



Ibrahim, LaDawn Wright

A00110271

Last, First Middle

Student ID

**Former Name(s):** Wright, LaDawn ;**DEGREES CONFERRED:**

Bachelor of Arts

Awarded 12 Jun 2009

**TRANSFER CREDIT:**

Start	End	Credits	Title
09/1982	12/1986	123	<b>Wilberforce University</b>
09/2004	12/2004	12	<b>Green River Community College</b>

**EVERGREEN UNDERGRADUATE CREDIT:**

Start	End	Credits	Title
09/2007	06/2008	31	<b>Removing Barriers, Bridging Gaps</b> <i>3 - Advanced Studies in Autobiographical Literature and Composition</i> <i>3 - Advanced Studies in Leadership</i> <i>4 - Advanced Studies in Conversational French</i> <i>3 - Advanced Studies in Sociology of Race</i> <i>2 - Advanced Studies in Biology</i> <i>3 - Advanced Studies in Applied Community Research</i> <i>3 - Advanced Studies in Leadership Theory and Practice</i> <i>3 - Advanced Studies in Conversational French</i> <i>5 - Advanced Studies in Human Lifespan Development</i> <i>2 - Advanced Studies in Reflexive Practice</i>
03/2009	06/2009	12	<b>Family Stabilization for the Homeless</b> <i>6 - Causation and Effects of Homelessness</i> <i>6 - Research: Questionnaire Interviews with Professionals who Work with the Homeless</i>
03/2009	06/2009	4	<b>Power Play(ers)</b> <i>4 - Advanced Applied Community Studies</i>

**Cumulative**

182 Total Undergraduate Credits Earned



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

Ibrahim	LaDawn	W	A00110271
Student's Last Name	First	Middle	ID Number
30380	Power Player(s): Actions and Consequences		
Program or Contract No.	Title		
	30-MAR-2009	12-JUN-2009	4
	Date began	Date ended	Qtr. Credit Hrs.

**DESCRIPTION:**

Faculty: Artee Young, Ph.D., J.D. (Law, Literature), Campus Executive Director and Lyceum Facilitator; Amadou Ba, MPA (Romance Languages, West African Languages); Peter Bacho, J.D., LL.M. (Literature, Writing, Law, Political Science); Joan Bantz, MPA (Business, Public Policy, Health Policy); Bracey Dangerfield, Ph.D. (Biochemistry, Human Biology, Neuroscience); Barbara Laners, J.D., (Public Policy, Foreign Policy, Law); Mingxia Li (Zhang Er), M.D., Ph.D. (Biology, Public Health, Bioethics, Chinese Cultural Studies, Mandarin Chinese); Paul McCreary, Ph.D. (Mathematics and Social Justice, 3D Modeling, Life Science); Gilda Sheppard, Ph.D. (Media Literacy, Sociology, Cultural Studies); Tyrus Smith, M.S., Ph.D. (Environmental Science, Ecology, Environmental Policy); Arlen Speights, M.F.A. (Multimedia Art and Design, Web Design, Graphic Design, Video Production, Sound Editing)

This upper division program examined local, national and foreign policy issues of the postcolonial and neocolonial world in education, health care, social welfare and the environment through interdisciplinary studies of law, bioethics, biomedical sciences, environmental science, legislative process, organizational management, mathematics modeling, sociology, psychology, American and world history, media literacy, world literature and cultures. Research methods in social and natural sciences and statistics emphasized in this program presented students with a systematic approach and analytical tools to address real life issues through constant research practice throughout the activities of the program. Information and multimedia technology and biomedical laboratory technology were employed in hands-on laboratory practice to enhance students' academic capacity and power.

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

Dawn's individual class was:

Lyceum: Power Player(s): Actions and Consequences

Faculty: Prof. Barbara Laners

Spring quarter, the Lyceum focus was upon those strategies and models that recognize positive social, economic, and environmental change and built upon research to design proactive interventions, inclusions and solutions. Using the assigned texts and findings from their research as content, students completed projects that were part of the "Annual Showcase and Resource Fair." The theme of this year's community fair was sustainability. Students continued working on the areas of their passion selected during previous weeks and developed vehicles to disseminate information clarifying the nature and extent of a pressing social, economic, environmental, and/or public health problem and strategies in the form of "doable acts" that citizens can perform to prevent, address, remedy, or solve such concerns. This information was presented utilizing material and non-material resources, workshops, dialogue circles, print and multi-media, technology, art installations, performance, films/video, etc.

