian Education System"; Maslow's Hierarchy of Needs; George Ella Lyon, "Where I'm From"; and James Luna, "I've Always Wanted to Be an American Indian." Students who meet social work and K-12 teaching prerequisites read additional texts, including the online module for the ICW Act, James Banks' titles on multicultural education topics, and the Common Core Standards for grades K-12. Speakers included Stokley Towles – Writing Prompts and Angel Van Brunt, "Lived Experiences of Indian Boarding Schools." Students also attended the Northwest Teaching for Social Justice Conference and the Wiping of Tears Ceremony for Gary Peterson.

EVALUATION:

Written by: Yvonne Peterson, MA

Peyton Rhyne's academic contributions to the Native Pedagogy in Education and Social Work program include: 1) participating in discussions about the River of Culture history template and attending seminars on current events, 2) actively engaging in the writing lab with Stokley Towles, where sharing poetry and weekly essays showcased collaborative efforts, 3) creating beaded and leather pouches, 4) accruing observation hours and serving as a paraeducator, and 5) gaining insights into Native Pedagogy for K-12 education. Peyton is a dedicated scholar who shows a strong commitment to cross-cultural communication, a skill that will greatly benefit her as she continues to develop a learning community network. I wish every student approached program workshops with Peyton's mindset—focused, hardworking, ambitious, and prepared to ask cultural questions in a critical, thought-provoking way. Peyton is organized in her life to fully commit to producing the best work and engaging critically with every endeavor as a scholar.

Peyton informed herself about laws, policies, and the lived experiences of individuals in K-12 education, critical thinking, contemporary Indian issues, reclaiming Indigenous art, Native American Studies (Steven's Treaties), U.S. History, and cross-cultural communication. Her independent project focused on accumulating observation hours in a K-12 classroom to fulfill the prerequisite criteria for a master's in teaching program. She applied for, and was selected as, a para-educator at a local school, where she worked one-on-one with a student. This significant learning experience confirmed Peyton's desire to pursue a teaching career. She met all the criteria necessary to earn full credit in the program. Peyton actively engaged with class topics by taking notes, asking thoughtful questions, collaborating with her peers, and communicating both creatively and effectively. She wielded her personal power responsibly and effectively, inspiring others to recognize and exercise their own.



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Peyton appreciated the Indigenous arts segment of the program as an introduction to art therapy, highlighting conversation and active listening as essential therapeutic components. She often found herself at the center of meaningful discussions, where her insights intrigued her classmates, fostering the development of conversations, studies, and project guidelines. Peyton is intentional in cultivating leadership skills that recognize, respect, and bridge differences—vital qualities in an increasingly diverse world.

Peyton strongly committed to growing as a scholar. She utilized critical thinking skills to quickly and accurately identify social justice issues in her decision-making and problem-solving. As a scholar, Peyton embraced risks, conveyed concepts to others, and worked effectively under time and environmental pressures. Throughout the quarter, Peyton consistently honed the following critical thinking skills in academic work: developing intellectual perseverance, refining generalizations while avoiding oversimplifications, and clarifying issues, conclusions, and beliefs.

Peyton Rhyne completed excellent academic work in the *Native Pedagogy in Education and Social Work* program.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 4 - Critical Thinking (Richard Paul)
- 4 - Independent Project: Para Education in K-12 Learning Environments
- 4 - Native History (Treaty Times in Western Washington)
- 4 - Reclaiming Indigenous Art



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April 2024 - June 2024: Playtime, Lifetime: The Anthropology and Psychology of the Lifespan

16 Credits

DESCRIPTION:

Faculty: Eric Stein and Ada Vane

In this playful, all-levels program we explored the spaces and theories of play, as well as the psychology of human development that allows us to play.

Our studies of the anthropology of play considered the lifespan from childhood to old age historically and cross-culturally and aimed to develop “structural competency,” an awareness of how larger economic and political dynamics shape possibilities for human thriving. We delved into a range of social theorists – Johan Huizinga, Brian Sutton-Smith, Mikhail Bakhtin, Michel Foucault, Mary Flanagan and others – to explore the interrelationship between power and play. As part of the ethnographic work, students learned foundational observation and documentation techniques and strategies for analyzing and interpreting everyday objects and settings. We paid particular attention to accessibility and universal design in relation to games, toys, and playgrounds, and engaged in design projects that applied theory to practice through creations of our own.

In lifespan developmental psychology, students used Lally and Valentine-French's textbook *Lifespan Development: A Psychological Perspective* as a backbone to explore psychological theories in human development from in utero through childhood, adolescence, early to late adulthood and death. Areas of emphasis included individual physical, cognitive, social, intellectual, perceptual, personality, and emotional human development, as well as cultural and environmental context affecting these processes, and the relationships among the various threads of development in each age period. Student learning was assessed using weekly reflections in response to the material, as well as weekly quizzes. This area of the program prepared students not only for careers in psychology but also education, entrepreneurship, law enforcement and justice, medicine, nursing, parenthood, social work, teaching, etc.

Students participated in weekly seminar sessions that engaged their ability to analyze a text and engage in thoughtful discussion based on that analysis. The texts, which anchored seminar, were *Why Life Speeds Up as You Get Older: How Memory Shapes Our Past* and *This Chair Rocks: A Manifesto Against Ageism* as well as *Critical Play* and *Discipline and Punish*. Students summarized the readings and shared ideas in online and in-person discussions.

In addition, students developed a final poster project or game design that synthesized learning across the fields of developmental psychology and anthropology.

EVALUATION:

Written by: Ada Vane

Peyton took a high level of responsibility for each aspect of our studies in spring quarter, meeting all expectations for assignments, attendance, collaboration, and participation in our learning community. Peyton contributed informed comments to our class discussions and posed good questions for faculty and peers. Peyton's work demonstrated substantive learning in lifespan developmental psychology, ethnography, and the anthropology of play.

Peyton engaged with discussions of seminar texts. Peyton's seminar essays showed advanced ability to summarize main points and analyze texts, and proficient ability ask critical questions for seminar. In all, the essays provided an account of Peyton's solid learning in developmental psychology and the



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anthropology of play. Peyton attended most of the seminar discussions. Peyton was an active contributor to small group discussions.

Peyton's ethnographic notebook was well-organized and the assignments were largely complete. The entries provided good initial details, but might have included a more extensive, systematic study of each site and object, including analytical frameworks from our studies of the anthropology of play. Peyton completed six of seven of the Anthropology of Play Self-Study notebook entries. The entries contained all of the required details and reflective responses provided a good analysis of experience, with a particular emphasis on "affect" related questions; some expansion to other analytical frameworks would have broadened the scope of these entries. In all, the ethnographic entries and self-study showed Peyton approaching the proficient level in ethnography. Peyton's very good scores on quizzes showed competency in anthropology. Peyton's combined score on both quizzes was 24 out of 28, reflecting consistent attention in the classroom, sufficient notetaking skills, and substantial care in reviewing the course material.

Each week, students used a variety of media to reflect on and express their understanding of key terms, concepts and theories discussed in lifespan developmental psychology lectures, textbook readings and documentaries. Peyton completed most of the reflections, which took the form of infographics that showed competent understanding of that week's material. Additionally, students took weekly quizzes to revisit key concepts. Peyton completed all of the weekly quizzes. Performance on these quizzes demonstrated outstanding understanding of main concepts and supporting details covered. Peyton's perspective on lifespan developmental psychology broadened, and deepened, significantly over the course of the quarter. Peyton is leaving this program with a solid background for further studies in the field of psychology.

To conclude the quarter, Peyton created a final poster project to summarize and synthesize content from developmental psychology and anthropology. Peyton's final synthesis presentation, "Mental Health Through Sports Play," demonstrated excellent understanding of both pros and cons in the effect of sports play on mental health. The poster presentation was well-organized, visually engaging and showed significant thinking around this nuanced topic. Peyton took this opportunity to interact with other presenters.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 8 - Developmental Lifespan Psychology
- 4 - Anthropology of Play
- 4 - Ethnography



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January 2024 - March 2024: Intermediate Professional Skills

2 Credits

DESCRIPTION:

Faculty: Tamsin Foucier, Ph.D.

