



Ingraham, Bridget D

A00434252

Last, First Middle

Student ID

**Former Name(s):** Ingraham, Bridget D.;**TRANSFER CREDIT:**

Start	End	Credits	Title
06/2017	08/2021	35	<b>Bates Technical College</b>
06/2017	08/2021	15	<b>Bates Technical College</b>

**EVERGREEN UNDERGRADUATE CREDIT:**

Start	End	Credits	Title
01/2022	03/2022	2	<b>Writing Workshop</b> <i>2 - Advanced Composition</i>
03/2022	06/2022	34	<b>Literacies of Transformation</b>
03/2022	06/2022	2	<b>Writing Workshop</b> <i>2 - Advanced Composition</i>
06/2022	09/2022	16	<b>Therapy Through the Arts</b> <i>6 - Art Therapy &amp; Counseling</i> <i>6 - Art Therapy &amp; Education</i> <i>4 - Art Therapy &amp; Written Expression</i>
01/2023	03/2023	32	<b>With Liberty and Justice for Whom?</b> <i>3 - Autobiographical Literature and Expository Writing</i> <i>3 - Topics in United States History</i> <i>3 - Contemporary Social Issues</i> <i>3 - Applied Community Research</i> <i>5 - Psychology</i> <i>5 - US Electoral Politics</i> <i>5 - Abnormal Psychology</i> <i>5 - Constitutional Law and History</i>
04/2023	06/2023	16	<b>With Liberty and Justice for Whom?</b> <i>3 - Project Management</i> <i>3 - Research: Practices of Restorative Justice</i> <i>4 - Literature</i> <i>1 - Creative Writing</i> <i>5 - Psychology of Music</i>

**Cumulative**

152 Total Undergraduate Credits Earned



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I have learned many life tools, I can use on a daily. My skill set is more advanced, because of the hard work, and dedication I have put in. This Evergreen learning community, has provided a safe space for myself. Time management has become more important, I manage my time more wisely now. While setting aside time for self-care. I realize the importance of treating myself right, mentally and physically. I have learned how to work in spaces, with people from different cultural backgrounds. Discovering and working with people that have different working styles has been challenging at times. As I continue to Prepare, for the Spring Fair, the second time around. I have noticed how this experience has been exciting and enlightening. The Spring Fair has become a learning experience within itself. There have been many learning life experiences at The Evergreen State College. Particularly in seminar, the speakers have had vast knowledge on their topics. Each speaker has spoke from their heart. Their life experiences have been interesting to hear about. Faculty has been a force that continues to help each student. I appreciate the time, and effort from each Professor at Evergreen.

I have plan to continue my education at Evergreen. I want to enroll in in one of the Master of Public Administration (MPA). I know that I want to continue to help people and make a positive impact on the world. As I grow, and elevate I will remember to retain as much information as possible. The next chapter in my life will be one of the most important lessons I have learned thus far.



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## **April 2023 - June 2023: With Liberty and Justice for Whom?**

16 Credits

### **DESCRIPTION:**

Faculty: Peter Bacho, Mingxia Li, Paul McCreary, Tyrus Smith, Marcia Tate-Aruna, and Kamara Taylor

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

In the spring, the theme was *progress to implementation*. This final quarter was devoted to the design and implementation of projects aimed at addressing the issues of injustice identified in the winter quarter. Seminar groups combined their efforts to undertake actual programs aimed at assisting the community in righting a current injustice or providing greater justice for the community. The projects took the form of educational events, publications, multimedia presentations, or art installations, to help the community find higher levels of justice.

Selective Courses offered by faculty to assist students in their progress throughout the academic year:

### *Literatures of Resistance (Bacho, Spring 2023)*

This class had a primary focus on 20<sup>th</sup> Century writers of color and how they use the written word to describe their communities' vulnerabilities and strengths and responses to societal oppression. In reading the assigned works, students gained a deeper understanding of contemporary challenges facing BIPOC communities and their deep historical roots. The class also had a secondary focus, which was for students to actually create art reflecting themes contained in the assigned works. This was contained in a flash fiction (short story) piece of 1,000 words. Students will present their creative work on the last day of class.

