



Smith, Latoya

A00444393

Last, First Middle

Student ID

Former Name(s): Evans, Latoyo ; spencer, Latoya ;

TRANSFER CREDIT:

Start	End	Credits	Title
04/2001	08/2002	15	Pierce College

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/2023	06/2024	18	Early Childhood Education: Working With Families 2 - Autobiographical Literature and Expository Writing 2 - Topics in International Relations 2 - Research Process 6 - Child and Family Studies 6 - Applied Community Research
09/2023	12/2023	5	Soy Bilingue Seminar: Language, Culture, and Young Children 5 - Soy Bilingue: Language, Culture, and Young Children
09/2023	12/2023	5	Tribal Sovereignty and Early Childhood Education 5 - Tribal Sovereignty and Early Childhood Education
01/2024	03/2024	5	Art with Young Children 5 - Art Teaching Methodology
01/2024	03/2024	5	Child Development 5 - Child Development
04/2024	06/2024	5	Intra-Afrikan Early Childhood Education 5 - Early Childhood Education
04/2024	06/2024	5	STEAM with Young Children 5 - Early Childhood Education
06/2024	09/2024	16	Therapy Through the Arts-Eve 6 - Art Therapy and Counseling 6 - Art Therapy and Education 4 - Art Therapy and Written Expression
09/2024	12/2024	5	Storytelling, Play, and Literacy 5 - Culturally Grounded Early Literacy
09/2024	12/2024	5	Teaching Umoja 5 - Teaching Umoja
01/2025	03/2025	5	Cultivating a Sense of Belonging: Inclusion and Universal Design 5 - Early Childhood Education
01/2025	03/2025	5	The History, Philosophy, and Ethics of Early Childhood Education 5 - Early Childhood Education



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Cumulative
99 Total Undergraduate Credits Earned



ACADEMIC STATEMENT

The Evergreen State College - Olympia, Washington 98505

OFFICIAL TRANSCRIPT DOCUMENT

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This transcript from The Evergreen State College includes an Academic Statement, written by the student, that documents the student’s undergraduate education. If the student has not yet graduated, the College offers the option of including an interim Academic Statement in the transcript. Please note that, in the latter case, the student’s current academic work may not be reflected in the transcript.



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Reflections on the Quarter

This quarter has been a journey of growth and learning. One of the highlights for me was the successful start of our group project, which not only met but exceeded our initial expectations. Our research team worked diligently, and our collective efforts are paying off. I really enjoyed learning about Bomba—the rhythm of the dance—and am eager to incorporate its history and the stories of our ancestors into the classroom for children.

What Worked:

- **Collaborative Efforts:** Working in a team setting allowed for a diverse range of ideas and perspectives, leading to a more comprehensive approach to our research.
- **Time Management:** Allocating specific time slots for each task helped in maintaining a balance between coursework and research responsibilities.
- **Open Communication:** Regular meetings and open lines of communication within the research team ensured that everyone was on the same page and could voice their concerns or suggestions freely.

Challenges:

- **Adjusting to New Technologies:** Being out of school for over 20 years, adapting to new technology and online learning, when accustomed to traditional methods, has been a significant challenge.
- **Building Confidence:** Learning to have confidence and not be shy has been an ongoing personal challenge.

Accomplishments:

- **Peer Recognition:** Receiving acknowledgment from classmates for the good work we are doing, including our teamwork and thorough research, has been particularly gratifying.

Team Performance:

The research team performed admirably, with each member contributing their unique strengths. We managed to overcome obstacles through resilience and adaptability.

Recommendations for Improvement:

- **Interactive Sessions:** Incorporating more interactive workshops or games that will keep the students engaged in learning. These could include activities that allow students to experience concepts hands-on, fostering a deeper understanding and retention of information.
- **Enhanced Technology Training:** Offering dedicated workshops or resources to help students become more comfortable with new technology and online platforms. This could ease the transition for those returning to education after a long hiatus.
- **Confidence-Building Programs:** Providing sessions focused on public speaking and personal development to help students build confidence. These could include peer-led discussions, speech practice, and constructive feedback sessions.
- **Feedback Mechanisms:** Establishing regular feedback loops from both peers and instructors to identify areas for improvement and celebrate successes. This can create a culture of continuous learning and growth.

In conclusion, this quarter was a testament to the power of teamwork and perseverance. The experiences gained have not only contributed to my academic growth but have also prepared me for future scholarly endeavors. I look forward to seeing how the class will evolve and improve in the coming terms.

LaToya Smith



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January 2025 - March 2025: The History, Philosophy, and Ethics of Early Childhood Education

5 Credits

DESCRIPTION:

Faculty: Sharon Cronin, Ronald Rosario

Examine, interpret, and critique philosophical ideas about how early childhood education has developed over time. Students will focus on the moral complexities that illuminate the dilemmas of everyday life in classrooms. Questions include: What is the purpose of education? What are the roles and responsibilities of a social justice educator? How do the concepts of equity, equality, and access impact students' learning? How does one develop and demonstrate a moral and ethical code of conduct? Emphasis on constructing ideas and arguments that inform and ethical practice, evolving teaching philosophy, and self-reflection. Students will synthesize changes in early care and education over time including the social, linguistic, cultural, political, and societal trends behind them. Using a historical approach, students will analyze key influences in the history of the field of early care and education and reflect upon the diversity embedded in this field. Additionally, students will observe and differentiate between models of early care and education, including Afro-Centric approaches, Indigenous approaches, and dual language models (Teacher-Based and Time-Based). Students will incorporate these ideas into the development of their own teaching philosophy and recognize its importance to practice. This course focuses on the moral complexities that illuminate the dilemmas of everyday life in early childhood education in a variety of settings (head start, family childcare programs, infant and toddler classrooms, preschools, outdoor settings, after school, kindergarten, and homeschooling). We will examine the history, philosophy, and ethics of dual language and culturally responsive early childhood education and cover the role of professional and community organizations in advocating for change. Students will apply what they are learning to create their own educational philosophy statement. They will engage with the historical connections between the United States' philosophy and practice of manifest destiny, Mexico losing half of its territory in the Treaty of Guadalupe Hidalgo, Settler Colonialism and Indigenous nations, the start of the Civil War, and the Abolition of Slavery as well as their impact on children and families. They will use various art media (clay, playdough, paint, dance, drumming, and poetry). Students will demonstrate cultural competency by practicing and reading a children's book in a new language. They will study the NAEYC Code of Ethics and practice giving and receiving authentic compliments and constructive criticism within the field of early childhood education.