The Intermediate Professionals Skills course over the winter quarter (2024) used lectures, workshops, individual reflective assignments, and formative scenario assessments to learn about and practice a variety of professional skills including communication, active listening, group/team facilitation, conflict management, stakeholder analysis and facilitation, participatory decision-making, and project and team management. Five individual assignments required students to reflect on and apply the content covered in the course. Students also participated in a final role-play assessment where they were asked to facilitate a discussion around an emerging conflict between two team members in a scenario that was provided for them.

EVALUATION:

Written by: Tamsin Foucier, Ph.D.

Peyton demonstrated strong participation during our time together as a cohort. Peyton's written assignments reflected a strong ability to conduct a stakeholder analysis, develop a work breakdown structure, and identify best practices for conflict management and group decision-making. In their final scenario assessment, Peyton demonstrated a developing capacity to facilitate and navigate conflict through a variety of communication and facilitation skills. Peyton successfully completed all requirements for this course.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2

2- Intermediate Professional Interpersonal Skills



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January 2024 - March 2024: EastWest Psychology: Transforming Destructive Thought/Emotion/Behavior

4 Credits

DESCRIPTION:

Faculty: Jamyang Tsultrim, MA, Loppon Degree

This course focused on developing a foundational understanding of mind/emotion from both Eastern and Western perspectives, based on scientific dialogue between noted evolutionary theorists, psychologists, neuroscientists and the Dalai Lama of Tibet. The emphasis of the course was on Eastern (Buddhist) psychology concentrating on destructive cognition/emotion and its function as well as mindfulness-based interventions. Students chose one destructive state of mind to study in-depth, and either developed model five-week programs or completed a final research paper to transform these destructive states using effective East/West interventions. The main textbooks were *Emotional Awareness* by Dalai Lama and Paul Ekman, *The Mindful Way Workbook: An 8-Week Program to Free Yourself from Depression and Emotional Disorders* by Teasdale, J., Williams, M., & Segal, Zindel and *Why Buddhism is True: The Science and Philosophy of Meditation and Enlightenment* by Robert Wright. This course was taught through in-person class. Student evaluation of the course was based primarily on student achievement of class learning objectives, attendance, in-class participation, and completion of all required assignments.

EVALUATION:

Written by: Jamyang Tsultrim, MA, Loppon Degree

Peyton Rhyne successfully achieved all the learning objectives and fulfilled all the requirements of this in-person teaching class. She showed particular strength in having commitment and engagement in her class learning activities and completed make-up assignments on time. She was responsible in completing all the assignments and attending all the classes. She achieved a foundational understanding of the mind/emotion through completing a mid-term paper, maintaining active in-class participation during seminar discussions and posting/responding to class discussion assignments as well as engaging with mindfulness practice assignments.

In particular, Peyton's mid-term paper showed clear insight in the comparison and contrast between different perspectives on the mind/emotions from Buddhist and Western scholars' perspectives as well as from personal reflections and included relevant citations from the assigned textbooks. This paper met the criteria of a good paper and achieved the learning objectives of the paper. She developed effective methods to transform destructive mind/emotions through maintaining the *Mindfulness-Based Cognitive Therapy (MBCT)* workbook, formal and informal practices/exercises focused on cultivating core concepts and skills of MBCT program. Her MBCT workbook assignments showed consistent practices, kept good documentation of all assigned daily practices, exercises and reflections and uploaded them on the Canvas learning management system. After completing the assigned readings, she also posted three main concepts and their supportive reasons and responded to classmate's questions effectively. These two assignments indicated a clear development of good comprehension of the class activities.

In addition, Peyton demonstrated an understanding of specific destructive emotions as well as the ability to develop practical methods for transformation of destructive emotion by completing a final research paper titled "Understanding our Emotions." This final paper demonstrated her in-depth insight in defining the nature of the emotion and its function impacting daily life domains, exploring two main methodologies of quantitative and qualitative methods to study the emotion, adding mindfulness and journaling as methods for regulating emotions, and maintaining mental well being. She reviewed relevant literature and applied her comprehension of them appropriately in the paper. Standard academic writing utilizing APA



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style and format was appropriately applied in the final paper. She accomplished all the criteria for the final research paper.

In brief, Peyton clearly achieved a foundational understanding and developed skills in transforming destructive thought/emotions for this class. Because of her development in understanding and regulating thought/emotion, she was inspired to integrate class learning for her self-growth and academic development. She has shown genuine enthusiasm and is prepared to advance to further studies in these topic areas.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - East-West Psychology: Transforming Destructive Thought/emotion



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January 2024 - March 2024: What is Education for at This Moment in Time and Place?

8 Credits

DESCRIPTION:

Faculty: Sonja Wiedenhaupt, Ph.D.

The main purpose of this exploratory program was to learn what it could mean to seek out education that is in service of a just and sustainable world in a time of climate change. With this broad goal in mind, the program was organized around three learning objectives: (i) to describe evolving beliefs and relationship to the essential question; (ii) to learn and work with concepts from Indigenist and critical race paradigms: specifically: reciprocity (Kimmerer, 2013), relationality and relational accountability (Wilson, 2001), cultural humility (Chavez, 2013), community cultural wealth and critical race theory (Yosso & García, 2007); and (iii) to synthesize insights about what's worth learning and practicing from mentor stories and community based learning.

Students demonstrated their sense making in three ways: (i) maintaining an organized research journal that included data, annotations and insights from interviews, readings and community based experiences, and along with any other artifacts related to the inquiry; and by (ii) writing & revising a letter that described their evolving understanding of the purposes of education. Students further synthesized their understandings through collaborative jigsaw inquiry to learn what stories about community organizing/collaboration could illuminate about the purposes of education. For this multimedia research project, students engaged in a deep dive into one of five stories: Freedom Schools, Farmworkers Movement, Abolitionist movement, Alliances cultivated by Tribes for watershed restoration, and Mutual Aid Societies. Students worked with a range of sources to learn about the context of the movements/work, including primary documents, essays, children's books and documentaries. Each group then generated a set learning objectives illuminated by the stories that they felt were worth learning and practicing. They created a set of cards (a contribution for a class card deck) which was informed by their research and that described the nature, look, sound and significance of each objective. This extended project required students to create and engage a set of agreements and strategies for collaboration. Students were also given opportunities to practice collaborative writing and peer review protocols in order to generate and refine their co-authored work.

Winter work was informed by texts and speakers that included: *Land Justice* (Kimmerer, 2023); *Indigenist Research Paradigm* (Wilson, 2001); *Cultural humility* (Chavez, 2013); excerpts from *Cultural Nature of Human Development* (Rogoff, 2003); *Honorable harvest* (Kimmerer, 2019); "This is no slum! A Critical Race Theory Analysis of Community Cultural Wealth in Culture Clash's Chavez Ravine" (Yosso & García, 2007); *Chavez Ravine* (Culture Clash, 2011); *Hope is a discipline* (Kaba, 2021); "Black Palestinian Solidarity: Struggling for Joint Liberation" (Elia, Hagopian & Marlowe, January 26, 2024); *Independence or Catastrophe Teaching Palestine/Israel A multiple narratives approach* (Shoman, 2014); *Teaching Palestine: An interview with Palestinian educator Ziad Abbas* (Sokolower, 2024); conversation with Squaxin Island Museum director Charlene Krise; and community member Sally Brownfield; excerpts from *Native Peoples of the Olympic Peninsula - Who we are* (Henderson, VanderWall & Squaxin Island Heritage & Culture Committee, 2002); and excerpts from *The People's History of the Seven Inlets* (Squaxin Island Tribal Museum, 2018).

EVALUATION:

Written by: Sonja Wiedenhaupt, Ph.D.