July 27, 2009

Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

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<u>Ibrahim</u>	<u>LaDawn</u>	<u>W</u>	<u>A00110271</u>
Student's Last Name	First	Middle	ID Number
<u>30380</u>	<u>Power Player(s): Actions and Consequences</u>		
Program or Contract No.	Title		
	<u>30-MAR-2009</u>	<u>12-JUN-2009</u>	<u>4</u>
	Date began	Date ended	Qtr. Credit Hrs.

**EVALUATION:**

Written by: Prof. Barbara Laners

LaDawn Ibrahim enrolled in Lyceum/Seminar for spring quarter 2009. She was an active participant in the spring quarter Lyceum/Seminar. She will receive full credit. She completed all written assignments. The quality and clarity was evident in her journals and memoir. The progression of her improvement was demonstrated in the body of work submitted.

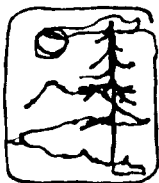
She attended class on a regular basis.

Based upon an evaluation of the body of her work and attendance, she will receive full credit equivalencies.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4**

4 – Advanced Applied Community Studies

July 27, 2009  
Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

Ibrahim	LaDawn	W	A00110271
Student's Last Name	First	Middle	ID Number
30649	Individual Learning Contract		
Program or Contract No.	Title		
	30-MAR-2009	12-JUN-2009	12
	Date began	Date ended	Qtr. Credit Hrs.

**DESCRIPTION:**

Faculty: Stephanie Kozick, Ph.D.

LaDawn's Individual Learning Contract, **Family Stabilization for the Homeless**, was designed with a clear aim to identify the needs of homeless individuals and to distinguish between the actual experiences of being homeless with how it has been examined in published studies. To this effect she planned to develop a needs assessment questionnaire, conduct interviews and collate responses. She would also conduct a library search for reference material on the topic of homelessness. LaDawn planned to act on her study by analyzing views of homelessness and forming proposals for ways that it might be decreased and family stabilization established and maintained.

**EVALUATION:**

Written by: Stephanie Kozick, Ph.D.

LaDawn's interest in counseling and her active volunteer work serving homeless individuals and families in Tacoma grounded her focused interest in this contract project. She was very open to suggestions for conducting her research and worked independently to complete the study. She submitted a portfolio of her contract work at the end of the quarter that included a set of response papers that addressed situational concerns of the homeless and an innovative solution, and a set of interviews that she conducted with staff persons at organizations that provide resources concerning homelessness.

LaDawn's readings were limited to materials available through coalition and organization internet sites, such as, Solutions for America, TinyHouse, Resources for Life, and the Center for American Progress. She employed prose and an impassioned storytelling style to compose persuasive essays directed at the reader, which was a move away from her intention to prepare documents that would guide her own activism to "alleviate the cycle of homelessness for families." Style notwithstanding, her essays addressed important considerations of homelessness. She addressed causation in terms of mental illness and other health problems, family "break -ups", and job loss, and the effects in terms of missed employment and school opportunities when one can not produce a home address, and the spiral of poverty that parallels homelessness. She took special note of the impact of homelessness on children, referring the reader to "The Full State Report Card on Child Homeless in America" published by the National Center on Family Homelessness and on issues that confront women in poverty, providing statistics from Cawthorn's work.

LaDawn limited her needs assessment work to the construction of a questionnaire that she employed to conduct five interviews with staff working with the homeless. Her specific questions garnered valuable information concerning training, resources, methods to return the homeless to stability, and advice for those working with the homeless. She prepared a summary of her findings noting lack of resources as a key challenge for the homeless and that tools of active listening, and educating for budget and financing were effective interventions. LaDawn also researched sustainable housing as a promising solution to homelessness. Encouraged by the Small House Society's support of small living spaces, she proposed that aid from government, community nonprofits, and Habitat for Humanity might be directed toward an economical family home solution.