EVALUATION:

Written by: Sharon Cronin and Ronald Rosario

Latoya Smith participated in the creation of a dynamic community of learners who collectively and individually met the challenge of examining, interpreting, and critiquing philosophical ideas about how early childhood education has developed over time. As they profoundly engaged with the historical connections between the United States' philosophy and practice of manifest destiny, Mexico losing half of its territory in the Treaty of Guadalupe Hidalgo, Settler Colonialism and Indigenous nations, the start of the Civil War, and the Abolition of Slavery, the class centered the question, "Who was taking care of the children?" They compassionately studied the moral complexities that illuminate the dilemmas of everyday life in early childhood education, with a focus on dual language and culturally responsive early childhood education. This community of learners put into practice the NAEYC Code of Ethics by giving and receiving authentic compliments and constructive criticism. They used various art media and creative processes (clay, playdough, paint, dance, drumming, and poetry) in reporting, sharing, and presenting their coursework.



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Latoya consistently came to class well prepared with her assignments completed. She is a compassionate scholar and dedicated educator. She brings a creative and problem-solving approach to her studies. Drawing from class discussion, assigned readings, and reflections on her work with young children, Latoya articulated her own educational philosophy statement. She invoked the wisdom of José Martí in sharing: "I believe that children, with their joy and happiness, explore the world through creativity, imagination, and cultural expression. My goals for children are for them to grow up in an inclusive environment where they feel safe, valued, motivated to explore the world through learning and creativity and develop self-confidence. The qualities and attributes that I would like children to develop include empathy, resilience, curiosity and the ability to be able to solve any problem and that they can learn to express their emotions in a healthy way."

She provided an example of cultural competency by practicing and reading a children's story in a new language. Working with her small group, Latoya was able to effectively outline the social, political, cultural, and historical context for an issue of importance that is impacting children and their families in her community. Through the readings, course activities, and small group work, Latoya was able to increase her understanding of the role of professional and community organizations in positive change for young children and for the field of early childhood education. She created a three-dimensional artistic representation of a community-grounded philosophical concept. Latoya was able to read one of Jacob Lawrence's children's books, study the illustrations, and demonstrate her understanding of the message through visual arts. She painted a modern historical event impacting the African American community using the unique style of Jacob Lawrence as her inspiration.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 5

5- Early Childhood Education



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January 2025 - March 2025: Cultivating a Sense of Belonging: Inclusion and Universal Design

5 Credits

DESCRIPTION:

Faculty: Sharon Cronin and Ronald Rosario

Students will engage in discussions, activities, and observations pertaining to inclusion and universal design in linguistically and culturally responsive early learning settings. The focus will be on using a program philosophy of social justice and inclusion to shape practices aimed at ensuring that infants and young children with disabilities and their families are full members of the early childhood community and that children have multiple opportunities to learn, develop, and form positive relationships. An inclusive and universal design responds to the language, culture, developmental level, abilities, and interests of all of the children. Positive and caring guidance techniques, child observation, and child-centered teaching will be soundly addressed. Students will learn about planning open-ended curricular experiences that are versatile and flexible, provide different ways to demonstrate knowledge and skills, respond to a variety of developmental and support needs, and are grounded in the children's cultural and linguistic backgrounds.

EVALUATION:

Written by: Sharon Cronin and Ronald Rosario

The collaboration, reflection, demonstration, and dialogue demonstrated by this community of learners was phenomenal. They profoundly took to heart bell hooks' dream about a culture of belonging. In their writing, discussing, and presenting, they truly joined bell hooks in contemplating "what our lives would be like if we knew how to cultivate awareness, to live mindfully, peacefully; if we learned habits of being that would bring us closer together, that would help us build beloved community." They collectively demonstrated understanding regarding the ways that an inclusive and universal design responds to the language, culture, developmental level, abilities, and interests of all of the children. This learning community authentically engaged a philosophy of social justice and inclusion to shape practices aimed at ensuring that infants and young children with disabilities and their families are full members of the early childhood community and that children have multiple opportunities to learn, develop, and form positive relationships. The resource, *Check Your Ableism Every Day*, guided and grounded the students' work. They wrote a reflection that summarized the main points of this article, explained how bell hooks' belonging quote relates, and shared their vision for an early childhood environment that cultivates belonging. Through their class presentations and small group discussions, they resoundingly showed how one can participate collaboratively and responsibly in our diverse society. They brought to light the necessary interface between special education and linguistically and culturally responsive education. Working in small group teams, they brilliantly showcased their learning and development regarding cultivating a sense of belonging, inclusion, and universal design by creating a linguistically and culturally responsive mini training for new teachers, substitutes, and volunteers. Their session was succinct, focused, and welcoming. It focused on supporting teachers in guiding young children with "breath work techniques specifically designed to help students manage their emotions and calm down during moments of behavioral distress. Implementing these strategies can empower students to regain control and foster a more peaceful environment. Encourage students to visualize a peaceful scene while breathing to further enhance relaxation at home."