Peyton completed very good work this quarter that demonstrated engagement with the essential question. She consistently showed up prepared with weekly work and readings, and completed all major



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assignments. Peyton also engaged in relevant ways through conversations with peers. Finally, Peyton volunteered for 20 hours as part of a community-based learning experience at a local elementary school.

Peyton's work showed a developing capacity to synthesize insights about what's worth learning and practicing from mentor stories and community-based learning. As part of that work, Peyton collaborated with a group to learn about the Farmworkers movement. Together they created a set of cards around the following four objectives: (i) resistance capital: fighting against oppression to make a change; (ii) community/unity: coming together to achieve a common goal; (iii) tenacity: not giving up in the face of obstacles; and (iv) culture: maintaining core values through adversity. Each card clearly described the significance of the learning objective along with how it looks and sounds when practiced, and included a set of references that informed the card. In addition, they generated a card to provide historical context for the story that informed their set of objectives. Finally, the group curated a set of archival photographs to accompany each card that effectively communicated the essence of the card's focus. Overall, the group demonstrated a capacity to develop agreements for their work, develop homework plans in preparation for their work sessions, and demonstrated evidence of dialogue and writing protocols through which they collaboratively examined and deepened their meaning making.

Overall, Peyton demonstrated a good capacity to work with big ideas and concepts from readings; using her journal to strategically to notice what these ideas illuminated about the work of an educator. Through this work, Peyton's work showed a good developing disposition to learn and work with concepts from Indigenist paradigms and Critical Race Theory. Strong themes in her reflections revolved around practices of cultural humility and learning from multiple perspectives. Her research journal and final letter noted the importance of becoming aware of "our own stories and memories." She realized that practicing cultural humility could help her recognize what her "voice means in the world... what it means to be an educator, acknowledging power and privilege; and recognizing that "there are so many silences to be broken." Considering the concept of relationality, Peyton observed: "we should acknowledge our relationships with everything around us as it plays a part within our growth." She began considering her relationships with communities and histories, noting the power of a culturally relevant education. She also came to understand that seeing relationships provided a way to "change our way of thinking." She realized the importance of learning from people's experiences, how important it is to "ask questions." She noted "the value of ...finding understandings towards certain conflicts;" and that by engaging stories about conflict one could become more aware of inequities in practices and policies. She considered how frameworks like Community Cultural Wealth could provide ways to hold "ourselves accountable for teaching others about [conflicts like] Chavez Ravine." Peyton observed: "The purpose of education is to further our knowledge ... about the conflict or situation. The idea of culture, history and critical race theory are important to teach and educate ourselves with as we try to understand other's experience ...the hardships and challenges behind closed door." Ultimately, Peyton realized that change could happen by "learning from [people's] experience" and learning to "express our own voices."

When Peyton began the program, she set the goal to deepen her thinking and to practice looking beyond the surface of information. Her work on the research journal demonstrated progress toward that goal. Peyton demonstrated a good developing capacity to curate a research journal that was organized, included ideas from readings and practiced annotating insights from them relate to the inquiry about the purposes of education. She also found ways to begin leveraging her creativity, graphic organizers and writing protocols in order to represent and notice important ideas that were emerging from the entries. As a next step, Peyton wrote that she'd practice using the journal more during a given week, either by "adding more" or by "just looking through it" to notice and mark emergent themes. Peyton is encouraged to: (i) further practice using writing protocols where she asks herself probing questions (e.g. *What does ____ mean? So what about that? What are the implications of that idea? What do I wonder about that?*; (ii) develop sentence frames that help her slow down and explain the details of those ideas in a series of sentences; and (iii) engage cycles of drafting and re-reading as ways to address her penchant for run on sentences.



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SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

- 3 - Foundations of Education
- 3 - Learning and Growing in Community
- 2 - Making Meaning through Writing and the Arts



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September 2023 - December 2023: Aging Today: Psychology and Public Health

16 Credits

DESCRIPTION:

Faculty: Carolyn Prouty, DVM and Nathalie Yuen, PhD

In this team-taught interdisciplinary program, students studied aging through the lenses of developmental psychology and public health. Students examined individual and structural ageism; public health approaches to understanding health disparities; "race" and racism; social and medical models of disabilities; ableism; adult development; and social science research methods. Students used a lifespan perspective to consider the stability and change (gains and losses) across the domains of physical, cognitive, and social development during all periods of adulthood (emerging to late adulthood). Principles of critical health literacy were engaged to explore structural inequities in life expectancy, health, and well-being. The program materials included readings such as Louis Aronson's *Elderhood*, Michelle Zauner's *Crying in H Mart*, peer-reviewed academic journal articles, chapters from scholarly books, and articles from newspapers, as well as films. Activities included weekly lectures, seminars, and workshops in adult developmental psychology and public health, and guest speakers. Assignments included weekly seminar assignments, integrative essays, and a final exam. Students registered for additional credits additionally completed either a library research project or a life-story interview project.

EVALUATION:

Written by: Carolyn Prouty, DVM and Nathalie Yuen, PhD

Peyton Rhyne successfully achieved the majority of the learning objectives in this program with good quality work. Peyton came to the program with a focus on psychology and teaching, and made many personal connections to the material we studied. Peyton's participation in the program was good, from engagement in class discussions to contributions in seminar discussions to writing and thinking. As a student athlete, Peyton had many demands on her time, and she generally handled those demands responsibly, staying in good communication with faculty. Peyton completed nearly all of the required work of the program, had good attendance, maintained a positive attitude throughout the program, and received full credit.

Seminar discussions and small group workshops were central to the work of the program. Peyton's main participation was most often in small group work, and while she was often an active listener in the larger group, Peyton was also successful in the latter half of the quarter in contributing thoughtful observations to our discussions, connecting the texts to her experiences. Weekly readings and written seminar and integrative assignments were a cornerstone of our work in bringing critical perspectives from developmental psychology and public health literature. The quality of Peyton's writing was good overall, and her seminar writings were well-organized, and captured the core ideas being learned, as well as her responses to the readings and concepts. Peyton's integrative essay drew on program texts and identified a number of important program topics, and provided a summary of many of the points made in the films and lecture slides. Peyton made good connections to larger program themes as well as her own ideas and questions.

Students completed a take-home integrative final exam responding to questions about essential theories, topics, and applications in developmental psychology and public health. On the developmental psychology portion of the exam, Peyton demonstrated a good understanding of the life-span perspective by Baltes and an emergent understanding of research on the subjective experience of dementia. On the public health portion of the exam, Peyton demonstrated a good understanding of upstream, midstream, and downstream interventions in public health, and an excellent understanding of allostatic load, and the



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social model of disability. On the interdisciplinary portion of the exam, Peyton demonstrated a very good understanding of the impacts of individual and structural ageism.

For the quarter-long Library Research Project titled, "Aging in Retired Athletes", Peyton did very good work investigating what happens to retired athletes' bodies as they age, the long-term effects of concussions experienced by athletes, and the benefits of exercise for brain and body health. Peyton completed all parts of the project (most submitted late); the outline was particularly well done, and Peyton found a few high-quality research studies, as well as numerous online news sources. Peyton's 10-page final paper was well organized, generally well written, and provided a good summary of the research completed, and though good sources were found in the reference list, the paper lacked in-text citations. Peyton designed a visually pleasing and easily read series of slides that compellingly conveyed the key ideas of the research, and reflected her passion for the project.

