RECORD OF ACADEMIC ACHIEVEMENT

The Evergreen State College - Olympia, Washington 98505

OFFICIAL TRANSCRIPT DOCUMENT

Romero, Rudy E — A00411148

Last, First Middle — Student ID

TRANSFER CREDIT:

Start	End	Credits	Title
06/1996	06/2013	41	**University Of New Mexico**
01/2000	12/2016	20	**Central New Mexico Commuity College**
09/2017	06/2019	34	**South Puget Sound Community College**

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/2021	12/2021	4	**Academic Writing at Evergreen** *4 - Academic Writing*
09/2021	12/2021	4	**Design Thinking Lab: Designing (Ourselves) for Living, Learning, and Futures of Work** *4 - Design Thinking (Human-Centered Design)*
09/2021	12/2021	4	**Web Design** *4 - Web Design*
01/2022	03/2022	12	**Introduction to Computer Science** *4 - Introduction to Imperative Programming in Java* *4 - Object Oriented Programming in Java* *4 - Discrete Mathematics I*
01/2022	03/2022	2	**Graphic Design I: Principles and Practices for Artists and Designers** *2 - Introduction to Graphic Design and Design Software: Principles and Practices, Adobe CC Express*
06/2022	09/2022	7	**An Introduction to Computer Programming in C** *7 - Fundamentals of Computer Programming in C*
06/2022	09/2022	4	**Fundamentals of Game Design** *4 - Fundamentals of Mechanics and Systems in Game Design*
09/2022	12/2022	4	**Audio Fundamentals and Mixing Techniques I** *4 - Audio Fundamentals and Mixing I*
09/2022	12/2022	4	**Introduction to Cybersecurity** **4 - Introduction to Cybersecurity*
09/2022	12/2022	4	**Physical Computing in the Arts** *4 - Physical Computing*
01/2023	03/2023	14	**The New American Poetry: 1945 to Present** *8 - Poetics* *6 - Critical Writing*
04/2023	06/2023	12	**Business Fundamentals, Team Entrepreneurship, Leadership and Innovation: Changemaker Lab** *2 - Business Fundamentals* *2 - Cooperative Leadership* *4 - Design Thinking and Innovation* *4 - Strategic Planning*

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Cumulative

170 Total Undergraduate Credits Earned

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April 2023 - June 2023: Business Fundamentals, Team Entrepreneurship, Leadership and Innovation: Changemaker Lab

12 Credits

DESCRIPTION:
Faculty: Dion Gouws, D. Com., CPA and Melissa Nivala, Ph.D.

This program was a hands-on opportunity for student team entrepreneurs to learn about planning for, starting and managing new knowledge creating organizations and learn about the fundamentals of business while doing so. Students were tasked with developing sustainable business ideas as teams. Most of our time in the first quarter was spent working in teams to develop strategic visions around enterprises with unique value propositions.

To gain hands-on exposure to the corporate, legal, managerial, organizational behavior, marketing and decision making aspects of business fundamentals the entire program was run within the framework of a knowledge creating organization. Students were elected to serve in various team leadership roles. They learned by doing how to form and lead learning organizations. Students learned to manage these organizations in a manner that allows for the distillation of objective and transferable knowledge, and optimally utilize the collective "brain" power of the organization to further the goals of each individual member as well as the goals of the organization. They formed these organizations as knowledge creating organizations and then acted as a learning community sharing book reports on business related topics, as well as their progress on their smaller project team business projects, which they formed with individuals with a common passion in the class. Students learned about systems and how concepts of mathematical dynamical systems theory impacts the efficacy of organizational and individual learning. They identified books to read from a provided book list. Students read, presented and discussed these texts with the rest of their teams and added to the explicit knowledge of their teams. We utilized project management, scheduling, team collaboration, value proposition creation, business model design, financial statements, and web design.

EVALUATION:
Written by: Dion Gouws, D.Com., CPA and Melissa Nivala, Ph.D.