Latoya Smith defined key terms related to the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and shared considerations for incorporating adaptive materials and making classroom accommodations to support children with disabilities. She was able to eloquently articulate and assume responsibility for her work. Latoya demonstrated understanding of requirements



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for compliance with the ADA. She demonstrated a command for the conventions of academic writing and APA citations and for using artistic expression to communicate creatively and effectively. Through engaging with a team of guest presenters who are dual language preschool teachers at an ASL – English early learning program, Latoya was able to discuss the implications of language deprivation for young deaf children. Her small group team effectively used the acronym SNAP to guide their process of planning for promoting inclusion in infant and toddler settings by considering skills and strengths, needs, adaptations, and possible service partners. They went on to jointly write a culturally responsive IEP (Individualized Educational Plan). Combining theory and practice, Latoya shared her technique of using a Visual Schedule and was able to explain the theory behind her work of scaffolding social skills and communication by using a picture schedule that includes playtime and cleanup time. She referenced the work of Parlakian (2021) in concluding: “Inclusive practices in early childhood education involve creating environments where every child can participate and feel valued. This approach not only benefits children with disabilities but also enriches the learning experiences of their peers by promoting empathy and understanding.”

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 5

5- Early Childhood Education



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September 2024 - December 2024: Teaching Umoja

5 Credits

DESCRIPTION:

Faculty: Ronald Rosario, Sharon Cronin

Students will build on prior experience and deepen their knowledge regarding Teaching Umoja. They will reflect on their practices with using this community-centered approach to tri-literacy development with Children of Color. Umoja, the Kiswahili word meaning unity, serves as the driving vision of a commitment to improve the quality of education – and of life – for children and families of color. Students will reflect deeply on the Teaching Umoja ten ideas and the concept of tri-literacy (strong sense of self and cultural identity – enculturation, learning the codes of power of dominant society – biculturation, and developing cross-cultural skills to be in collaboration with other communities of color - acculturation. They will analyze and discuss the Teaching Umoja Participatory Action Research (PAR) 15 Year Commitment. In this interactive and creative seminar, participants will engage with concepts, use cultural arts and creative exploration, practice techniques, and deeply reflect on their own work with children and families.

EVALUATION:

Written by: Ronald Rosario, Sharon Cronin

This course was designed to support students in building on their prior experience and deepening their theoretical knowledge regarding Teaching Umoja and the developmental processes of enculturation, rejecting rejection, biculturation, and acculturation.

Latoya Smith engaged in profound reflection on her practices with using this community-centered approach to tri-literacy development with young Children of Color. Specifically, she reflected deeply on the Teaching Umoja ten ideas and how she can support the children in her program and community along their early journeys of developing their tri-literacy. She created a representation out of clay of one of her early cultural memories and went on to write about how the ways that she learned about her culture as a young child.

Latoya eloquently told a story about a time when she used her voice to stand up or speak out in the face of oppression. She successfully completed the assignment of reading a letter written by a parent defending her daughter's hair and making connections with a summary of Caste, Class, and Race: A Study in Social Dynamics: "The letter written by the mother and Cox's analysis in 'Caste, Class, and Race' both address the impact of societal perceptions and prejudices on individuals. The mother's letter highlights how seemingly innocuous comments can perpetuate harmful beauty standards and affect a child's self-esteem. Similarly, Cox's work delves into the systemic nature of racial and class-based oppression, illustrating how deeply ingrained social structures can perpetuate inequality." She described how Antonia Darder's biculturation theory and cultural response patterns resonated with her own lived experiences. Her ability to engage with theoretical frameworks is advanced: "Drawing on the theories of Paulo Freire and Henry Giroux, Darder critiques traditional American pedagogy, which often marginalizes black, Latino, Asian, and other bicultural students.

She advocates for a culturally democratic vision of schooling that challenges the pluralistic notions of multicultural approaches and seeks to secure the societal participation of historically excluded communities." After watching an inspiring speech by John Lewis, she outlined ways that she has worked with families from another community of color in solidarity. She thoughtfully engaged Teaching Umoja in action by reading and discussing Mayet Dalila's story about Toddler HipHop.

Through her group's presentation, Latoya was able to show her ability to participate collaboratively and responsibly in our diverse society. Her team chose a topic impacting BIPOC children and families. They



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described the problem, introduced the people who were impacted, and developed an action plan to address the issue. Their work was characterized by deep reflection, humility, and thoughtfulness taking on the Teaching Umoja Idea regarding the way that adults working with young children may have to process issues regarding their own internalized oppression, feelings of being unqualified, and lack of awareness of the most appropriate educational context for Children of Color." They took on a systematic approach: "We decided first to reflect on ourselves and asked why we are working with children and if this job is really for us. Next, we talked about starting with one person at a time to change the negativity. We would model the behavior we want in the classroom. Not only with the children but the adults as well." They moved seamlessly from reflection to action. Latoya analyzed and discussed the Teaching Umoja Participatory Action Research (PAR) 15 Year Commitment. She was able to engage with concepts, use cultural arts and creative exploration, practice techniques, and reflect on her own work with children and families. She soundly demonstrated integrative, independent, critical thinking.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 5

5- Teaching Umoja



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September 2024 - December 2024: Storytelling, Play, and Literacy

5 Credits

DESCRIPTION:

Faculty: Ronald Rosario, Sharon Cronin

The focus of this seminar is on Indigenous, Ancestral, and culturally grounded storytelling and its role in child development. It examines definitions of literacy, the significance of literacy skills, and literacy development among young children and their families in dual language and multilingual communities. We will also cover Freire's notion of reading the world as well as reading the word and the concept of trilliteracy from the Teaching Umoja Participatory Action Research (PAR) 15-Year Commitment. This seminar looks at the role of adults in supporting children's play, language, cultural expression, and literacy. Participants develop strategies for supporting phonemic awareness, book knowledge, print awareness, sound-letter matches, vocabulary and conversation development, comprehension and critical thinking, love of reading, and writing. In addition, we will engage with early literacy approaches specific to particular languages, cultural groups, and writing systems.