In sum, Peyton demonstrated a good overall understanding of program learning objectives concerning aging, ageism, health literacy, public health, and of concepts in developmental psychology. Peyton demonstrated respect and inclusivity in all aspects of the program.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 4 - Psychology of Adult Development
- 4 - Introduction to Public Health and Social Health Determinants
- 4 - Critical Health Literacy in Aging
- 2 - Seminar in Aging and Ageism
- 2 - Introduction to Social Science Research Methods



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April 2023 - June 2023: Health vs. Wealth

2 Credits

DESCRIPTION:

Faculty: Mary Dean

This course explored the intersection where valued health care meets paid health care. In the American health care arena good intent is plagued by paradox and often yields a miss-match with initial intent. Paradoxes and high costs that haunt prevention access, research, treatment and unintended consequences were reviewed. The books, *Redefining Health Care: Creating Valued-Based Competition for Results*, by Michael Porter and Elizabeth Teisburg and the *2022 Annual Health Reform Update*, by Sara Wilensky and Joel Teitlbaum were used to turn student attention toward solutions for the broken system.

To achieve adequate analysis of the problems within the health care system, students completed weekly reading assignments and provided written responses to each assignment. The films, "*Sick Around the World*", "*Sick Around America*", and "*The Health Care Divide*" were used to further illustrate the performance of the health care system and inform group discussion. Students conducted individual research and produced a paper identifying leading issues in the paradoxes of prevention, access and cost, research and treatment or unintended consequences in attaining quality outcomes. The personal aspects of public health policy were address as students were were required to engage in one self-care activity each day, focused on stress management, and make a verbal report to the class weekly.

EVALUATION:

Written by: Mary Dean

Peyton met some of the course expectations and actively participated in the development of a learning community. Peyton was faithful in keeping a daily gratitude journal and reported the activity verbally during the weekly class.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2

2 - Public Health



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April 2023 - June 2023: Writing From Life

4 Credits

DESCRIPTION:

Faculty: Rebecca Chamberlain, M.A. English Literature

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

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

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

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

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

EVALUATION:

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

Peyton Rhyne did good work in "Writing From Life: Creative and Effective Writing." She was a self-directed learner who demonstrated solid reading, writing, speaking, and comprehension skills as she pressed into analyzing literary works and themes and developed proficiency in critical and creative writing practices. She participated in seminars and completed five out of eight weekly synthesis essays. In class, she completed writing prompts and developed skills in editing drafts of manuscripts and applying grammar, usage, and stylistic features. She developed learning goals and she gave and received feedback in writing workshops. She encouraged and supported other students in developing their critical and creative reading, writing, and thinking skills. She attended seven out of ten classes.



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Over the quarter, she developed several major assignments through multiple drafts. They included an essay on "Why I Write," and a thoughtful personal essay that explored the challenges and struggles of a gifted college athlete and soccer player. Peyton is smart, thoughtful, and aware, and she produced quality writing, though she did not turn in a final portfolio or give a presentation of her work. I look forward to seeing how she develops her writing in the future.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - English Literature: Creative and Nonfiction Writing



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January 2023 - March 2023: Principles of Learning

11 Credits

DESCRIPTION:

Faculty: Carolina (Kina) Montenegro, Ph.D.

In Principles of Learning students examined a variety of fundamental learning processes, investigated through research focused on human and non-human animals. We began with an examination of 'elementary' forms of learning and then progressed to a consideration of more 'complex' learning and cognitive processes. Some specific phenomena we examined include: classical (Pavlovian) conditioning, operant (instrumental) conditioning, and procedures relevant to applied behavior analysis. The objectives of this program included: (1) expanding understanding of historical and contemporary learning principles through a review of empirical research in the area, and (2) providing examples for how these principles are applied in research, clinical, classroom, and home setting.

Students completed multiple forms of assessment in order to measure objectives, including written assignments (journal entries), multiple-choice quizzes, participation in a journal club style seminar, and a self-modification project. Journal entries served to create stronger connections to material by creating a personal connection to learning. Quizzes evaluated students on their ability to understand, recall, and apply material. During journal club, students presented empirical journal articles and led/contributed to discussions related to learning and behavior modification. Students also provided written summaries of the journal articles read. Summaries acted to demonstrate comprehension of and engagement with readings, as well as reflective and critical thinking skills in the form of questions, opinions, and insights. Lastly, a multi-part self-modification project gave students first-hand experience with the particulars of setting behavior goals, establishing a baseline, and methodically changing behavior.

EVALUATION:

Written by: Carolina (Kina) Montenegro, Ph.D.

In consideration of evaluative materials, Peyton Rhyne (PR)* has clearly demonstrated mastery of the program.

PR's journal entries reflected a keen ability to reflect on and evaluate our program material. PR was quick to understand the objective of creating meaningful connections to the material while demonstrating understanding of program material and provided personal connections that truly embraced the purpose of the assignment. PR's quizzes exceeded expectations in understanding, recall, and application of program material.

For group journal club presentations, PR presented a paper related to habituation and sensitization. PR provided a good introduction to what the paper was going to be about, importantly taking time to frame the later discussion. Methods were very successful, nicely explained and very clear, while results included a concise summary which was easy for peers to follow. PR and the group then took us through a relevant and thought-provoking conversation through seminar questions directed towards expanding on our critical thinking skills. The seminar questions presented were thoughtful and led to a healthy discussion and the direction provided by the group really helped extend their comments and thoughts.

PR also showed advanced understanding of journal articles in summaries. PR took time to read edits made by me to further skills in scientific writing, PR also applied all edits to future summaries, showing some great strides in learning.



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PR's self-modification project was a good example of application of our learned materials. PR took on an ambitious project, working over many days during our quarter together towards modifying a behavior. By completing this project, PR worked on time management and writing skills.

Overall, PR has exceeded expectations and completed the program successfully.

*Student's name has been abbreviated in order to decrease any potential biases.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 11

- 3 - Basics of Behavior Modification
- 4 - Advanced Principles of Learning
- 2 - Application of Behavior Modification and Learning
- 2 - Psychology Seminar: Exploring Literature in Learning and Behavior Modification



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September 2022 - December 2022: Engaging Collectively Through Art and Critical Social Psychology

13 Credits

DESCRIPTION:

Faculty: Arita Balaram, Ph.D. and Shaw Osha, M.F.A.

Engaging Collectively Through Art and Critical Social Psychology was an interdisciplinary visual art and critical social psychology program focused on questions of how health, care, wellness, and illness are impacting individuals and the collective and how those issues are surfacing across both disciplines. This program considered how the practices and methodologies of art and social psychology look critically at how we affect and are affected by the culture around us, and if they can inform each other as community-engaged practices. As a learning community, students engaged in art and psychology practices that explored what it means to be in conversation with the current and historical sociopolitical world around us, drawing encouragement and influence from each other. Students wrote weekly seminar essays, conducted focused research, drew from the figure, and experimented with making interpretive copies and visualizing data. The program culminated in a final collaborative art and psychology project that brought together a line of inquiry with a collective art project.

We drew on social science, visual studies, and 2D artmaking to analyze the form and content of artworks and how art represents human conditions (plural), and how formal aspects of art correspond to ways of being human. We examined the fluidity of identity as a personal and/or socially constructed representation of self in a community (ethnic, dis/abled, national, civic, etc.) with others. We looked at how art stimulates empathy on the part of the viewer and what creativity gives voice to. We used theoretical frames of psychoanalysis, aesthetics, and critical social psychology as well as art writing to help examine our themes with texts like *Health*, a White Chapel publication of collected essays on contemporary art and health; Rudolph Arnheim's *Art and Visual Perception*; DW Winnicott's, 'Transitional Objects and Transitional Phenomena'; selections from Maggie Nelson's, from *Art Song*, *On Freedom*; Freud's 'Creative Writer and Daydreamer'; Derek Hook's, 'The postcolonial, psychopolitical Black Consciousness and Vernacular'; Virginia Woolf, 'On Being Ill'; Martin-Baro (1999) 'Towards a liberation psychology'; Andrea Fraser, Connie Butler, and Ikechuku Onyewueni on 'Group Relations'; and Apfelbaum and Lubek: 'Relations of domination and movements for liberation psychology.' We went overnight to Seattle and spent time in three Seattle art museums; we attended the Art Lecture Series with talks by artist, Park MacArthur, feminist art collective, Hilma's Ghost, art writer and curator, Naragara Kudumu, and performer/writer, Elisabeth Houston. We also studied artists such as Park MacArthur, Marlene Dumas, Felix Gonzalez Torres, Kara Walker, Nathaniel Mary Quinn, and others for examples of how form works with imagery. We looked at artists such as Park MacArthur, Marlene Dumas, Felix Gonzalez Torres, Kara Walker, Nathaniel Mary Quinn, and others for examples of how form and imagery work for collective engagement.

