



Horne, Bertha Lemar

A00231870

Last, First Middle

Student ID

CREDENTIALS CONFERRED:

Bachelor of Arts

Awarded 22 Mar 2019

TRANSFER CREDIT:

Start	End	Credits	Title
09/1992	07/1993	13	North Central State College
09/1992	07/1993	15	North Central State College
06/2002	08/2013	62	Tacoma Community College

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
04/2017	06/2017	16	Power Play(ers): Actions and Their Consequences 3 - <i>Project Management</i> 3 - <i>Research</i> 5 - <i>Food, Health, and the Environment</i> 3 - <i>History of Mathematics</i> 2 - <i>World History</i>
09/2017	06/2018	48	With Liberty and Justice for Whom? 3 - <i>Autobiographical Literature and Expository Writing</i> 3 - <i>American Studies</i> 5 - <i>History of Law and Justice</i> 3 - <i>Fundamental Social Topics: Contemporary and Historical</i> 5 - <i>Contemporary Film Studies</i> 3 - <i>Human Biology</i> 2 - <i>Music History</i> 3 - <i>Project Management</i> 6 - <i>Research</i> 5 - <i>Pacific Northwest History</i> 3 - <i>Political Economy</i> 2 - <i>Evolution Biology/Public Health</i> 5 - <i>Descriptive and Inferential Statistics</i>
09/2018	03/2019	12	Global/Local Realities and Alternative Visions 3 - <i>Autobiographical Literature and Expository Writing</i> 3 - <i>Social Entrepreneurship and Urban Development</i> 3 - <i>Applied Community Research</i> 3 - <i>Fundamental Social Topics: Contemporary and Historical</i>
09/2018	12/2018	10	Adolescent Literature 10 - <i>Adolescent Literature</i>
01/2019	03/2019	10	Case Manager 10 - <i>Social Work</i>

Cumulative

186 Total Undergraduate Credits Earned



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I chose Evergreen because of its learning style, and all the good things I heard from other alumni. Evergreen is about diversity, being able to speak your mind, whether you're wrong or right, and being able to be yourself. This is my first quarter and I love the way the professors are willing to help you understand, and want you to succeed in their classroom. It took almost the whole quarter of getting used to the learning style, but with the help of the faculty and former students I am willing to pursue my master's degree after my bachelors here at Evergreen. I plan on being able to help others in their addiction and encourage each person I can by telling them my own personal story of struggles, and hope, and provide the resource needed to get them back on their feet.

I appreciate all their wisdom, and the knowledge of all the courses I have taken. It has opened my eyes to a new way of a learning style, and it makes me more determined now than ever to pursue my education. I really enjoy the lyceum class because it is so informational with guest speakers and all, then you meet in your groups that is a nice atmosphere. I like how we meet in groups, and have discussions, and learn from each other.

So far all the classes I have taken are amazing, and I have learned so much, and it has opened my eyes to eating healthier, and knowing where your food comes from etc. I have literally change all my eating habits I had because of the nutrition class. I have learned Egyptian math, and knowing that we all need math somewhere in our daily lives, and also about learning about the Supreme Court cases and the constitutions, and black lives matter, and all lives matter.

Evergreen by far is the best college I have attended, and I don't feel out of place because here there are people of all races, age etc. I plan on sharing my experience, strengths and hope with others who come after me. I am able to help build a better community with what I have learned here. Thanks again, Evergreen State College staff and faculty. Evergreen is a school for those who want to learn, and can voice their opinion, and it is not wrong or right answer it's just your opinion.

My best statement was writing about my memoir because it was so touching and so real that I had to take a break to finish reading it all. I just had to look back where I started my journey and I must say I am highly favored or blessed, and that somebody has been watching over me all these years and put me at Evergreen at the right place and time in my life when I needed encouragement and some uplifting. My two years at Evergreen have been life changing. The professors /faculty are amazing, and they actually care about you and your journey called life.

It has opened my eyes to new direction, and I am able to meet my peers right where they are and feel comfortable talking to them about any subject. I plan to pursue my M.A. in Public Administration here at Evergreen, because I love helping people, and encouraging them, and giving them hope and let them now that if I can do it and be successful in life than they can too.