### *Psychology of Music (Taylor, Spring 2023)*

This course examined the psychological, physiological, and sociological foundations of music across the lifespan and cross-culturally. Music has the ability to make us move, change our emotions, cue memories, cause us to form bonds with others, etc. How and why does music have such a powerful effect on us? Students attempted to answer this question by looking at the brain—both the neurotypical brain and the brain dealing with disorders/diseases. They considered areas of research including the influence of music on behavior, physiological and affective responses to music, perception, and cognition of music, psychomotor components of music behavior, learning and development, preference and creativity, the development of music expertise, the generalization of music training, and the brain areas involved in music behavior and processing. This seminar presented an overview of the current and growing research in the psychology of music focusing on the cognition of music and musical emotions. The study of music cognition and music perception reflects basic cognitive and perceptual processes because music is a projection of the mind. In addition to evaluating research on the perception of melody, harmony, and rhythm, this seminar reviews research on listening, learning, and performing music focusing on how musical training and musical emotions relate to these activities. We examined recent studies on the neurological basis of music focusing on those that address how music training and musical emotions affect the brain. Moreover, we drew parallels between music and language, and



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evaluate music's communicative power in a variety of settings including advertising. In each class, we listened to musical examples that illustrate the research.

**EVALUATION:**

Written by: Tyrus Smith, Ph.D.

Bridget was enrolled in the "With Liberty and Justice for Whom?" program during spring quarter of the 2022-23 academic year.

During the spring *Lyceum and Seminar*, Bridget's participation in seminar discussions and completed assignments demonstrated the ability to integrate course materials to draw insightful conclusions about the meaning and relevance of course content. Bridget worked effectively with fellow students to complete a collaborative research project and public presentation. This assignment demonstrated their ability to conduct research that identified a research problem of concern and evaluated strategies that may be effective in reducing this problem. The contributions that Bridget made to this collaborative research project were significant and showed enhanced skills in communication, presentation, evaluation, and reflection. Overall, Bridget's performance this quarter has met course expectations.

In addition to participating in the *Lyceum and Seminar* series, Bridget completed coursework in other areas of this program:

Bridget had an outstanding quarter during her studies in *Literature*. She read, understood, and analyzed the assigned works, which focused on the stories of marginalized people. She completed a creative writing assignment. Her fiction piece was very well done - creative and carefully considered. Bridget's verbal comments in class and her written work indicated an excellent level of interest, insight, and commitment.

During her studies in the *Psychology of Music*, Bridget exhibited a strong grasp of key concepts, theories, and empirical research related to the psychological aspects of violence. The assignments completed, class presentations, and contributions to discussions showcased a deep understanding of the course content and an ability to synthesize complex information effectively. Bridget demonstrated strong critical thinking skills and an impressive ability to analyze and evaluate different perspectives on violence. This includes considering the psychological, sociocultural, and biological factors that contribute to music and brain behavior, and a thoughtful examination of the complex interplay between individual and societal influences on violent behavior. Bridget actively participated in class discussions offering insightful and well-reasoned contributions to the topics discussed that contributed to the overall intellectual climate of the class by asking probing questions, offering alternative viewpoints, and engaging in respectful debates that added value to the learning environment.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16**

- 3- Project Management
- 3- Research: Practices of Restorative Justice
- 4- Literature
- 1- Creative Writing
- 5- Psychology of Music



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## **September 2022 - March 2023: With Liberty and Justice for Whom?**

32 Credits

### **DESCRIPTION:**

Faculty: Peter Bacho, Mingxia Li, Paul McCreary, Tyrus Smith, Marcia Tate-Arunga, and Kamara Taylor

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

The theme for the fall quarter was *identifying the problem and clarifying the question*. We laid the foundation for the rest of the year, both substantively and in terms of the tools necessary to operate effectively in the learning community. We explored the concept of justice as it is explicated in theory, history, and practice. The concept is analyzed from both the perspectives of the legal system and moral teachings. In seminars, we read and analyzed texts dealing with issues that have historically raised questions of whether justice was achieved. Students examined their personal experiences with justice issues by constructing an autobiographical memoir.