This program was designed to support students interested in community engagement, visual art, critical social psychology, aesthetics, and perception. Students were introduced to a diverse set of theoretical and visual methodologies in the social sciences used to understand human experience and subjectivity and they developed an understanding of how access to art connects to issues of health, care, and well-being and they began to critically imagine how to situate their own projects in terms of the world around them.

EVALUATION:

Written by: Shaw Osha, M.F.A.



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Peyton entered this interdisciplinary program as a student-athlete with a background in psychology but visual art was a new field. Peyton demonstrated a basic understanding of how a full-time, critical psychology and art program can work together to pose current questions about health, care, the collective, and the individual. Peyton was able to articulate many relevant ideas verbally, in writing, and in visual art, and incorporated peer and faculty feedback. Emergent-level work was submitted (often late) in major and minor assignments including seminar papers and visual art/psychology applied projects. Peyton was a more minor member of the final collaborative project. Areas of strength were Peyton's expanded openness to integrate interdisciplinary critical thinking, visual art, and writing, to further program discussions, and increased awareness of membership in group dynamics. To grow and develop as a learner, Peyton can work to articulate and participate more in her own educational goals and work on close reading and connecting writing to the texts being studied bringing in citations to support the ideas.

Peyton's writing structure was emerging, mostly conversational, with some formal aspects including contextualizing and integrating concepts, issues, and questions within art and critical psychology frameworks from across the quarter. Responses to peer work in writing and visual art were thoughtful and engaged. The final collaborative project asked students to identify an emergent question coming out of the themes of the program. Peyton participated in a limited way with her group in a multi-staged collaboration titled, "Observing Empathy: An Analysis of Empathy Through Art and Social Psychology," which pulled together critical psychology and visual art around a research question and then execute it through visual art-making, writing a collaborative essay, installing, and presenting.

In sum, Peyton did good some work in this program and played a valued role in building our learning community.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 13

- 3- Interdisciplinary Visual Art and Critical Social Psychological Studies Lecture Series and Seminar
- 3- 2D Visual Art Practices and Visual Studies
- 3- Foundational Critical Social Psychological Studies
- 4- Applied Group Project and Final Integrative Project



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March 2022 - June 2022: Cultivating Justice: Food, Feminism, and Community Psychology

16 Credits

DESCRIPTION:

Faculty: Arita Balaram, PhD and Prita Lal, PhD

This two-quarter program explored topics like farming, food production, and community psychology at the intersections of gender, race/ethnicity, and class/caste in the US and across the globe, drawing connections between local and global food systems and communities. We studied feminist theories of people's relationship to land, labor, food production and consumption, as well as the impacts of colonialism and capitalist- white supremacist patriarchy on land-based cultures.

Guiding questions included: How is food cultivation and culture a gendered form of expression, resistance, and resilience? In what ways is food justice linked to struggles over land dispossession and larger processes of decolonization? How is cultural nourishment and individual well-being inextricably linked to community well-being?

Students were introduced to theories of community psychology from a feminist lens that framed questions of identity and individual and community well-being within the broader social, cultural, and environmental context. We drew upon on eco-feminist, indigenous, and decolonial world views to cultivate a holistic and historical understanding of marginalized people's lived relationship to land, farming, and food, and the interconnectedness of people and the earth.

During the winter quarter, seminars and asynchronous presentations established foundations in the academic disciplines pertinent to the program, while the readings and presentations in the spring quarter were determined by students on topics related to this program.

In the spring, we read *The Mushroom at the End of the World* by Anna Tsing; *The Deep* by Rivers Solomon; *The Body is Not an Apology* by Sonya Renee Taylor; excerpts from *Against the Grain* by James Scott, *The Sum of Us* by Heather McGhee, and *The Revolution Will Not be Funded* by Incite; *Hunger* by Roxane Gay; and the *Fat and Queer Anthology*. We watched the films: *The Last Season*; *Black Indian: An American Story*; *final straw: earth, food, and happiness* and listened to a variety of podcasts on topics directly pertinent to our readings. Also in the spring quarter, our program participated in Evergreen's annual Equity Symposium, where our class hosted a visit from one of the keynote speakers, adriennemaree brown. Additionally, we went on three field trips this quarter to the following organizations: Garden Raised Bounty (GRuB), the Thurston County Food Bank's Kiwanis Food Bank Gardens, and a campus mushroom walk led by Lauren Re of the South Sound Mushroom Club.

Students engaged in regular seminars and workshops along with research and writing projects about their own cultural foodways. Students completed community-based learning by completing volunteer work at local partner organizations (or researching local organizations) and submitting a final project that integrated their work with our studies this quarter. Students completed weekly asynchronous modules in addition to synchronous class meetings. In the winter, assignments included weekly discussion board posts, annotations to seminar readings, and a synthesis seminar paper. Students also completed a series of reflective writing assignments on what food, culture, and identity means to them. In the spring, students continued to submit weekly discussion board posts and annotations to seminar readings. The community project became the center of our learning in the spring quarter as students were required to complete 7-10 hours a week of volunteer or research work and submit a final project based on this work. The final project took the form of a paper and video presentation or students had the option to submit a creative project such as a zine or podcast.



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Students took this program at 12, 14, or 16 credits in winter and 12 or 16 credits in the spring. In addition to the work completed above, 14 and 16 credit students participated in a weekly in-person workshop on community-engaged research and ethics. In the winter, 16 students completed a weekly reading and reflection assignment, making connections between the readings and their volunteer and internship work. Students were also introduced to the practice of field notes and completed a set of field notes at their community sites to deepen their ethnographic skills. In the spring, students explored a research question that emerged from their program work and integrated interview design and analysis into their final project.

Students gained skills in intersectional feminist analysis, community psychology and the psychology of gender, systems thinking, qualitative research methods, participatory action research, analytical writing, and anti-oppression education.

EVALUATION:

Written by: Arita Balaram, PhD

Peyton did good emerging work this quarter. Peyton had solid attendance for our synchronous and in-person classes and had a quiet but attentive presence in class discussions.

Peyton completed most of the discussion board and annotation assignments, demonstrating a careful understanding of the weekly readings and thoughtful engagement with class peers on the materials. I encourage Peyton to continue working on time management and communication with faculty if she is falling behind on assignments and needs support.

For the community project, Peyton volunteered at Hillcrest Elementary School and explored how sensory gardens benefit children, schools, and the larger community. She interviewed a speech therapist at the elementary school who works with students with disabilities about both the benefits and challenges of sustaining sensory gardens in schools. Peyton did good work to analyze the interview and pull out main themes. I was curious to hear more from Peyton about how she connected the interview themes with concepts from the program and encourage her to continue working on clarity and preciseness in her writing.

We wish Peyton the best of luck in her future studies. Peyton is prepared for further foundational studies in psychology, sociology and gender, and food justice. She moves on from this program with an increased understanding of herself as a learner and as an agent for positive change in the world.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 2 - Sociology of Food Justice
- 2 - Feminist Psychology
- 8 - Community Research Project
- 4 - Qualitative Methods



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January 2022 - March 2022: Woodworking and Furniture Design: Seating

4 Credits

DESCRIPTION:

Faculty: Robert Leverich, M.Arch. M.F.A.