Rudy learned by doing in the Changemaker lab and practiced and gained proficiency in various team entrepreneurship competencies. Rudy developed and practiced skills in information technologies and computer skills; team learning techniques, innovation, and creation of mental models, communication skills, self-guidance and self-management skills, business project management; understanding leadership capacity; planning methods; marketing, internet marketing, business and value modeling; international business; networking; bravery and developed a will to overcome obstacles within a team. Rudy learned how dynamical systems can be used to explain important organizational learning and knowledge creation.

During the program, Rudy participated in forming and managing a knowledge creating organization called South Sound Sole Inc. Rudy and the team successfully operated the organization. Rudy's role in this organization was Chief Marketing Officer. Rudy added to the knowledge development of this organization and presented books titled: *The Fifth Discipline* by Peter Senge and *Zen and the Art of Motorcycle Maintenance* by Pirsig. Rudy's book presentations were very good.

As a project, Rudy developed a value proposition for a lean startup titled South Sound Academy of the Arts. The objective of the lean startup is to create community through dance and music. As a part of this development, Rudy effectively worked together in a team where the project team development needs were integrated into that of the knowledge creating organization. Rudy performed actual stakeholder visits and needs analyses. Rudy created a website for this lean startup and successfully developed the

website to present the project objective as well as performed search engine optimization. Rudy developed a spreadsheet to practice activity-based cost accounting and perform cost volume profit analysis for the project.

During a 360 peer evaluation, Rudy received peer feedback about work in the project team as well as Rudy's performance as a member of South Sound Sole Inc. They noted in particular: "You are a great team player and are very easy to talk to. I commend you for your active listening skills and always keeping the team on track" and "I appreciate your forthright approach towards communication. Also, I appreciate that you voice contrary ideas for the group. I think this gets everyone to reconsider their positions which benefits the outcomes of the group dynamic."

It was a pleasure to have Rudy in the program.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12

2 - Business Fundamentals
2 - Cooperative Leadership
4 - Design Thinking and Innovation
4 - Strategic Planning

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January 2023 - March 2023: The New American Poetry: 1945 to Present

14 Credits

DESCRIPTION:
Faculty: Leonard Schwartz

In 1960 Donald Allen published his seminal anthology *The New American Poetry 1945:1960.* This book foregrounded the most innovative and vibrant directions in avant-garde American poetry, impulses that guide innovation in the art till this day. In this program we studied those movements: the Black Mountain Poets; the Beats; the New York School; the San Francisco and Berkeley Renaissance. Individual poets we studied included Charles Olson, Frank O'Hara, Denise Levertov, Robert Duncan, Amiri Baraka, Jack Spicer and John Ashbery. We also studied the works of parallel and living inheritors of these avant-garde traditions, poets such as Kamau Brathwaite, Etal Adnan and Nathaniel Mackey. An important part of the Black Mountain aesthetic, the idea of the mythopoetic, was foregrounded in this program, as well as that movement's emphasis on translation. Indeed classical Chinese poetry was studied as a way of exploring the idea of answering musics between the two languages and times, with guest poet Zhang Er reading from her own work and leading us into a Chinese translation workshop. The poetry of Ezra Pound was also studied as background to it all. The program also featured a film series, with a weekly screening of films that have influenced or been influenced by the New American poetry, from Maya Deren to Apichatpong Weerasethakul, with each student asked each week to respond with a piece of ekphrastic writing. (Other films screened were William Greaves's *Symbiopsychotaxiplasm Take 1/Take 2 and a half*, Agnes Varda's *Vagabond*, and Chantal Akerman's *Je Tu Il Elle.)* Other books read were *The New Direction Anthology of Classical Chinese Poetry*, Kamau Brathwaite's *Born to Slow Horses*, Nathaniel Mackey's *Eroding Witness*, Zhang Er's *First Mountain* and Etal Adnan's *Surge*.