No dream is to big, just do it, and eventually one day I would like to open a house called (**HORNE HOUSE**) =**Helping Others Receive New Experience**. I have always been a kind and caring person and see the best in everybody, sometimes you have to dig a little deeper. I like the group atmosphere setting here at Evergreen, and it was a pleasure to do the spring fair on homelessness and mental health to bring awareness to our community.

My learning experience here at Evergreen has made me be more open and acceptable to how society views things. I want to get more involved in the community, and beware of the Isms's that are in our community.

The skills and confidence that I have gained here at Evergreen will help me throughout my professional and personal life. I currently work for mental health as a peer counselor, and it's all about inspiring my clients, and encouraging them to be the best they can be. I'm glad I chose Evergreen, and it has given me the experience, knowledge and wisdom nobody take away. Thank you, to all the Evergreen faculty & staff. You are simply amazing.

Bertha Horne

Academic statement



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Bertha Horne

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January 2019 - March 2019: Case Manager

10 Credits

DESCRIPTION:

Faculty: Peter Bacho, J.D., L.L.M.

During winter quarter, Bertha Horne worked as an intern at Comprehensive Life Resources. This internship, titled **Case Manager**, was designed for Mr. Horne to learn the best practices of effective case management. Ms. Horne observed case managers do intakes, interact one-on-one with clients, and took notes on her experiences. She attended training sessions on client resources and took notes on the sessions. To facilitate her learning, Ms. Horne read Sidell's *Social Work Documentation* and Voulellis and Greene's *Social Work Case Management* and wrote critiques of both works for review by the sponsor.

EVALUATION:

Written by: Peter Bacho, J.D., L.L.M.

Bertha Horne has successfully completed the requisites of this contract. At Comprehensive Life Resources, she worked effectively with her homeless clients. Her on-site supervisor, Sarah Bellamy, noted that "Bertha expressed an eagerness and willingness to work with anyone and seems to be open minded and non-judgmental when it comes to serving our homeless community members." Bellamy noted that she "quickly learned to utilize the team for support, additional learning experiences, and for in insight into the work we do and how we do it." Bertha was also "flexible and used her own life experiences, previous work experience, and knowledge of mental health to enhance her learning opportunities with our team."

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 10

10 - Social Work



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Student Self Evaluation for Case Manager

01/2019 - 03/2019

This is my last quarter and it has been an experience of a lifetime. I was able to intern with the homeless outreach, and experience first hand of homelessness, and building a rapport with the clients, and trying to get them housing, and off the street. I have been homeless before and I can relate to their stories and being addicted to drugs, and having mental health issues on top of homelessness is not good at all.

First of all I didn't realize there were so many young adults homeless, and worked at a youth shelter as well and engaging with them, and trying to see what their goals were as well. I try to share my story of how I overcame addiction and homelessness, and encourage them to get their G.E.D. or training or even something simple as an I.D. to get them going on the right track, and to never give up, because if God can do it for me, he surely can do it for you.

My experience I got from this intern was amazing, and brings you back to reality when you know that there are a lot of homeless people that need help, and sometimes they just need to know somebody care, and guide them in the right direction. The youth shelter is an experience itself, and I was glad to get that experience in helping the youth with setting goals etc.



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September 2018 - March 2019: Adolescent Literature

10 Credits

DESCRIPTION:

Faculty: Prof. Peter Bacho

During fall quarter, Bertha Horne successfully carried out an Individual Learning Contract, titled **Adolescent Literature**, designed for her to analyze the themes and quality of work in the assigned young adult novels. She will decide which works were more effective for younger readers and be able to explain why. Ms. Horne read Lake's *In Darkness*, Yang's *American Born Chinese*, Oliver's *Before I Fall*, Bacho's *Leaving Yesler*, Bui's *The Best We Could Do*, Acevedo's *The Poet X*, Goodman's *Something Like Hope*, McCormick's *Never Fall Down*, Jiminez's *Bloodline*, and Samuelsson's *Make It Messy: My Perfectly Imperfect Life*. She met with the sponsor for regular feedback and wrote a final paper synthesizing the commonalities and differences of each work.