June 16, 2009

Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

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Ibrahim	LaDawn	W	A00110271
Student's Last Name	First	Middle	ID Number
30649	Individual Learning Contract		
Program or Contract No.	Title		
	30-MAR-2009	12-JUN-2009	12
	Date began	Date ended	Qtr. Credit Hrs.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12**

6 - Causation and Effects of Homelessness

6 - Research: Questionnaire Interviews with Professionals who Work with the Homeless

June 16, 2009

Date



The Evergreen State College - Olympia, Washington 98505  
**THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT**

Ibrahim	La Dawn	W	A00110271
Student's Last name	First	Middle	ID Number
Independant Student Contract on Homelessness	03/30/09	06/12/09	
Title	Date Began	Date Ended	

One of my main goals for this academic year has been to focus solely on what I passionately believe is my life's work, which is to find ways to help the homeless. In retrospect, this past quarter was my most successful accomplishment pertaining to my vision. I researched the plight of homelessness and what it takes to be in the fight to prevent it. I found that this subject takes more than just one person to tackle it but we have to start somewhere. My desire is to help families by providing them with various ways of getting them established financially. In that way they can acquire the dignity that they so desire by being able to house their children. There is not one person that I know that does not want to provide their children with love and safety. The homeless are just that "homeless" but they are Human Beings with the same hopes and dreams that we all share. In this profound desire to better understand the homeless, during Spring quarter, I participated in an Individual Student Contract with the much needed assistance of Dr. Stephanie Kozick of The Evergreen State College of Olympia. Dr. Kozick and I worked very closely and we decided to start at the grass roots of homelessness. We first attempted to learn how one would initially become homeless and that could be in various ways, such as: losing your job and not being able to find another quickly enough, becoming ill whether it be mentally and/or physically and not knowing or having the resources to get help for yourself, and most commonly practiced, the grip of substance abuse; alcohol and/or drugs. I have found that working with others is very enlightening and challenging! At The Evergreen State College, Tacoma we form groups of approximately 5 to 6 students. We (the group) must find a subject that will impact our community in positive ways, such as: How do we provide better healthcare? How do we assure a safe haven/community for our children? Our final suggestion was to have them fingerprinted, interviewed and to have their pictures taken. Once all of this has occurred, place this information on a disk. Finally, file this information into a safe place, such as: a safe that is located in a private place in the home or in a safety box that one might have in their bank. We all submitted our thoughts and placed them in a rough draft. We, as a group, decided on how the proposal should be presented and achieved. I found that everyone felt as if they were a part of something important. We were connected to one another. Everyone in this group has a pivotal role to play, such as: researcher, interviewer or recording secretary, etc. And everyone put forth their all to assure that our message was made clear. This project teaches us how to learn to work within a group and accomplishing a positive outcome. It also teaches us how to research, interview others and how we can come to understand other people's views and respect them even if they differ from our own. Respect is powerful and needs to be practiced at every level, it takes us as a people a very long way. During the process of learning about homelessness and the pursuit of eliminating it or the attempt to prevent it, albeit (we) performed this research as a group, as individuals, I have noticed such growth in our understanding of humanity. Now I and others have come to see that the homeless may not just be the bum on the street begging for a dime. We have learned to be less judgmental about who we are ignoring when someone asked for a helping hand. We have learned that it could very well be a family or a single mom or dad that just fell short somehow in their lives. We have all acquired in one way or another a profound desire to reach out and to help, to practice humanity more readily. I was changed/grew/developed this academic year via allowing myself to be open to others and by not shying away from opening up and expressing myself. At The Evergreen State College, Tacoma we were also asked to write a memoir based on a past experience that was pivotal or that stood out more so within ourselves that created a change. I wrote a memoir and in that memoir I opened up the depths of my soul and I went way back into my past that brought me back to a travesty. I was taken back to a place of darkness that I never wanted to visit again. That is the purpose of writing the memoir. You see, at The Evergreen State College, Tacoma, we explore the entire person not just the academics of them. When I first wrote the memoir I asked my professor not to allow anyone else to read it. I also asked if he would be agreeable as not to call on me to explain