This class addressed fundamentals of woodworking and furniture design through the challenge of making seating, primarily stools, benches or chairs, with simple constraints on size and joinery. Students were introduced to wood species and characteristics, principle wood shop power tools, and safe operation procedures for milling, shaping, and joining wood. They learned basic wood joint types (edge joints, dado joints, lapped joints, mortise and tenon joints). They learned to use basic hand tools (handsaws and bench chisels) for cutting and refining joints and surfaces), basic power tools (jointer, planer, table saw, chop saw, band saw), and glue-up, and sanding, and finishing methods. Projects explored functional, ergonomic and metaphorical dimensions of seating. Students began by making a small 3-part wooden stool to introduce basic dimensioning, milling, cutting, and dado joinery. For their main project, each student made a stool, bench or simple chair of their own design, meeting overall parameters for size and number of members and joints. Students made full-scale orthographic drawings for both projects to study scale and joinery issues. Online videos and readings addressed foundational woodworking topics, including wood characteristics, sustainable wood use, craft issues, seating design and ergonomics, and cultural history and significance of chairs and seating. Students were asked to respond briefly to the readings in writing and in class discussions. At the end of the class, students were asked to present their projects, along with their drawings and sketches and reading responses, and to reflect on their work and learning in a final self-evaluation.

EVALUATION:

Written by: Robert Leverich, M.Arch. M.F.A.

Peyton Rhyne was a reserved but attentive and good-spirited member of the class learning community. She attended fully, and took on all of the class work with focus and care. She regularly attended open shop work sessions, to advance her skills and push her projects to completion. Her reading responses were a little sparse, but those she turned in showed careful reading and thoughtful observations. More effort there will give more substance to her ideas and her work. In the studio, Peyton gained good introductory experience with the wood shop tools and processes introduced, and a growing awareness of woodworking procedures and craft. Her small stool project was a capable start, nicely sanded and finished. She made good use of sketches and full-scale orthographic drawings to study her design for her final project, a simple and delicately scaled chair of alder with just three legs. These were joined to the seat with shouldered lap joints. The legs extended up to hold the back and two armrests. This was a great first seating project, the design stemming directly from her initial sketch; a clear concept from the start. Peyton is ready for more advanced work in woodworking and furniture design in the future. Nice job, Peyton!

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Introduction to Woodworking: Seating



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January 2022 - March 2022: Nature and Nurture: Human Development and the Environment

10 Credits

DESCRIPTION:

Faculty: Ada Vane, MA and Paul Przybylowicz, Ph.D.

Developmental Psychology: Using Ricardo & 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. Student learning was assessed using weekly reflections in response to the material, as well as a final quiz.

Human Biology & Experiential Anatomy: We explored topics in human biology using *College Human Biology* by Brainard & Henderson and *The Body: A Guide for Occupants* by Bill Bryson. The material was covered through readings, lectures, discussions and workshops. Student learning was assessed through weekly study questions.

The Yoga Anatomy Coloring Book anchored our explorations of musculoskeletal anatomy through coloring and movement. The weekly workshops focused on the bones and muscles of a portion of the body and experiencing these in a yoga session. Students were required to memorize the names and locations of 39 bones and 35 muscles. Learning was assessed through a final exam.

Writing/Research: Students engaged with weekly writing workshops that introduced the various aspects of academic persuasive writing and allowed students to practice those skills. Over the course of the quarter, students used learnings from this workshop in groups to generate drafts, and to receive feedback from faculty on this group effort. These workshops culminated in an individual persuasive essay on a topic of the student's choice. Students were evaluated on their drafts each week, and on their final essay, which included structured paragraphs in APA format, written in academic tone.

Seminar: Students participated in weekly seminar sessions that engaged their ability to analyze a text and engage in thoughtful discussion based on that analysis. The texts, *What's Going On In There?*, *I Contain Multitudes*, and *How We Learn*, explored nature/nurture from both psychological and biological perspectives. Students summarized the readings and shared ideas in discussion and informal presentations.

EVALUATION:

Written by: Ada Vane, MA and Paul Przybylowicz, Ph.D.

Peyton Rhyne had a successful quarter in *Nature and Nurture*. Peyton attended a little more than half the program meetings, completed a majority of the work, and the quality of this work was generally good. This student left this program with a selective background for further studies in psychology, biology, anatomy, and academic writing.

In developmental psychology, Peyton completed less than half the weekly reflections, which expressed a good grasp of the concepts and laid ground for moderate engagement in workshops. Performance on the final quiz demonstrated an excellent understanding of developmental psychology.

Peyton completed a majority of the work in human biology. Answers on the weekly study questions demonstrated a very good understanding of the main concepts and supporting details. Peyton also demonstrated a growing familiarity with technical language and concepts. Overall, Peyton's work showed a very good understanding of introductory human biology.



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In experiential anatomy, Peyton completed most of the work. Engagement during the weekly experiential anatomy session was good when present. Peyton's final exam illustrated an excellent ability to identify the bones while their ability to identify the major muscles of the human body was good.

Peyton worked to develop academic writing skills this quarter. The quality of group work was generally good. Peyton was reasonably engaged with group writing sessions that focused on various areas of academic writing. Peyton's persuasive writing improved somewhat this quarter.

Peyton also engaged with discussions of seminar texts, attended a majority of the seminar discussions and completed most of the preparation assignments. Peyton was an active contributor to group discussions. Overall, Peyton demonstrated a high level of responsibility and commitment to the learning community through preparation of critical questions for discussion.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 10

- 2 - Developmental Psychology
- 4 - Human Biology
- 3 - Introductory Anatomy
- 1 - Persuasive Writing



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September 2021 - December 2021: In Sickness and In Health

10 Credits

DESCRIPTION:

Faculty: Arita Balaram (Psychology), Toska Olson (Sociology), Eric Stein (Anthropology, History)

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 utilized 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. In medical anthropology, students learned introductory qualitative ethnographic techniques through documenting and analyzing health-related objects and settings in three short observational notebook assignments. 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.

EVALUATION:

Written by: Eric A. Stein (Anthropology and History), Toska Olson (Sociology), and Arita Balaram (Psychology)

Peyton met some responsibilities to assignments and collaboration in In Sickness and In Health, but might have maintained a more consistent engagement with learning throughout the quarter.

Peyton attended most program seminars and contributed to small group conversations. Peyton's completed seminar synthesis essays often showed a very good level of attention to readings and a grasp of some of our core concepts in psychology, sociology, and anthropology. An essay on Audre Lorde's book *The Cancer Journals* provided a good consideration of the relationship between silence, voice, and empowerment and met the requirements for the assignment at the proficient level. A later essay on trauma demonstrated a very good comprehension of concepts from the readings and a capacity for applying theory to thinking about real life situations.

Peyton worked with five peers on the quarter-long applied anthropology and community psychology project to examine the complexities of self-care and loneliness among college students. The group's well-researched 11-page research paper, "Self-care Strategies for College Students Suffering from Anxiety and Depression," referenced a substantial range of relevant scholarship and demonstrated a good understanding of principles of community psychology that acknowledged structural factors and the role of stigma as an obstacle to improving mental health outcomes. While the paper could have used a clearer organization scheme, it met the expectations for the assignment at a proficient level. The group's accessible, well-composed final presentation featuring the work of the organization "Project Unlonely" on college campuses, provided a good overview of the problem and the organization's interventions. While Peyton helped deliver the final presentation, more consistent participation and engagement from Peyton throughout the project would have helped strengthen the group's work overall.

Peyton's ecotherapy group developed significant cohesion during fall quarter, and made some progress toward connecting with the core themes in positive psychology. The group's well-organized ecotherapy notebook might have more thoroughly documented group practices, discussions, and questions during the quarter. Group members noted that Peyton developed capacities for group communication during the quarter and was active in outdoor activities. Though Peyton did not turn in some of the observational



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work, Peyton's complete final reflection celebrated ecotherapy as an important strategy toward physical and emotional well-being and showed a good connection with the group overall.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 10

- 1 - Community Psychology
- 2 - Positive Psychology: Ecotherapy
- 2 - Medical Anthropology
- 3 - Sociology of Health, Illness, and Healing
- 2 - Medical Anthropology: Applied Project on Unsheltered Youth



Rhyne, Peyton K

A00426520

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March 2021 - June 2021: The Aim of Education

15 Credits

DESCRIPTION:

Faculty: William Ray Arney

We started with an obvious question: What is the aim of education? Put personally to each student: What is the aim of *your* education?