The winter quarter theme was researching the roots, causes, and potential solutions. We looked at specific contemporary issues in justice viewed from a variety of institutional perspectives, most notably justice in education, health care, public health, law, science, government, and politics. Students investigated specific justice issues of interest to identify a particular problem, define its dimensions, determine its causes, and establish action plans for its remedy.

Selective Courses offered by faculty to assist students in their progress throughout the academic year:

*Introduction to Psychology* (Taylor, Fall 2022)

This course was an introduction to the scientific study of human behavior; biological and social bases of behavior; motivation, emotion, perception, thinking, learning, and intelligence. Introduction to General Psychology also examined the scientific method and scientific study of psychological structures and processes involved in individual and group behavior. This included exploring theoretical accounts of the foundations of human behavior and empirical evidence. Topics focused on this quarter included personality, disorders, therapy, development, social psychology, perception, learning, cognition, emotion, and states of consciousness.

*Changing Horses Changing in Midstream?* (Bacho, Fall 2022)

Students tracked, analyzed, and wrote about state, local, and national races in the 2022 mid-term elections. Before election day, students made written and oral predictions of different races. On the national level, the issues this year were especially important, given the passions and divisions (the January 2021 assault on Congress) that continue to permeate the nation since the 2020 presidential election – and former President Trump’s allegation that the election was “stolen”. Democrats held a one-vote majority in the U.S. Senate and a slender majority in the House of Representatives. Questions that guided student’s studies and analysis included, will the Democrats retain control of one or both houses, or will the Republicans gain control? What will be the impacts of different outcomes?



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*Defining Justice: A History of the Supreme Court* (Bacho, Winter 2023)

This class focused on the U.S. Supreme Court and the role it has played in enhancing or restricting the rights and lives of marginalized Americans. Students studied key cases in the evolution of Americans' notions of rights and justice. Recent outcomes - such as the Dobbs decision (removing the constitutional right to abortion) - have indicated that the conservative majority is inclined to protect the rights of certain groups. What impact will cases such as Dobbs have on Americans' views of the Supreme Court's legitimacy? This trait is essential to the effectiveness of the court, which, unlike the other two branches of government, does not have military power (Executive), nor does it have the power to raise money (the Legislative). These and other issues were raised and discussed during the term.

*Outta My Mind, Abnormal Psychology* (Taylor, Winter 2023)

This course provided students with an introduction to Abnormal Psychology. Broadly, we studied psychological dysfunction that is associated with distress or impaired functioning in a manner that is not typical, or expected, based on cultural and societal norms. Content was organized in accordance with the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). This course used an integrative approach to the study of abnormal psychology including the interaction of biological, developmental, and social factors.

**EVALUATION:**

Written by: Tyrus Smith, Ph.D.

Bridget was enrolled in the "With Liberty and Justice for Whom?" program during fall quarter and winter quarter of the 2022-23 academic year.

During fall *Lyceum and Seminar* series, Bridget met expectations. The written work and contributions to class discussion were thoughtful and reflective. The work completed is evidence of the ability to communicate clearly and coherently and demonstrated a proficient understanding of how past political, economic, social, and cultural narratives in United States history shaped the present.

During winter's *Lyceum and Seminar* series, Bridget met program expectations by demonstrating the ability to analyze content and articulate an understanding in class discussions and writing assignments. The work indicated an understanding of how various models of engagement have created pathways for systemic change. This included demonstrating the ability to critically evaluate and assess ideas and arguments while citing evidence from assigned materials and other sources to draw insightful conclusions about the meaning and relevance of this content. Bridget also refined skills in research design by developing a research proposal to investigate a social problem and identify strategies to address it. Overall, Bridget's work has demonstrated an excellent ability to examine issues and topics from multiple cultural models and worldviews and the ability to effectively communicate and work across significant personal and cultural differences.