EVALUATION:

Written by: Ronald Rosario, Sharon Cronin

Latoya Smith brought the story of her continuation of her family's educator legacy to the creation of this vibrant learning community. She created a story to describe her early experiences with literacy. Here is the ending: "As the days went by, the game of "school" became a regular activity. The children would gather every afternoon, and Mia would teach them new letters and words. Alex's excitement grew with each session. One day, Mia brought a special book to their little schoolhouse. It was filled with simple stories and colorful pictures. She handed it to Alex and encouraged them to try reading the first page. With a mixture of nervousness and excitement, Alex began to sound out the words, just as the older kids had taught." Her most significant learning this quarter was in her synthesizing and engaging with theory and strategies. She summarized: "The Garifuna Yurumein songs are a profound example of how music can serve as a vessel for oral history and cultural preservation. These songs, central to the Garifuna Settlement Day celebrations, reenact the epic journey of the Garifuna people from St. Vincent to Belize." She concluded that cultural songs are invaluable in supporting first language development:

1. **Language Immersion:** Singing and listening to songs in their native language immerses children in the sounds, rhythms, and structures of the language, enhancing their linguistic skills.
2. **Cultural Identity:** These songs help children connect with their cultural roots, fostering a sense of identity and belonging. Understanding and appreciating their heritage can boost their confidence and self-esteem.
3. **Memory and Learning:** Music aids memory retention. The repetitive and melodic nature of songs makes it easier for children to remember words and phrases, facilitating language acquisition.
4. **Intergenerational Bonding:** Singing traditional songs can strengthen bonds between generations, as elders pass down knowledge and stories through music. This interaction is vital for language preservation and cultural continuity.

They are not just performances but living narratives that encapsulate the struggles, resilience, and heritage of the Garifuna community. Latoya was earnestly engaged with concepts related to Indigenous, Ancestral, and culturally grounded storytelling and its role in child development. She examined definitions of literacy, the significance of literacy skills, and literacy development among young children and their families in dual language and multilingual communities.



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Latoya grew in her capacity to demonstrate integrative, independent, critical thinking. She described the role of adults in supporting children's play, language, cultural expression, and literacy. Latoya developed and refined her strategies for supporting phonemic awareness, book knowledge, print awareness, sound-letter matches, vocabulary and conversation development, comprehension and critical thinking, love of reading, and writing. Latoya effectively engaged with early literacy approaches specific to particular languages, cultural groups, and writing systems. She was able to give examples of Freire's notion of reading the world as well as reading the word. She demonstrated how to adjust a story using TPR (Total Physical Response) strategies to make it accessible and understandable for children who are learning a new language. Latoya challenged herself in preparing to tell a story in front of the class from memory. Her presentation and reflective writing provided evidence of her understanding of the importance of dramatic play and stories in young children's literacy development.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 5

5- Culturally Grounded Early Literacy



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June 2024 - September 2024: Therapy Through the Arts-Eve

16 Credits

DESCRIPTION:

Faculty: Gilda Sheppard

Throughout history, art has served to awaken creative processes. Artistic expression has proven to have the ability to communicate human feelings that cannot be expressed by words alone. The course will explore the role that movement, visual art, music and media can play in problem solving and in the resolution of internalized fears, conflicts or blocks. In addition, we will examine the importance of archetypes in our lives. Through a variety of hands-on activities, field trips, readings, films/video and guest speakers, students will discover sources of imagery, sound and movement as tools to awaken their creative problem solving from two perspectives - as creator and viewer. Engaging in the practice of creative cognition is a central element in this program. Furthermore, students will investigate their construction of identity in multiple contexts, real and imagined: work, family, online, friends, etc. Students interested in human services, media, education, and the arts will find this course valuable and engaging. This course does not require any prerequisite art classes or training.

EVALUATION:

Written by: Gilda Sheppard

Latoya Smith was enrolled in Therapy Through the Arts during summer, 2024. Latoya's responses to class activities and discussions consistently added to the learning process in the class. Oftentimes Latoya brought added depth to class discussions extending the learning while building a cohesive learning community where peers can feel comfortable being challenged with self and community. Latoya is an exemplary learner who completed assignments with reference to texts, ethnographic practices, theories, independent research as well as critical and creative thinking demonstrating a grasp of art therapy in application. These assignments demonstrated a comprehensive and interdisciplinary overview of her grasp of art as therapy. In addition, Latoya's application of theories from Art Therapy to intervene in difficult cases was focused and practical, thoughtfully keeping emotions in mind.

For the final, interactive presentation Latoya used biographical information to share how she uses music for self healing from stress and as a scaffold for family unity. She invited students to recall the role of music in their lives as therapy to find peace internally and externally.

Utilizing insights gained by applying learning in the program, Latoya demonstrated productive learning to receive full credit for an effective summer.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 6 - Art Therapy and Counseling
- 6 - Art Therapy and Education
- 4 - Art Therapy and Written Expression



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April 2024 - June 2024: STEAM with Young Children

5 Credits

DESCRIPTION:

Faculty: Ronald Rosario

This course explores STEAMS (Science, Technology, Engineering, Arts, Mathematics, and Social Studies) education in early childhood settings through a culturally responsive lens. Students will examine the multifaceted roles of Harriet Tubman as a herbalist, astronomer, ornithologist, limnologist, and botanist, and explore her contributions to various scientific fields. Through hands-on activities, multiple intelligences, and tailored strategies, students will develop a deep understanding of STEAMS concepts while fostering an inclusive learning environment.