EVALUATION:

Written by: Prof. Peter Bacho

Ms. Horne has earned full credit for her fall quarter contract. In a timely manner, she completed all of her assignments, including a lengthy Young Adult reading list (ten novels). She submitted her critical essays on a weekly basis. In these well written essays, she assessed the literary quality of each novel. Of equal import, she was also able to explain why it would/would not be attractive to a younger reading audience. Her writing was clear, comprehensive, and insightful.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 10

10 - Adolescent Literature



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September 2018 - March 2019: Global/Local Realities and Alternative Visions

12 Credits

DESCRIPTION:

Faculty: Peter Bacho, J.D., LL.M.; Barbara Laners, J.D.; Mingxia Li (Zhang Er), M.D., Ph.D.; Paul McCreary, Ph.D.; Gilda Sheppard, Ph.D.; Anthony Zaragoza, Ph.D.

The world is undergoing massive transformations in the 21st century in its environment, economy, politics, culture, societal structure, aesthetics, and more. How can we understand these changes on both a local and global level? How can we respond to and help shape these changes? How do we view human migration around the world? How do we connect our neighborhoods to other parts of the world? How do we share resources equitably in an increasingly crowded and automated world? How do we relate to one another in an increasingly digitally mediated world? How shall we prepare ourselves and our children to face these new challenges? These are some of the questions this program examined and explored. The global/local reality of the 21st century and beyond was our intellectual playground and imagination laboratory. Drawing on an interdisciplinary perspective, we considered various definitions and theories of globalism and humanism. By the end of the program we were able to offer concrete recommendations to develop global and local connections that can overcome nationalism, sectarianism, and tribalism and help us to embrace alternative visions of global/local reality.

Our fall theme was identifying problems and clarifying questions. This quarter was used to lay the foundation for the rest of the year, both substantively and in terms of the tools necessary to operate effectively in a learning community. We explored how entrepreneurship can be employed to further goals of social justice. Guest speakers shared their stories of entrepreneurship - goals, challenges, and successes - to give us a window into the possibilities for socially responsible entrepreneurship, and what it can look like globally, nationally, locally, and individually. In seminars we read and analyzed documents, artifacts, and secondary texts to decipher in what ways connectivity has existed and persisted throughout human history. Students examined their personal experience with human connectivity by constructing an autobiographical memoir. Our work was supplemented with a series of activities designed to assure literacy with words, numbers, and images. Students had the opportunity to hone their skills in critical reasoning, research, and the use of multimedia and computers.

Our winter theme was researching roots, causes, and potential solutions. We looked at specific contemporary societal issues in human connectivity from a variety of institutional perspectives, most notably in trade, migration/immigration, public health, law, education, government, and domestic and foreign politics. Students investigated specific issues of interest with the purpose of identifying a particular problem, defining its dimensions, determining its causes, and establishing action plans for its remedy.

Topics included social and environmental justice, political and economic fairness, geography, foreign policy, public/global health, historical and artistic representations of various parts of the world including local regions in media, as well as concepts of equity, cultural competence, and diplomacy.

EVALUATION:

Written by: Peter Bacho, J.D., LL.M.

Ms. Horne has satisfied all of the requirements for the Global/Local Realities and Alternative Visions program.

In Lyceum and Seminar, she completed assignments analyzing and reflecting on the content presented in assigned readings, lectures, and other program related materials. This work convincingly demonstrated her understanding of existing systems and their flaws, as well as possible solutions.



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In Lyceum and Seminar, Ms. Horne's written assignments included revising and editing her writing to produce written work that demonstrated her strong ability to use clear and concise language and produce writings with few spelling, grammar, or syntax errors. She has strong writing skills.

Ms. Horne turned in weekly analyses and reflections on the assigned readings. Overall, the work she completed demonstrated an increased ability to write clear, articulate responses to and evaluations of reading materials and to more effectively communicate ideas in writing.

Ms. Horne has refined her skills in critical reading and textual analysis. Her written work and contributions to discussions convincingly demonstrated her ability to critically evaluate arguments formulated from different cultural models and worldviews.

Ms. Horne is very intelligent and has evolving and deepening critical thinking skills.

In all aspects of the program, Ms. Horne participated in discussions where she convincingly demonstrated her ability to articulate her thoughts and clarify her understanding of program materials. She also increased her ability to engage in discussions that require communication across differences in culture, social location, and personal experiences.

She has very good oral communication skills.