In addition to participating in the *Lyceum and Seminar* series, Bridget completed coursework in other areas of this program:

During her studies in *Psychology*, Bridget was active and expressed acute knowledge with submitted assignments, however, she is encouraged to be a more active participant in class discussions. Her written responses to discussion questions indicated her ability to express his understanding of key concepts and his ability to apply these concepts in practice. Bridget extended course content by making connections to real-world examples and lived experiences. She performed well in this class.



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Bridget had an excellent quarter during her studies in *US Electoral Politics*. She followed a wide variety of political races during this election season. She paid close attention to political polls and other developments. Based upon this data, she made predictions before the midterm elections, most of which were accurate. Both her written work and her verbal comments in class indicated a very high level of insight and commitment. Her work this term was outstanding.

Bridget's studies in *Abnormal Psychology* exemplified what it means to be a scholar in a collegial institution through the practical application of her understanding of course content and making connections to her lived experiences. Bridget's contribution was always engaging and welcoming and demonstrated a solid understanding of philosophical terms and the ability to apply the knowledge gained in the course in a manner that aligned with the course goals and learning outcomes.

During her studies in *Constitutional Law and History*, Bridget demonstrated that she is a very good student. She was well prepared for class. She engaged in class discourse. Her verbal contributions to class were insightful and demonstrated a clear grasp of the issues raised. Bridget's written work was comprehensive and well written. She has earned full credit for the quarter.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 32**

- 3- Autobiographical Literature and Expository Writing
- 3- Topics in United States History
- 3- Contemporary Social Issues
- 3- Applied Community Research
- 5- Psychology
- 5- US Electoral Politics
- 5- Abnormal Psychology
- 5- Constitutional Law and History



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## Student Self Evaluation for With Liberty and Justice for Whom?

09/2022 - 03/2023

This Quarter, I feel like I pushed myself towards greatness, and further than I could ever imagine. I discovered different techniques that helped with research, and time management. I enjoyed learning new vital information this Quarter. I am more aware of the spaces I occupy. I am a mother of three boys, and I had to practice time management skills. Some days were harder than most, but I was able to complete, and turn in my work. Lyceum was particularly interesting, I enjoyed the guest speakers, and the course material. I attended Lyceum in the evening, that time works best for my schedule. Dr. Taylor did an excellent job conveying the course materials. The text book *Writing the Memoir* was extremely insightful, and very informative. I was able to learn different methods, and techniques for my memoir. The text book also helped my creative juices flow. The different exercises helped with my writing appear to have fluency, and flow. I really appreciate the book in helping, and guiding me in a way I could never have imagined. Dr. Taylor assisted as well with different ideas, the work assigned, methods, and techniques for writing the memoir. I submitted my memoir, and I am elated with the story/title I chose to convey. The class discussions provided clarity, and helped with my self expression. Furthermore I am eager for next Quarter. Faculty and classmates have created a safe space for my learning experience. I am proud to be a Sankofa in this Evergreen learning community.



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## **June 2022 - September 2022: Therapy Through the Arts**

16 Credits

### **DESCRIPTION:**

Gilda Sheppard, Ph.D.

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.

### Required texts:

The Art Therapy Sourcebook (updated & revised) by Cathy Malchiodi, 2007.

Vice by Ai, 1999.

Selected Readings from: Art Therapy Techniques and Applications by Susan I. Buchalter, 2009

### **EVALUATION:**

Written by: Gilda Sheppard, Ph.D.