EVALUATION:

Written by: Ronald Rosario

In this STEAM with Young Children course, Latoya Smith explored how to create and implement integrated science, technology, engineering, arts, and mathematics (STEAM) activities for young children using a multicultural approach. She began by engaging with her own experiences with STEAM and then explored STEAM stories about people from her own ethnic group both historic and present-day. Latoya Smith demonstrated great understanding regarding the importance of developmentally appropriate practices when presenting STEAM activities and materials. She was able to plan and carry out developmentally appropriate, integrated, inquiry-based science, technology, engineering, arts, and math (STEAM) activities for young children that addressed number and operations, patterns, geometry and spatial concepts, measurement, and graphing. She effectively incorporated thinking routines and deep questioning in her STEAM activity plans to develop critical thinking skills in young children. She was able to use authentic assessment strategies to observe and assess children's learning in the STEAM areas. Latoya Smith documented her children's STEAM learning to foster home-school communication and connections. She deeply reflected on her teaching practices and evaluated her effectiveness as a STEAM teacher.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 5

5- Early Childhood Education



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April 2024 - June 2024: Intra-Afrikan Early Childhood Education

5 Credits

DESCRIPTION:

Faculty: Theresa Lenear and Ronald Rosario

Drawing from the unifying work of Seattle-based Intra-Afrikan Konnection (IAK), this course takes a strengths-based approach to Intra-Afrikan Early Childhood Education, including African, African American, African Caribbean, African Indigenous, and Afro-Latino experiences. Leading with Frederick Douglass's notion that it is easier to build strong children than to repair broken people, students will review Geneva Gay's culturally responsive teaching and Molefi Kete Asante's Afro-centric approaches to working with young children and families. The course will survey Africa; Janice Hale's vision for African American children; the importance of the Haitian revolution; and Marcia Tate Arunga's *The Stolen Ones and How They Were Missed*. Additionally, the course will discuss Angela Davis's work on the school to prison pipeline; Grandy Nanny and the Maroons of Jamaica; Wade Boykin's nine interrelated dimensions of African American culture; the story of the Garifuna people; the Lukumi of Cuba; and Patrick Makokoro's studies on colonialism, post colonialism, and early childhood education in Africa.

EVALUATION:

Written by: Ronald Rosario

Latoya Smith engaged with a strengths-based approach to Intra-Afrikan Early Childhood Education, including African, African American, African Caribbean, African Indigenous, and Afro-Latino experiences. She reflected on Frederick Douglass's notion that it is easier to build strong children than to repair broken people. This class centered on the message of Franz Fanon regarding the essential value of the land. To gain insight on how to dismantle racism and discrimination, students examined the roles played by Bartolomé de Las Casas (1484-1566) and Juan Ginés de Sepúlveda (1489-1573) in a debate held in Valladolid, Spain (1550-1551). The debate greatly contributed to the emergence of modern, racist ideology. After reviewing historical accounts and learning about key Haitian figures such as Anacaona, Dutty Boukman, Cécile Fatiman, and Toussaint l'Overture, Latoya Smith was able to describe the importance of the Haitian revolution. Latoya Smith became acquainted with Yenkunkun (Maroon) leader Grandy Nanny of Jamaica and compared her military, spiritual, medicinal, and civil leadership to that of Harriet Tubman. After reading and discussing Marcia Tate Arunga's *"The Stolen Ones and How They Were Missed,"* Latoya Smith responded to the question: *Why is it important for young children of African descent (African, African Americans, Afro-Latinos, African Caribbeans, African Indigenous children) to hear this story and learn that when people (possibly their ancestors) were taken, stolen, and kidnapped from West Africa and human trafficked to the Americas through middle passage in the times of slavery THAT THEY WERE MISSED?* Smith demonstrated developing domain over the course content fulfilling the learning outcomes.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 5

5- Early Childhood Education



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January 2024 - March 2024: Child Development

5 Credits

DESCRIPTION:

Faculty: Theresa L. Lenear

This course examines the development of children from prenatal to early adolescence. The various theories of child development, and the research and practice that relates to the theories will be addressed, including the cultural, social and economic influences, as well as the complex, interconnection of relationships between biology and environment. Students will build a functional understanding of the foundation of child development, prenatal to early adolescence. They will observe and document physical, social, emotional, and cognitive development of children, reflective of cross cultural and global perspectives. Students will analyze and summarize various learning theories to develop and assess environments designed for diverse learners in inclusive classrooms. Research and practicum work emphasizes the relationship between theory and practice and the development of self-analytic, reflective, and problem-solving skills in pedagogical contexts. The emphasis is on the generation of evidence-based research understandings, creation of pedagogical tools, and critical reflections on fieldwork.

EVALUATION:

Written by Theresa L. Lenear

Latoya Smith fully engaged in examining the development of children from prenatal to early adolescence. Latoya Smith attended the class sessions, completed all but one assignment, as well as addressed the learning objectives and offered clear summaries of the key ideas from the required reading. Latoya Smith made a positive contribution to our learning community.

Latoya Smith researched, examined, and discussed major theories to understand child behavior and development that included the social, and economic influences, as well as the complex, interconnection of relationships between biology and environment. Through her analysis Latoya evaluated the effectiveness of the various developmental theories in parenting and teaching as well as examining the interdependence of the cognitive, psychosocial, and physical domains of development that was reflective of intergenerational and global perspectives. Latoya Smith documented her understanding in response to the developmental milestones for infants' first 12 months and examined the terminology and concepts brought forth from the work of Letitia Nieto such as "full moon", holding environment, and attachment as she captured Nieto's theoretical framework around development especially understanding the essential role that a nurturing environment plays in development.