La Dawn W. Aukin  
Student's Signature  
November 18, 2009  
Date

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Faculty Signature (optional)

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Date


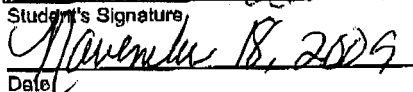


The Evergreen State College - Olympia, Washington 98505

## THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT

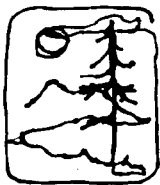
Ibrahim	La Dawn	W	A00110271
Student's Last name	First	Middle	ID Number
Independant Student Contract on Homelessness	03/30/09	06/12/09	
Title	Date Began	Date Ended	

my views or read it aloud. He granted my requests and kept his word, something that is well practiced by the professors at TESC, Tacoma. Through writing this very personal memoir I found that I opened up to one person and as time went on I opened up to many others. This is something that would have never happened prior to the care and support of my professors at TESC. Moreover, there was one person that I needed to open up to more than anyone else. The person that I opened up to was La Dawn (me), I was exhilarated! Because you see I kept that secret hidden away from myself since I was 6 years old. When I was asked to open up and speak on the subject because by opening up it had such a powerful potential to help so many others, but by opening up, I was breaking my own secret code. Now, I am being asked to share it with someone else. Needless-to-say, it was terrifying but I found my strength and I did it. I then opened up to my professor who was and is still very respectful and encouraging. He is the one who first suggested that I seriously consider becoming a writer. Note that this suggestion comes from a well known and renowned Author. He encouraged me to be able to stand on my own two feet and I can now stand with my power and speak not only on the subject at hand but I can now share my soul with others with steadfast and great confidence. We are our brothers keeper here and I am being molded daily to reciprocate the lessons in which envelopes me. I am grateful that someone took of their time and manifested their patience and understanding so that I may achieve my goals and I am proud that I have been called to lend my hand and shoulders to someone else now that I have the knowledge on how to do so because I have been taught by the best to do my very best.

  
Student's Signature  
  
Date

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Faculty Signature (optional)

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Date



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**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

Ibrahim	LaDawn	W	A00110271
Student's Last Name	First	Middle	ID Number
10713-20676	Removing Barriers, Bridging Gaps		
Program or Contract No.	Title		
	24-SEP-2007	13-JUN-2008	31
	Date began	Date ended	Qtr. Credit Hrs.

**DESCRIPTION:**

Faculty: Artee Young, Ph.D., J.D. (Law, Literature), Campus Director and Lyceum Facilitator; Amadou Ba, B.A. (Romance Languages, West African Languages); Peter Bacho, J.D., LL.M. (Literature, Writing, Law, Political Science); Bracey Dangerfield, Ph.D. (Biochemistry, Human Biology, Neuroscience); Sharon Katz, Ed.D. (Psychology); Barbara Laners, J.D., (Public Policy, Foreign Policy, Law); Mingxia Li (Zhang Er), M.D., Ph.D. (Biology, Public Health, Bioethics, Chinese Cultural Studies); Paul McCreary, Ph.D. (Mathematics and Social Justice, 3D Modeling, Life Science); Gilda Sheppard, Ph.D. (Media Literacy, Sociology, Cultural Studies); Tyrus Smith, M.S., Ph.D. (Environmental Science, Ecology, Environmental Policy); Arlen Speights, M.F.A. (Multimedia Art and Design, Web Design, Graphic Design, Video Production, Sound Editing) and Carl Waluconis, M.A. (Writing).

This year's program was designed to help students discover new understandings of leadership and the various issues associated with effective leadership. We focused on individual and community capacity building and the role that humanities, social sciences, mathematics, science, media and technological literacies play in informing our understandings of the world around us. A major emphasis of this program was the examination of internal and external factors that influences one's ability to access, overcome and excel in spite of personal and institutional barriers. The expectation was that students would be able to demonstrate understanding, action and leadership in their areas of interest.