Bridget Ingram was enrolled in Therapy Through the Arts during both summer terms, 2022. Bridget's responses to the readings and class activities effectively met the program's requirements and distinguished themselves among their peers. Bridget's responses to class activities and discussions consistently added to the learning process in the class. Oftentimes Bridget brought added depth to class discussions extending the learning and a cohesive learning community where peers can feel comfortable being challenged with self and community. Bridget's written response to the *Art Therapy Sourcebook* provided a very good overview. In addition, their 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 Bridget used reflexive imagination while asking the learning community to think and imagine an invention that would make themselves and others happy. Then in Zoom breakout rooms she had them discuss the following questions:

1. How would you market this invention?
2. Who would be your target market (who would you sell your invention to)?
3. How did you feel while creating your invention?
4. Do you believe your invention, will inspire others to create something, that makes people happy?

The discussion created more collaboration and team building across differences.

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



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In this class we examined some of the key ideas and processes involving therapy through the arts. This interdisciplinary study included reading, application, and the use of a variety of materials in the class in order to experience different methods of art therapy. Students used writing, class discussion, and active demonstration in order to examine, analyze, and interpret topics in art therapy, both in theory and practice. Students were asked to apply art therapy to difficult subjects written about in contemporary poetry. In response to our studies, students individually planned and presented a project that reflected insights about themselves, including an expanded self-understanding and ability to communicate. For these projects, they combined several different methods of art therapy. The methods included, among others: music, movement, mask making, drawing, psychodrama, guided poetic writing, spontaneous drawing, video camera, collage, and mandalas.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16**

6 - Art Therapy &amp; Counseling

6 - Art Therapy &amp; Education

4 - Art Therapy &amp; Written Expression



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## Student Self Evaluation for Therapy Through the Arts

06/2022 - 09/2022

This Quarter I learned a lot about myself. I focused on selfcare along with tools used to heal my past trauma. I am forever grateful for choosing a class that made me excited, and eager to attend. I enjoyed every session, and I noticed I was in a good mood after class. I challenged myself with the course materials that were assigned. *The Art Therapy SourceBook* changed my perspective on creating art, before taking this class I had never imagined that making something would help me describe how I felt, and what I loved the most. The poem book brain *Vice*, displayed a form of art that made my brain wonder. I am so elated that I chose the day class. I say this because, I had moments, and I felt connections with some of my classmates. Some of my classmates were encouraging, and soothed my spirit. I am honored, and thankful for this experience. Overall I obtained knowledge, had a blast, built relationships, learned about self care, and how to practice time management. Overall I am grateful for such an enriching, learning experience.



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**March 2022 - June 2022: Writing Workshop**

2 Credits

**DESCRIPTION:**

Faculty: Prof. Peter Bacho

This class focused on enhancing writing skills needed for communicating with academic and popular audiences. Students learned the art of composition, with an emphasis on improving writing projects typically associated with the effective dissemination of community resource materials, manuals, position papers, and research papers (with proper citation). During the course of the quarter, students studied proper word choice, grammatical sentences, the rules of punctuation and grammar, and MLA style, among other topics.

**EVALUATION:**

Written by: Prof. Peter Bacho

Ms. Ingraham successfully completed the requisites of this course. She attended class regularly and participated effectively in class discussion. Her written work was consistently excellent and demonstrated a convincing understanding of the art of effective written communication. She is a superior student.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2**

2 - Advanced Composition



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## Student Self Evaluation for Writing Workshop

03/2022 - 06/2022

This Quarter, I pushed myself, and I stayed on track. This Quarter I focused on creative writing. I completed *Diana Hacker's* book in Fall Quarter. I still refer back to *Diana Hacker's* text book for all of my writing needs. Professor Bacho provides a new writing assignment every lecture. I look forward to each lecture. I learn something new each time. Such as what, and how to put a protagonist in a story. I learned how to use dialogue in a story. The group discussions were helpful, and I look forward to the critiquing of my work. I am a new mother again, and it has been challenging. I have managed to practice time management, and get my work in. This Quarter, I have come to the realization that my writing could only get better with this class. I am thankful for being able to still learn new concepts that I can apply to my work.