Through engagement with theory and practice Latoya Smith examined the role of play and its relationship to development at various states in which she demonstrated her understanding of the concepts she identified in her objective observation. Overall, Latoya summarized key ideas from the assigned reading and amply demonstrated an engagement with the materials and her use of critical thinking skills.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 5

5- Child Development



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January 2024 - March 2024: Art with Young Children

5 Credits

DESCRIPTION:

Faculty: Ronald Rosario and Theresa Lenear

Students will explore the creative process through art, music, poetry, and storytelling. The emphasis is on the arts as communication, as a reflection of culture and history, and as a tool for community building and interacting in all aspects of the curriculum. Students examine the benefits of arts-based curriculum in the development of imagination and cognitive, language and communication, and social skills. The course demonstrates the use of cultural arts in developing Total Physical Response (TPR) and identity development strategies. Students examine examples of multiple intelligences and planning curriculum (using the cultural arts) to respond to a variety of strengths and kinds of intelligences. Students also gain skills in recognizing and defining various poetic forms, musical rhythms, and storytelling approaches (including conceptualization of a personal style, development of the ideas, techniques, and organization of the art's elements to form creative work).

EVALUATION:

Written by: Ronald Rosario and Theresa Lenear

With a commitment to ensuring that the children's natural creativity, imagination, and curiosity are supported, Latoya Smith engaged in practicing several art forms and described her creative processes. She gained skills in recognizing and defining various poetic forms, musical rhythms, and storytelling approaches. She demonstrated her understanding about the arts as communication, as a reflection of culture and history, and as a tool for community building and interacting in all aspects of the curriculum. She developed an art activity with children that supports their creative processes. She eloquently described the benefits of an arts-based curriculum in the children's development of imagination and cognitive, language and communication, and social skills.

Drawing from the class text, *Critical bicultural dance pedagogy: Embodying cultural literacy*, Latoya demonstrated her understanding of theory and practice by making connections between the critical dance theory and her own practices with music, movement, and dance with young children. She also demonstrated the use of cultural arts in developing Total Physical Response (TPR) activities in her class presentation. She thoroughly examined examples of multiple intelligences and planning curriculum (using the cultural arts) to respond to a variety of strengths and kinds of intelligences. Latoya Smith shared the story of how she has organized cultural events with parents, children, youth, elders, and community artists. She was able to deeply engage with and define creativity and imagination and shared her thoughts about why these are important in the lives of children.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 5

5- Art Teaching Methodology



Smith, Latoya

A00444393

Last, First Middle

Student ID

September 2023 - December 2023: Tribal Sovereignty and Early Childhood Education

5 Credits

DESCRIPTION:

Faculty: Theresa Lenear

This course engages the Early Learning Tribal Sovereignty Curriculum, created by Native Early Learning educators for ALL early learners in Washington State. This curriculum is aligned to the K-12, Since Time Immemorial: Tribal Sovereignty in Washington State curriculum. Students will work with the curriculum's three lessons designed for early learners to experience concepts related to tribal sovereignty and local tribal history: (1) Who We Are (family, cultural identity, a sense of place, and Native families), (2) House of Salmon (historic and contemporary significance of salmon), and (3) Respecting Our House (reciprocity, taking care of the land, acknowledging and honoring place, health and wellness, and giving thanks for all). Storytelling as a child development strategy will be central along with studying the curriculum's map of Indigenous nations in Washington State.

EVALUATION:

Written by: Ronald Rosario

Latoya Smith successfully completed the course of study by meeting the learning objectives in the following ways. She was present for the five weekend sessions where she noted, "This class was great, I learned so much that I didn't know before ... Someone in class had mentioned this, 'Perspective is important. Learning different perspectives is interesting. It is very important to learn these different perspectives to have a better understanding.'"

She wrote a reflection on what she learned about the early collaborations between Ramona Bennett of the Puyallup Nation and Maxine Mimms, founder of Evergreen College Tacoma. Latoya Smith engaged with the historical context and significance of Canada's Orange Shirt Day (National Day for Truth and Reconciliation) through an art-based project. She also wrote about Canoe Journeys and the Salish Sea as well as the historic and iconic movie, *As Long as the Rivers Run*. After hearing about the stories of the Indipino Community of Bainbridge Island and viewing the documentary, *Honor Thy Mother*, Latoya Smith reflected on the phenomenon of mestizaje in the Americas. Latoya engaged with the Tulalip webpage on the Lushootseed language. She selected one of the word groups, listened to their pronunciation, and recorded herself trying out the pronunciation.

After reviewing the Since Time Immemorial: Tribal Sovereignty in Washington State website, listening to the story (*A River Lost*), and studying the lesson plan, Latoya Smith created a collage about what family means to her. For the assignment, Honoring an Indigenous African Leader, she learned about the Indigenous and African cultural influences of the Garifuna, Yenkunkun, and Taino people of the Caribbean. She painted a portrait of this person from the Taino community and included five items that represented their lives and cultural backgrounds. As a part of learning to address stereotypes of Indigenous people, Latoya worked on accurately depicting their skin color, hair texture, facial figures, environment, housing, and culture. Latoya Smith reflected on the significance of culturally appropriate, artistic sign language after reading about Fern Naomi Renville, Roger Fernandes, and Howie Seago's film wherein deaf and Native American creators reimagine Coast Salish myths in *Changer: A Hand Telling*.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 5

5- Tribal Sovereignty and Early Childhood Education



Smith, Latoya

A00444393

Last, First Middle

Student ID

September 2023 - December 2023: Soy Bilingüe Seminar: Language, Culture, and Young Children

5 Credits

DESCRIPTION:

Faculty: Theresa Lenear, Ronald Rosario

This Soy Bilingüe course examines theory and practice in supporting the linguistic and cultural development of young children. Students will review a framework for teaching children whose primary language is one other than English as well as teaching a second language to English speaking children. They will engage relevant theoretical and practical information related to bilingual early childhood and elementary education methods with a goal of the development of cultural competence and respect for learners growing up in a bilingual world. Students will reflect on and evaluate their language plan (time based or teacher-based models) and review the ways they have responded to the linguistic and cultural backgrounds of children and their families in curriculum planning. Students will demonstrate their understanding of the natural processes of acculturation, cultural transmission, and language acquisition through the use of song-games, folkloric dances, songs, finger-plays, lullabies, poetry, spoken word, and rhythms.