This program took a holistic approach to systemic change at the community level. For example, one area we addressed was that of math, science and writing phobias. Communities need citizens who can advocate for their children, parents who can navigate and understand the law and caregivers and teachers who can assist our youth in understanding subject matter presented to them in the classrooms.

Evergreen students who anticipate careers in education were provided with a solid grounding in the humanities, science and math. This grounding will allow them to obtain endorsements for further studies in education and prerequisites for graduate school. Students also had an opportunity to work with an award winning and nationally recognized after school youth program.

During fall quarter, students studied historical notions of leadership, leadership theories, leadership styles and contemporary views of leaders and followers. Students also focused on their personal experiences and the world around them in order to understand those inner and external factors that have limited or encouraged them to achieve, take on leadership roles and civic engagement.

During winter quarter, based upon work done in the fall, students identified, developed and explored models of educational leadership that have led to capacity building and systemic change. Students enhanced their knowledge of contemporary leadership theory and worked actively toward the application of leadership principles through collaborative research projects.

In spring quarter, students bridged the gap between theory and practice. To that end, they utilized a variety of expansive methods, from writing to media, in order to demonstrate and communicate their perceptions and findings to a wider audience. Students presented their collaborative research projects publicly. The information presented was directed toward benefiting individual and community capacity as well as

February 11, 2009  
Date





The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

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	24-SEP-2007	13-JUN-2008	31
	Date began	Date ended	Qtr. Credit Hrs.

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communicating a wider understanding of their findings to enhance their own lives, the lives of those in their community, and the world that we all share.

LaDawn's individual classes were:

Lyceum: Removing Barriers, Bridging Gaps

Faculty: Prof. Peter Bacho

Capacity building as part of an intellectual and community building process requires enhancement of aptitude, scope, position and function. This year, in order to understand and prepare students to build capacity in themselves and their communities, students explored and discovered new understandings of leadership including what effective leadership means. A major emphasis was the examination of internal and external factors that influences one's ability to access, overcome and excel in spite of personal and institutional barriers. Holistic approaches to systemic change at the community level included mathematics, science and writing phobias. Individual and community capacity building focused on the humanities, social sciences, mathematics, science and technology in order to inform our understanding of the world around us. In fall, students studied the historical notions of leadership, leadership theories, leadership styles and contemporary views of leaders and followers.

Conversational French (fall and winter quarters)

Faculty: Prof. Amadou Ba

This French conversation course emphasized conversation through pronunciation, vocabulary, basic grammar and interactive oral activities. Students developed competence to introduce themselves and talk about their friends, talk about daily activities and describe their immediate environment. The class used various activities such as role play, games, visual activities and music.

Self Portrait through Skin

Faculty: Mingxia Li, Ph.D. and Gilda Sheppard, Ph.D.

This course explored the secrets of the largest organ of our body, skin. We began our journey by examining its evolution, history and biological functions. The course, however, focused on social perceptions of skin as they inform identity, personal boundaries and symbolic representations in media. The cultural impact of these perceptions on public policy was also interrogated. Students chose a partner to investigate one question about skin. Through readings, seminars, interviews, laboratory exercises and class assignments, students constructed and presented a self portrait along with a ten-page synthesis paper interpreting the social, cultural and biological meaning of the self portrait. Through this process, the class created a "skinscape" of our learning community. This course was preparatory for careers and future studies in social work, education, journalism, media, community organizing, business, health care and public policy.

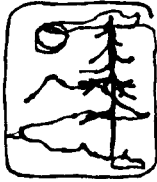
Lyceum: Removing Barriers, Bridging Gaps

Faculty: Prof. Peter Bacho

Capacity building as part of an intellectual and community building process requires enhancement of aptitude, scope, position and function. This year, in order to understand and prepare students to build capacity in themselves and their communities, students explored and discovered new understandings of leadership including what effective leadership means. A major emphasis was the examination of internal and external factors that influences one's ability to access, overcome and excel in spite of personal and

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Student's Last Name	First	Middle	ID Number
10713-20676	Removing Barriers, Bridging Gaps		
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	Date began	Date ended	Qtr. Credit Hrs.

institutional barriers. Holistic approaches to systemic change at the community level included mathematics, science and writing phobias. Individual and community capacity building focused on the humanities, social sciences, mathematics, science and technology in order to inform our understanding of the world around us. In winter, students identified, developed and explored models of educational leadership that have led to capacity building and systemic change.