Ms. Horne attended program sessions regularly and completed her work. Her academic performance at The Evergreen State College-Tacoma strongly showed the following traits: intelligence, discipline, focus.

Her overall body of work met program expectations.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12

- 3 - Autobiographical Literature and Expository Writing
- 3 - Social Entrepreneurship and Urban Development
- 3 - Applied Community Research
- 3 - Fundamental Social Topics: Contemporary and Historical



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September 2017 - June 2018: With Liberty and Justice for Whom?

48 Credits

DESCRIPTION:

Faculty: Peter Bacho, J.D., LL.M.; Barbara Laners, J.D.; Mingxia Li, Ph.D.; Paul McCreary, Ph.D.; Gilda Sheppard, Ph.D.; Tyrus Smith, Ph.D.; Arlen Speights, M.M., M.A., M.F.A.; Anthony Zaragoza, Ph.D.

The faculty and students embarked on a thorough study of the origins and current status of justice in American society. Drawing from an interdisciplinary perspective, we considered various definitions and theories of justice, reviewed the way justice is carried out in different settings and historical periods, and examined the possibility of achieving truly just social institutions. Topics considered included social and environmental justice, just political and economic systems, criminal justice, just healthcare and educational access, representations of justice in media, as well as concepts of equity, fairness, and equality. By the end of the academic year, we were able to offer concrete recommendations as to the steps necessary to achieve justice for all in our society.

The theme for fall quarter was *identifying the problem and clarifying the question*. The first quarter of the program was used to lay the foundation for the rest of the year, both substantively and in terms of the tools necessary to operate effectively in the learning community. We explored the concept of justice as it is explicated in theory, history, and practice. The concept was analyzed from both the perspectives of the legal system and moral teachings. In seminars, we read and analyzed texts dealing with issues that have historically raised questions of whether justice was achieved. Students examined their personal experience with justice issues by constructing an autobiographical memoir. Our work was supplemented with a series of emphases designed to assure literacy with words, numbers, and images. Students had the opportunity to hone their skills in critical reasoning, research, and the use of multimedia and computers.

Winter quarter's theme was *researching roots, causes, and potential solutions*. We looked at specific contemporary societal issues in justice viewed from a variety of institutional perspectives, most notably justice in education, health care, law, science, government, and politics. Students investigated specific justice issues of interest with the purpose of identifying a particular problem, defining its dimensions, determining its causes, and establishing action plans for its remedy.

In the spring, the theme progressed to *implementation*. The final quarter of the program was devoted to the design and implementation of projects aimed at addressing the issues of injustice identified in the winter quarter. Seminar groups combined their efforts to undertake actual programs aimed at assisting the community in righting a current injustice or providing greater justice for the community. The projects may have taken the form of educational events, publications, multimedia presentations, or art installations to help the community find higher levels of justice. Emphases assisted in the successful implementation and evaluation of student group activities.

EVALUATION:

Written by: Peter Bacho, J.D., LL.M.

Ms. Horne has satisfied all of the requirements for this program.

In seminar, Ms. Horne completed assignments analyzing and reflecting on the content presented in assigned readings, lectures, and other program related materials. This work convincingly demonstrated her understanding of the assigned materials.

In fall, Ms. Horne attended program sessions regularly, participated effectively in discussion, and submitted all of her written work.



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In winter, Ms. Horne continued doing good work and began researching her Spring Fair project.

In spring, Ms. Horne was part of a group that successfully presented its research results at the Spring Fair.

In seminar, Ms. Horne's written assignments included revising and editing her writing to produce an academic statement that demonstrated her ability to use clear and concise language and produce writings with few spelling, grammar, or syntax errors. Her overall body of work - and her willingness to improve - demonstrated her commitment to significantly improving her writing skills.

In all aspects of the program, Ms. Horne turned in weekly analyses and reflections on the assigned readings. Overall, the work she completed demonstrated her ability to write clear, articulate responses to and evaluations of reading materials and effectively communicate ideas in writing.

Ms. Horne has refined her skills in critical reading and textual analysis. Her written work and contributions to discussions convincingly demonstrated her ability to critically evaluate arguments formulated from different cultural models and worldviews.

Ms. Horne participated in discussions where she convincingly demonstrated her ability to articulate her thoughts and clarify her understanding of program materials. She was friendly, outgoing, diligent and collaborative - an ideal team member. She also convincingly increased her ability to engage in discussions that require communication across differences in culture, social location, and personal experiences.