EVALUATION:

Written by: Theresa Lenear, Ronald Rosario

Latoya Smith successfully completed the Soy Bilingüe Seminar, with a focus on the intersections of language, culture, and young children. Building on her prior knowledge of dual language approaches in early childhood education, Latoya deeply engaged theory and practice in supporting the linguistic and cultural development of young children. She contributed to the formation of a vibrant, supportive, creative, and lively learning community. The students began by reviewing a framework for teaching children whose primary language is one other than English as well as teaching a second language to English speaking children. They engaged relevant theoretical and practical information related to bilingual early childhood and elementary education methods with a goal of the development of cultural competence and respect for learners growing up in a bilingual world. Latoya Smith wrote a two-page story about her own language learning history, describing the community in which she acquired her first language. In reflecting about her own acculturation and literacy story she noted two important cultural values central to this process: "Curiosity is the desire to learn new things, explore new possibilities, and seek new knowledge. Curiosity is a value that I cherish in my culture because it fosters creativity, innovation, and growth. Curiosity motivates us to ask questions, challenge assumptions, and discover new perspectives. Curiosity also helps us to appreciate diversity, understand different cultures, and empathize with others. Curiosity is a value that I would like to pass onto children because it can enrich their lives, broaden their horizons, and prepare them for the future. Respect is the recognition of the dignity, worth, and rights of oneself and others. Respect is a value that I uphold in my culture because it promotes harmony, cooperation, and justice. Respect requires us to treat others with kindness, fairness, and honesty. Respect also means to accept differences, acknowledge opinions, and appreciate contributions. Respect is a value that I would like to pass onto children because it can foster positive relationships, build trust, and prevent conflicts."

After reading about the Teaching Umoja Ten Ideas, she discussed how they each related to her own work with young children, their families, and their communities. Latoya Smith read the Soy Bilingüe book and wrote an annotation. She reviewed the ways she has responded to the linguistic and cultural backgrounds of children and families in curriculum planning. She went on to develop a language plan (time based or teacher-based), specifying the ages of children, language fluency goals, her strategy for the organization of language usage, and how she will work with small group time to support both first and



Smith, Latoya

A00444393

Last, First Middle

Student ID

second language learners. Working with a team, Latoya developed a circle time and a small-group activity for children learning a second language including props and real objects, folklore and culture, focusing on 3 to 5 words, without translation, using gestures and TPR, and including hands-on materials.

In summary, Latoya Smith was able to demonstrate her understanding of the natural processes of acculturation, cultural transmission, and language acquisition through the use of song-games, folkloric dances, songs, finger-plays, lullabies, poetry, spoken word, and rhythms.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 5

5- Soy Bilingüe: Language, Culture, and Young Children



Smith, Latoya

A00444393

Last, First Middle

Student ID

September 2023 - June 2024: Early Childhood Education: Working With Families

18 Credits

DESCRIPTION:

Faculty: Theresa Lenear, Ronald Rosario

Fall Course Description

Lyceum Seminar has an annual theme and common readings among all students. Individual courses connect to the theme intersectionally, covering a variety of academic interests. This quarter will be 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 will explore the concept of connectivity, historically and in a contemporary context, as it is explained in theory and practice. In seminars, we will read and analyze documents, artifacts, and secondary texts to decipher in what ways connectivity has existed and persisted throughout human history. Students will examine their personal experiences with human connectivity by constructing an autobiographical memoir. Students will have the opportunity to hone their skills in critical reasoning, research, and the use of multimedia and computers.

Winter Course Description

Students will identify, explore, and develop topics for further research and study using their acquired knowledge and literacies in situations designed to transform themselves and their communities. An introduction of a strategic process for applying methods of restorative and transformative community practices will be critically examined. Students will work actively toward the application of knowledge by developing collaborative action research projects. The purpose of the project is to identify a particular problem, define its dimensions, determine its causes, and establish action plans for its remedy. Ideally the focused issues should be related to the program's theme, "Seeking Common Ground: From Local to Global." Students are expected to demonstrate understanding, action, and leadership and work collaboratively to develop an action-oriented research project. Students will interview community experts in fields of their community spring fair topic.

Spring Course Description

The world is undergoing massive transformations in the 21st century in its environment, economy, politics, culture, societal structure, aesthetics, and more. These transformations have brought on many conflicts among peoples and nations. How can we understand these conflicts on both a local and global level? How can we respond to and help to resolve these conflicts? How do we find commonality among peoples? How do we connect our neighborhoods to other parts of the world? How do we share resources equitably in an increasingly crowded, automated, and digitally mediated world? How shall we prepare ourselves and our children to face these new challenges? These are some of the questions this program will examine and explore. From local to global we will study and learn from cultures of people past and present while pursuing our own intellectual and imagination development. Drawing on an interdisciplinary perspective, we will consider various definitions and theories of globalism and humanism. By the end of the program, we will be able to apply our newly obtained knowledge and skills to seek common ground among peoples locally and globally that may overcome racism, nationalism, sectarianism, and tribalism and help people to embrace the principle of liberty and justice for all.