**Senior Synthesis**

Faculty: Artee Young, Ph.D., J.D.

Senior level students are expected to do a synthesis of all their academic work at the end of their Evergreen tenure. Students wrote, submitted, analyzed and refined a piece of their "best work" and included a cluster diagram of books, speakers, events, projects, "aha's" and epiphanies that contributed to their understanding and resultant competencies. They also produced a 6-8 page reflective narrative of how they have grown in the following areas: content mastery, critical thinking, problem solving, collaboration, oral and written communication, creative expression, research and data analysis, scientific and quantitative understanding and reasoning, multimedia technology, civic engagement, community leadership and commitment. Students also submitted either a cover letter for employment or a personal statement for graduate school.

**EVALUATION:**

Written by: Prof. Peter Bacho

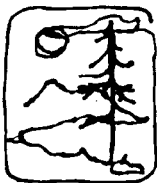
LaDawn Ibrahim had a good quarter in fall's Lyceum and Seminar. She attended most classes, participated in class discussion and submitted most of her written work. Ms. Ibrahim's written work was clear, well organized and reflective. In particular, her memoir recounting an abusive childhood was well done. I look forward to working with Ms. Ibrahim over the next several months. She has potential for academic growth. Ms. Ibrahim has easily earned full credit for the quarter.

Professor Ba reported that Ms. Ibrahim met the learning outcomes and showed great motivation in Conversational French during fall quarter. She was an active participant of this class. She came always well prepared and ready to practice her French. She was a collaborative and supportive learner and helped her co-learners to participate and feel comfortable. Her motivation culminates with her initiative to create a French club so students can practice the language. She understood the basic grammatical structures used in introduction, immediate environment description and talking about daily activities. Professor Ba stated that it was a pleasure to have such a dedicated member in the learning community. LaDawn met the learning outcomes of four credits.

In the Self Portrait through Skin course, Ms. Ibrahim studied the evolutionary history and the biological functions of the skin. Through readings, lectures and laboratory exercises, Ms. Ibrahim was able to interrogate the social perceptions of skin. According to Dr. Li, Ms. Ibrahim attended some classes, submitted most assignments and participated in class activities. Her portfolio was sufficient to meet course requirements. Ms. Ibrahim completed a solo overhead presentation on the genetics of race, which demonstrated a certain understanding of the biological and sociological factors of skin.

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Ms. Ibrahim had a successful quarter in winter's Lyceum and Seminar. She attended most of the classes, participated effectively in class discussion and submitted her written work that reflected a good grasp of the assigned materials. Ms. Ibrahim is a disciplined student, impressive in her discipline and focus. She has not let challenges outside of class interfere with her goal of earning her degree. She has easily earned full credit for the quarter.

According to Professor Ba, Ms. Ibrahim attended some classes and completed all the assignments for winter's Conversational French course. The quality of her assignments showed she understood the grammatical structures covered in class. She was able to construct grammatically correct sentences in the present tense, ask and respond to simple questions.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 31**

**Lyceum-10713-6**

- 3 – Advanced Studies in Autobiographical Literature and Composition
- 3 – Advanced Studies in Leadership

**French-10740-4**

- 4 – Advanced Studies in Conversational French

**Self Portrait through Skin-10731-5**

- 3 – Advanced Studies in Sociology of Race
- 2 – Advanced Studies in Biology

**Lyceum-20676-6**

- 3 – Advanced Studies in Applied Community Research
- 3 – Advanced Studies in Leadership Theory and Practice

**French-20672-3**

- 3 – Advanced Studies in Conversational French

**Woman- 20696-5**

- 5 – Advanced Studies in Human Lifespan Development

**Senior Synthesis-30637-2**

- 2 – Advanced Studies in Reflexive Practice

February 11, 2009  
Date



The Evergreen State College • Olympia, WA 98505 • [www.evergreen.edu](http://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](http://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.