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**January 2022 - March 2022: Writing Workshop**

2 Credits

**DESCRIPTION:**

Faculty: Prof. Peter Bacho

This class focused on enhancing writing skills needed for communicating with academic and popular audiences. Students learned the art of composition, with an emphasis on improving writing projects typically associated with the effective dissemination of community resource materials, manuals, position papers, and research papers (with proper citation). During the course of the quarter, students studied proper word choice, grammatical sentences, the rules of punctuation and grammar, and MLA style, among other topics.

**EVALUATION:**

Written by: Prof. Peter Bacho

Ms. Ingraham successfully completed the requisites of this course. She attended class regularly and participated effectively in class discussion. Her written work was consistently excellent and demonstrated a convincing understanding of the art of effective written communication. She is a superior student.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2**

2 - Advanced Composition



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**September 2021 - June 2022: Literacies of Transformation**

34 Credits

**DESCRIPTION:**

Faculty: Peter Bacho

This class will have a primary focus on 20th Century writers of color and how they use the written word to describe their communities' vulnerabilities and strengths and responses to societal oppression. In reading the assigned works, students will gain a deeper understanding of contemporary challenges facing BIPOC communities and their deep historical roots. The class will also have a secondary focus, which is for students to actually create art reflecting themes contained in the assigned works. This will be contained in a flash fiction (short story) piece of 1,000 words. Students will present their creative work on the last day of class.

**EVALUATION:**

Written by: Peter Bacho

Ms. Ingraham completed all of the requirements for the courses.

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

In Lyceum and Seminar, her written assignments included revising and editing his writing to produce written work that demonstrated her growing ability to use clear and concise language and produce writings with fewer spelling, grammar or syntax errors.

She has good and significantly improving writing skills. She has worked very hard to achieve a higher level of writing competency. Her improvement in this area is significant.

*Critical Thinking/Textual Analysis*

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

She has strong and sophisticated critical thinking skills.

*Oral Communication Skills/Collaboration/Working across Significant Differences*

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

She has very good oral communication skills.

*Attendance and Work Habits*

She attended classes regularly. Her academic performance at TESC Tacoma strongly showed the following traits: a high level of intelligence, discipline, focus.



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She has easily met expectations.

She is a focused adult learner.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 34**

- 3 - Autobiographical Literature and Expository Writing
- 3 - Topics in US History
- 2 - Advanced Composition
- 5 - Biology
- 5 - Sociology of Identity and Culture
- 3 - Contemporary Social Issues
- 3 - Applied Community Research
- 2 - Mathematics of Infinity
- 3 - Trauma
- 3 - Psychology of Violence
- 2 - Sociology



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## Student Self Evaluation for Literacies of Transformation

09/2021 - 06/2022

This is my second Quarter, and I am eager for my future. I feel blessed to be apart of this Evergreen family/community. I was excited to attend each class every week. This learning community allows me to be myself. Each of my Professors helped me understand the course material. I am a writer, and the creative writing helped. I enjoy writing, and I was able to get all of my work in. I have not been into math, but this Quarter I look at math in a different light. I am not afraid to try and figure out a math equation. I have learned more about self-care and time management. The breathing exercises in class helped. I learned what kind of working style I am, and I am an amiable. I am not demanding and I am more agreeable. I show my feelings to others and I am easy going. I am going into my third Quarter, and I am more prepared this time. I feel confident, and ready for my future at Evergreen.



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## EVERGREEN TRANSCRIPT GUIDE

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

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

### **Educational Philosophy:**

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

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

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

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

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

### **Academic Program**

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

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

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

### **Evaluation and Credit Award:**

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

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

Credit is recorded by:

**Quarter Credit Hours:** Fall 1979 to present

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

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

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

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

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

The college academic calendar consists of four-eleven week quarters. Refer to the college website ([www.evergreen.edu](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.