Our fall theme will be identifying the problem and clarifying the question. This quarter will be 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 will explore the concept of connectivity, historically and in a contemporary context, as it is explicated in theory and practice. In seminars, we will read and analyze documents, artifacts, and secondary texts to decipher in what ways connectivity has existed and



Smith, Latoya

A00444393

Last, First Middle

Student ID

persisted throughout human history. Students will examine their personal experiences with human connectivity by constructing an autobiographical memoir. Our work will be supplemented with a series of courses designed to assure literacy with words, numbers, environmental and biomedical sciences, and images. Students will have the opportunity to hone their skills in critical reasoning, research, and the use of multimedia and computers.

Our winter theme will be researching roots, causes, and potential solutions. We will look at specific contemporary societal issues in human connectivity from a variety of institutional perspectives, most notably in environmental policies, public and global health, law, education, government, and domestic and foreign politics. Students will investigate specific issues of interest to identify a particular problem, define its dimensions, determine its causes, and establish action plans for its remedy.

In spring the theme will progress to implementation. We will focus on the design and implementation of projects aimed at addressing the issues of interest identified in winter. Seminar groups will combine their efforts to assist the community in facing today's challenges. The projects may take the form of educational events, publications, multimedia presentations, or art installations to help the community seek common ground with its neighbors and with the rest of the world. Courses will assist in the successful implementation and evaluation of student group activities.

EVALUATION:

Written by: Theresa Lenear, Ronald Rosario

Fall Evaluation

Latoya Smith successfully completed the course of study by meeting the learning objectives, attending the classes, and engaging in dialogue. Latoya learned about the power of memoirs by reading and discussing *Uncle Rico's Encore: Mostly True Stories of Filipino Seattle* by Peter Bacho. She also developed an understanding of how Europe underdeveloped Africa and wrote a paper that summarized and gave her thoughts and responses to the book, *How Europe Underdeveloped Africa* by Walter Rodney. Latoya noted,

"Rodney's works are important in the complicated issues of modern world relations. The institution symbolizes persisting effects of colonialism and the fight for sovereignty in Africa. The text calls for re-examination of how power is distributed in the contemporary world and pushes towards a fairer society. Today we hear the echoes of colonization in different form. The ideas of Rodney laid the groundwork for addressing the problems that has led to Africa's backwardness. *How Europe Underdeveloped Africa* is more than an historical account; it is a call for justice for Africa's development. His mastery in researching and putting his passion into it produces a strong story that gives readers reason to reevaluate their opinions about Africa's past. This study acts as a beacon for us to realize that there have been some wrongs committed against people in the past; and therefore, should not repeat again to achieve a fair world globally."

Latoya Smith worked collaboratively in small groups to discuss issues impacting children and families in their community and built community among the other students by sharing and listening to each other's stories. And finally, Latoya did a self-evaluation of accomplishments and areas to work on,

"I have accomplished a lot and learned a lot in the first quarter of the school year as a Family Support Specialist. I have also set a goal to improve my communication and collaboration with families. These accomplishments and goals reflect my passion and commitment to the early education field and my desire to grow and improve as a professional. I look forward to the next quarter and the new challenges and opportunities that it will bring."



Smith, Latoya

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Written by: Ronald Rosario

In winter quarter, Latoya Smith further advanced their work in The Evergreen State College (TESC) Tacoma's year-long interdisciplinary study, Seeking Common Ground: From Local to Global. By attending lyceum lectures and seminars, completing assigned readings and writings, and participating in their team research project, Latoya Smith and peers made significant progress to identify, explore, and develop their research. Students worked actively toward the application of knowledge of restorative and transformative community practices by developing collaborative action research projects. They formed viable teams, chose a worthy topic of focus to transform themselves and their communities, proposed their research question, reviewed literature about their topic, and planned out their methodology and research design.

As Sankofa dual language and culturally responsive early childhood education students, they chose topics that focused on the ways that this theme relates to the quality of life for young children, their families, and their communities. Latoya Smith contributed substantively to the collective effort in seminar discussion and team research efforts. Through these interactions with peers and faculty, Latoya Smith cultivated their ability to work across significant human differences and to cultivate skills in academic discourses. She firmly met the expectations of the program and earned full credits with excellent work. Latoya Smith is a respected member of our learning community.

Written by: Ronald Rosario

Spring Evaluation

In spring quarter, Latoya Smith's research team (Group 4) expertly completed all the components of their community research project and went on to present in TESC Tacoma's annual Spring Fair. They began by acknowledging that "Our campus is on the traditional homelands of the Puyallup Tribe" and spoke about honoring Puyallup elders. They decided on a research question that specifically focused upon "In what ways can wrap around services impact the families of our community?" The explanation given of the power dynamics involved and experienced as a staff member of a multiservice agency was excellent. The research team review of literature began with a quote from Coretta Scott King "The greatness of community is most accurately measured by the compassionate actions of its members" of which provided a conceptual framework for the content that followed focused on common barriers, family support, and community support. From the team's community practitioner, Latoya Smith noted "Our last and most important point we learned is [that] we need to be able to build trust and relationships amongst ourselves and our community. We are all here to take care of each other." The team sought to ground the research within Tuhiwai Smith's (2023) decolonizing methodologies and community-based participatory action research within qualitative methodology to engage with the ways that indigenous knowledge systems and cultural practices can inform and transform educational frameworks and practices. In conclusion and recommendation, they shared:

"Community-led organizations are great at helping communities because they really understand what the community needs and values. By involving community members in decisions, these groups can offer services that fit the community perfectly ... Overall, communities need to be mindful of the people within them, listen to the people because they will tell you what they need."

Through these interactions with peers and faculty, Latoya Smith worked across significant human differences and cultivated skills in academic discourses. Latoya Smith firmly met the expectations of the program and earned full credit with excellent work. Latoya Smith is a respected member of our learning community.



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Last, First Middle

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SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 18

- 2 - Autobiographical Literature and Expository Writing
- 2 - Topics in International Relations
- 2 - Research Process
- 6 - Child and Family Studies
- 6 - Applied Community Research



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.