We pursued this question through common readings including selections from "The Aims of Education Lectures" given to entering classes at the University of Chicago; Mark Edmundson, *Why Teach?: In Defense of a Real Education*; Ta-Nehisi Coates, *Between the World and Me*, Matt Hern (ed.); *Deschooling Our Lives*, Paulo Coehlo; *The Pilgrimage*, selections from Donald L. Finkel and William Ray Arney; *Educating for Freedom: The Paradox of Pedagogy*, Hartmut Rosa; *The Uncontrollability of the World*, and selections from Kathleen Fitzpatrick, *Generous Thinking: A Radical Approach to Saving the University*. One guest lecturer talked about the history of The Evergreen State College; another talked about its future. Dr. Marcia Tate-Aruna, Dean of Evergreen's Tacoma Campus was also our guest following lectures by former Evergreen President Dr. Les Purce, Dr. Maxine Mimms and Dr. Joye Hardiman recorded during last summer's Tacoma Lyceum. Students were required to participate in two seminar discussions each week.

In addition to our common readings, students pursued, freely, an independent study of an author or a theme of their choice. They were to devote eight-ten hours each week to their independent project and write about it three times during the quarter. Another writing assignment asked students to reflect on their personal aim of education. Students met in a student-only seminar at the beginning of each week and met with a peer-group, for fellowship and to help one another with their work, at the end of the week.

EVALUATION:

Written by: William Ray Arney

Peyton appeared on our Zoom screens but did not participate in most seminar discussions so it is difficult to judge Peyton's engagement with the program texts.

Peyton's written work was a mixed success. Here is a sample from Peyton's response to the task of writing about one's own "aim of education," just as Peyton was deciding to enroll at Evergreen:

"A small school with a different curriculum and set ideas of what they picture a college should be. What students should take away from programs and learn from seminars, making Evergreen unique from other schools. I felt like I finally decided on my future school, a place not far from home, no set majors, leaving me room to decide on my profession and interests, and the ability to still play college soccer. I remember the day I made my decision, after a stressful night of going over financial issues and creating a "pros" and "cons" list... a recommendation for other high school students when deciding. I called the coach for the Evergreen Women's Soccer team and gave a verbal commitment, later creating my essay for my application, looking forward to the next four years."

This is from Peyton's overview of doing independent reading for eight-ten hours per week:

"The idea of sports excites me. The stress brought upon student athletes is worth it when on the game field and receiving your degree. The commitments and sacrifices were all worth it to have the title "student athlete." Was it worth it? We spend twelve years in school to graduate with a



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high school diploma and then either go to college or the military. If we decide to continue education, we then pay thousands to receive a degree and then work for the rest of our lives to support ourselves and family. We do see those "lucky" people who get away with a winning lottery ticket or are so talented that they receive scholarships to paint art or play music. Students work hard for their future careers and focus on what they want for themselves. Teachers encourage their students to learn and decide what they want as they grow every day. Teaching is one of the most popular career paths students are studying towards. This country will always need teachers as well as students who are being educated."

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 15

- 6 - Education: Culture and Sociology
- 6 - Education: History and Philosophy
- 3 - Writing



Rhyne, Peyton K

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January 2021 - March 2021: Teaching and Learning When the World is on Fire: Education and Justice Movements

16 Credits

DESCRIPTION:

Faculty: Michael Bowman, PhD, Kate Napolitan, PhD

Because of the global COVID-19 pandemic, Teaching and Learning When the World is on Fire was conducted remotely through Canvas and Zoom platforms. Students rose to the occasion of this difficult moment and co-created a supportive space of learning. While the remote format presented challenges, it also provided opportunities to visit with people that might not have been feasible in a traditional face-to-face teaching and learning format. We learned from dozens of educators, community organization leaders, students, young people, activists, and Evergreen faculty and staff who are doing important on-the-ground work.

The program was organized around the study of three intersecting education and justice movements: the immigrant rights and sanctuary movement; the Movement for Black Lives; and Indigenous-led climate justice movements. The program was reading-intensive and discussion-based.

For the first unit, titled "Immigration, Expulsion and Education Sanctuary," we read and discussed Jose Antonio Vargas' *Dear America*, a memoir about navigating U.S. institutions and everyday life as an "undocumented citizen." Through Vargas's own journalism and media work, we asked the questions "what stories do we hold about immigrants and immigration?" and "what stories should we know about immigrants and immigration?" and "how can education and educators humanize the issues of immigration in the U.S." Historian A. Naomi Paik's *Bans, Walls, Raids, Sanctuary: Understanding U.S. Immigration For the Twenty-first Century* provided us with a useful history of three of the Trump administration's immigration strategies: the "Muslim Ban," the construction of a wall along the U.S.-Mexico border, and a directive to Immigration and Customs Enforcement (ICE) to increase raids on homes and businesses. Paik's book also provided a genealogy of sanctuary movements that she believes can guide immigrant justice organizing today. To connect the texts and discussions to local and regional work, we learned from Evergreen students and staff (Amira Caluya, Luis Apolaya Torres, Jean Eberhardt, Amor Mendoza, Mahkyra Gaines, Anne Fischel) about their work to support the educational goals of undocumented students and families at Evergreen and in Olympia; from Alejandra Pérez, an immigrant rights organizer in Washington, about organizing tactics to build a youth movement; and from Evergreen librarian Paul McMillan, who helped lead a regional effort to replace the phrase "illegal alien" from the Library of Congress subject heading. To connect the texts and discussions to the role of educators, each student selected one picture book or Young Adult (YA book) from a small, curated list, and used a series of questions developed by Jean Mendoza and Debbie Reece in *Reading Against the Grain* to analyze the text and images. To connect the unit to the new Biden/Harris administration, we contextualized and made digital annotations on the press release for the proposed U.S. Citizenship Act of 2021.

During the second unit, titled "Black Lives Matter in Education," we read and discussed two memoirs: James Baldwin's 1963 *The Fire Next Time* and the YA-adaptation of Patrisse Khan-Cullors' 2020 *When They Call You a Terrorist*. Both described lives enveloped by Black love, protection, and knowledge and lives subjected to the everyday structures and institutions of white supremacy. We asked: What kind of emancipatory and abolitionist futures did Baldwin and Khan-Cullors envisage? Essays from African American Studies professor and prominent public intellectual, Keeanga-Yamahtta Taylor, helped us contextualize and link 1960s Black Liberation calls for a "radical reconstruction of American society" and the possibilities of what was— at the time of her writing (2016)— the new Movement for Black Lives. To connect the texts and discussions to local and regional work, we learned from Shelby Jones and Tyra Griffiths of the Washington Building Leaders of Change (WA-BLOC) about the curriculum and pedagogy



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of Seattle Freedom Schools; from the NAACP Youth Council's organizing around Black Lives Matter at School Week, district-wide equity work, and Ethnic Studies; and from James Jackson about prison policy, prison education, abolition, and the Re-Entry Scholars program. Like the first unit, students also selected one picture book or Young Adult (YA book) from a small, curated list, and used the Mendoza and Reece framework to analyze the text and images.

During the third and final unit, titled "Indigenous-Led Educational Movements for Climate Justice," we read and discussed Dina Gilio-Whitaker's (Colville) *As Long as the Grass Grows* to historicize contemporary Indigenous-led environmental justice movements through the lenses of settler colonialism, tribal sovereignty, and decolonization. We asked: How are Indigenous perspectives on the environment different from the environmental justice frameworks developed within the capitalist state? How might climate justice policy proposals like the Green New Deal draw on, or center, Indigenous knowledge? We then read and discussed Winona LaDuke's (Ojibwe) new movement memoir, *To Be a Water Protector* and viewed the documentary film *The Condor and the Eagle* in order to (further) understand the intersections of settler colonial extraction, gendered violence, and the settler state. Like the previous two quarters, students selected one picture book or Young Adult (YA book) from a small, curated list, and used the Mendoza and Reece framework to analyze the text and images.