Ms. Horne attended program sessions regularly, and consistently completed her work and submitted it on time. Her academic performance at The Evergreen State College-Tacoma strongly showed the following traits: intelligence, discipline, focus. She is an outstanding adult learner and has compiled an excellent academic record during her time in this program.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 48

- 3- Autobiographical Literature and Expository Writing
- 3- American Studies
- 5- History of Law and Justice
- 3- Fundamental Social Topics: Contemporary and Historical
- 5- Contemporary Film Studies
- 3- Human Biology
- 2- Music History
- 3- Project Management
- 6- Research
- 5- Pacific Northwest History
- 3- Political Economy
- 2- Evolution Biology/Public Health
- 5- Descriptive and Inferential Statistics



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Student Self Evaluation for With Liberty and Justice for Whom?

09/2017 - 06/2018

This quarter at evergreen i really liked all the classes i took. it is where i am getting more comfortable with other students, and getting to know other professors as well. the classes i took were amazing, an i learned a lot about my self, while taking these classes. I am excited about the next quarter and my classes, and i look forward to growing as a person, and learning more about myself, and that life has to offer today. My experience here so far at evergreen ha been amazing, and it all about me and what i want to do with my life.



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April 2017 - June 2017: Power Play(ers): Actions and Their Consequences

16 Credits

DESCRIPTION:

Faculty: Peter Bacho, Peter Boome, Don Chalmers, Barbara Laners, Mingxia Li (Zhang Er), Paul McCreary, Gilda Sheppard, Tyrus Smith, Frances Solomon, Arlen Speights, and Anthony Zaragoza

This program will explore colonial, postcolonial, and neocolonial issues as they are unfolding on local, national, and global stages. Colonialism has resurfaced in new forms of neocolonialism that we encounter in our daily lives and work. We will place emphasis on how individuals and groups acquire mental resistance, how to assert individual, family, and community values and identities, and how to decipher and reframe meanings from information channeled through mass media. This also includes analyzing the powers at play in societal structures, how to empower oneself and community, and how to understand the ways in which these structures of power and control impact the quality of life for ordinary people at home and abroad. These are some of the skills students will learn from Power Player(s).

This upper-division program will examine local, national, and international policy issues of the postcolonial and neocolonial world in education, health care, social welfare, and the environment through interdisciplinary studies of law, biology, public health, environmental studies, the legislative process, mathematics modeling, sociology, psychology, American and world history, media literacy, and world literature and cultures. Research methods in social and natural sciences and statistics emphasized in this program will present students with a systematic approach and analytical tools to address real-life issues in research practice throughout the activities of the program.

In spring, the theme will progress to *implementation*. The program will devote the final quarter to the design and implementation of projects to address issues of unequal distributions of power identified in winter quarter. Seminar groups will combine their efforts to undertake actions to target current imbalances of power in the community. These actions may take the form of educational events, publications, multimedia presentations, or art installations. Academic courses will assist in the successful implementation and evaluation of the student group activities.

EVALUATION:

Written by: Prof. Peter Bacho

Ms. Horne has satisfied all of the requirements for the Power Player(s): Actions and Their Consequences program.

In Lyceum and seminar, Ms. Horne completed assignments analyzing and reflecting on the content presented in assigned readings, lectures, and other program related materials. This work convincingly demonstrated her understanding of the assigned materials.

In spring, she was part of a group that successfully presented its research results at the Spring Fair.

In Lyceum and Seminar, Ms. Horne's written assignments included revising and editing her writing to produce an academic statement that demonstrated her ability to use clear and concise language and produce writings with few spelling, grammar, or syntax errors. Her overall body of work - and her willingness to improve - demonstrated her commitment to significantly improving her writing skills.

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SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 3 - Project Management
- 3 - Research
- 5 - Food, Health, and the Environment
- 3 - History of Mathematics
- 2 - World History



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

EVERGREEN TRANSCRIPT GUIDE

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

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

Educational Philosophy:

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

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

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

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

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

Academic Program

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

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

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

Evaluation and Credit Award:

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

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

Credit is recorded by:

Quarter Credit Hours: Fall 1979 to present

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

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

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

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

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

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

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

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

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