Over the course of the quarter, students also read and reflected on Isabel Wilkerson's *Caste: The Origins of Our Discontents* through a series of journal entries and question-based discussions. What is the impact of understanding racial caste as the central organizing system of the United States? What might a history of the caste system in the U.S. consist of? How does the American caste system parallel the caste system in India and the caste system of Nazi Germany? What are the tentacles of caste that influence our daily experiences in the United States—sometimes profoundly and other times subtly? What moments in the past and present have shaken the foundations of caste?

Program materials also included historical and contemporary policy documents, documentary and dramatic films, artwork, podcasts, and K-16 curriculum. Each week, students engaged in small group discussions around materials, conversations with community and educational leaders, student-led seminars around central texts, and small group discussions around personal connections. Each week, students wrote journal entries responding to questions, quotations and ideas in *Caste*, as well as reading response papers that summarized the primary texts and made connections to self, other texts, or the world.

The program also contained a four-credit Community Learning and Action component. With the support of the Center of Community-Based Learning and Action (CCBLA), students could choose to participate in a local community-based organization (CBO) that centered education and justice work or create an independent project that aligned with the goals and themes of the program. At the end of the quarter, students who participated in the CBO experience submitted logs of their community work, a reflection on their experience, and presented their work to faculty and classmates. Students who opted for independent work submitted a time log and a culminating project (e.g. research paper, podcast, video, graphic novel) and presented a summary of their work to faculty and colleagues.

As we find our way out of COVID-19 isolation, we hope program materials and conversations help inspire us to refuse to "return to normal." Instead, we hope program materials and conversations have furthered our collective understandings of the causes of inequality in the U.S. and given us additional ideas and tools on how we can educate and organize within our own spheres of influence.

EVALUATION:

Written by Kate Napolitan, PhD



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Amidst a global pandemic, an insurrection at our national capitol during our first week of class, and the challenge of remote learning, Peyton rose to the occasion.

Peyton's work was consistent and she remained engaged in synchronous and asynchronous program opportunities. A lot of the material in this program was new to Peyton, and she used the Reading Responses each week to bring up questions she had or new revelations. As a soccer player, Peyton right away connected to athletes who have used their platform to support justice movements. She designed her final project to create portraits of several players to explore their engagement in responding to a world on fire.

Each week, Peyton submitted a Reading Response. Peyton took the time in each Reading Response to respond to the reading of the week and often pose some personal questions based on her reaction to the text. One time during the quarter Peyton also developed a plan for a student-led seminar. Peyton collaborated with others and created a set of questions about Dina Gilio-Whitaker's book *As Long As Grass Grows: The Indigenous Fight for Environmental Justice, from Colonization to Standing Rock*. The questions Peyton created allowed participants to further engage with some of Gilio-Whitaker's positions and better explore them. Peyton successfully led a seminar with several of their classmates and was able to have a discussion that deepened everyone's understanding of the text.

In addition to our weekly texts, throughout the quarter we engaged with the book *Caste: The Origins of Our Discontent* by Isabel Wilkerson. In response to the reading, students kept a reflection journal. Peyton's journal responses to *Caste* were detailed and responded to the prompts. An example of this was from one journal entry that Peyton shared where she wrote in regards to Wilkerson's argument about the difference between race and caste. Peyton wrote, "The relation and difference with caste and race was they 'serve to reinforce each other.' ... I was confused at first, not knowing or ever hearing the word 'caste,' but understanding it was a big statement."

For Peyton's Community and Action Work, she chose the independent option and spent time this quarter researching and exploring athletes who have taken a stand for social justice. As a long time athlete, Peyton began her research this quarter grounded in an experience she had in Spain playing soccer with people from all over the world. She commented that this experience resonated with her how hard people work to represent their countries. When presented with the opportunity to uncover more about how athletes have represented their culture, particular movements, and more, she decided to pursue research in this area for her project this quarter. She focused on building portraits of athletes who have taken leadership platforms, spoken up as activists, some with the loudest voices in the sports world. Some of the athletes she researched included Jackie Robinson who led integration efforts of major league baseball when he joined the Brooklyn Dodgers, and Omar Amr who endured racism as a team player while on the USA Water Polo Team for the Olympics. She connected these portraits to the movements we studied in class around Indigenous rights, Black Lives Matter, and immigration. She shared that doing this research made her both proud and upset; upset by the inequalities and proud of the efforts. In her final presentation she reflected that we all have our own voices that impact the future and that current events require leadership from every part of society, including athletes, who have the right to speak out. She concluded that this contributes to the dignity and equal rights of all people. Her final presentation about her work during our last class session was comprehensive, organized, and detailed.

Peyton continued to engage with the work of the program throughout the quarter. I hope that she continues to engage in the questions this program provoked and find ways to continue contributing to and exploring joy and justice in a world that is on fire.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

4 - Community Based Learning and Action



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- 3 - Modern Memoir
- 3 - U.S. History
- 3 - Education in Historical and Contemporary Contexts
- 3 - Storytelling and Children's/YA Literature



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Student ID

September 2020 - December 2020: Anthrozoology

16 Credits

DESCRIPTION:

Faculty: Mike Paros, DVM, and Jesse Robbins, Ph.D.

Why do humans keep pets and at the same time raise animals for food? What are the psychological and moral complexities that characterize our relationships with animals? What is the impact of human-animal interactions on the health and well-being of people and animals? How do we assess the relative welfare of animals under a variety of circumstances? Anthrozoology is the interdisciplinary study of human (Anthro) and animal (Zoo) interactions. Through a combination of lectures, guest speaker presentations, reading, writing, and discussion, students became familiar with the multiple and often paradoxical ways we relate to companion animals, animals for sport, zoo animals, wildlife, research animals, and food animals. Students used their collective experiences, along with science-based and value-based approaches, to critically examine the ever-changing role of animals in society. The quarter began by focusing on the process of animal domestication from an evolutionary and historical perspective. Through the formal study of animal ethics, students became familiar with different philosophical positions on the use of animals. Students learned how researchers utilize methods drawn from psychology, physiology and ethology to better understand the welfare of animals. Students were expected to read general and primary literature in such diverse fields as animal science, animal behavior, neurobiology, sociobiology, psychology, and philosophy. In addition, the book *Some We Love, Some We Hate, Some We Eat* by Hal Herzog was used as a guide to the psychology of human-animal interactions. All readings, along with associated study questions, were assigned daily. Weekly student exams assessed student mastery of lecture and workshop content.

EVALUATION:

Written by: Mike Paros, DVM, and Jesse Robbins, Ph.D.

Peyton consistently took advantage of learning opportunities in lectures, and workshops through active engagement with the subject material. She completed all of the assigned reading and study questions throughout the quarter demonstrating adequate preparation prior to lectures and workshops. Based on weekly exams, Peyton showed adequate comprehension of all major concepts covered in the course. She acquired proficient knowledge on the process of animal domestication from an evolutionary and historical perspective. Peyton had a good understanding of important scientific and ethical components that affect how we interact with companion animals, animals for sport, zoo animals, wildlife, research animals, and food animals. She demonstrated good comprehension of the biological basis and psychological aspects of the human-animal bond. Peyton was able to apply concepts in psychology, neuroscience, and animal cognition in order to investigate the physical and mental lives of animals while simultaneously exploring domestic animal behavior. Peyton showed an adequate understanding of animal welfare science and experimental design. She identified different philosophical positions on the many uses of animals, and provided logical coherent arguments.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 4 - Animal Behavior and Cognition
- 4 - Anthrozoology
- 4 - Animal Welfare Science
- 4 - Animal Ethics



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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.