For this program students were asked to write two critical essays on the poets under consideration, to do regular "constraint-based" creative writing exercises, and to respond, as mentioned above, to each film by trying to create a similar experience in writing. Students read weekly from their writing exercises and film responses, with an ear towards discussing translation process. Each student was also asked to do an in class presentation of one of the poets in The New American and Classical Chinese anthologies, with an eye to finding parallels in each. The quarter-length final project for the program involved students, in groups of two or three, inventing new languages that might address that which cannot currently be addressed in American English, writing a poem or two in it, and then translating it all back into American English. In inventing a new alphabet or other way of visually representing words, and in thinking out a syntax and grammar that might function differently, and in making the translation into English bend to that new way, students hoped to change existing language through their poems.

EVALUATION:
Written by: Leonard Schwartz

Rudy Romero attended most classes on time and fully prepared. His comments in class were always generative and to the point and demonstrated confidence in public speaking. Similarly his in-class presentation on Allen Ginsberg and Tu Fu was fluid, made cogent points about each poet in his context, and made an argument for continuities between the two poets.

Rudy Romero completed both of his critical essays, all of the writing prompts, and all of the ekphrastic writing responses to the films we watched together. His writing demonstrated both sound compositional values and a willingness to break new ground, to try new things, and to engage.

Mr. Romero participated in a quarter length project in this program, which was to create a new language, a new alphabet say, new words, and hence a new way of thinking. With another student, he created a mythic and folkloric structure that suggested the existence of an ancient language traces of which had

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been found all over the globe, suggesting the possibility of an essential substratum to known languages. The presentation of this language was humorous and effective, incorporating both elements of an academic conference and a ritual and magic act of improvisation within a set of rules.

At the end of the quarter I was impressed with Mr. Romero's announced intention to create an anthology of student writing done in this program. It is exciting when that happens.

Rudy Romero had a solid quarter of study and achievement.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 14

8 - Poetics
6 - Critical Writing

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September 2022 - December 2022: Physical Computing in the Arts

4 Credits

DESCRIPTION:
Faculty: Arlen Speights

We set out to learn to use light, sound, motion, and/or interaction in art pieces. We got acquainted with 3D printing, digital fabrication, circuit design, and introductory programming of microcontrollers for projects in fine and performing arts. Students worked on exercises and prototypes to design, wire, and program devices that result in designed experiences of made physical things.

EVALUATION:
Written by: Arlen Speights

Rudy has done good work in the course, demonstrating substantial new learning of 3D CAD modeling, electronics, and programming in Arduino. Rudy designed 3D models that were printable, and did work on the breadboard that was well organized and showed a solid understanding of current flow and the application of Ohm's law. Rudy's final project used Arduino to transmit Morse code with an LED. Overall, Rudy demonstrated engagement that paid off in cool new skills.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Physical Computing

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September 2022 - December 2022: Introduction to Cybersecurity

4 Credits

DESCRIPTION:
Faculty: Richard Weiss, Ph.D.

The goal of this 4-credit course was to introduce students to the concepts and tools used in cybersecurity. The theme is the security mindset, which is about how systems can fail or be made to fail. Students worked in teams on exercises in class in a lab environment.

The main topics were the security principles, authentication, access control, cryptography, and memory safety (buffer overflow). In preparation for more advanced classes, we covered basics of assembly language, SQL, Linux CLI, and Python programming.

Beyond this, the students read and discussed ethical aspects of privacy and security. The reading included *Defend Dissent* by Borradaile and *The Cuckoo's Egg* by Stoll. Students were assessed on 10 reading assignments, 8 labs, and two quizzes.

EVALUATION:
Written by: Richard Weiss

Rudy did a satisfactory job in Introduction to Cybersecurity. Rudy submitted 8 of the 10 reading assignments and did a good job on them. Rudy worked on 3 of the 8 lab assignments. Rudy took on of the two quizzes and did a satisfactory job.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

*4 - Introduction to Cybersecurity

* indicates upper-division science credit

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September 2022 - December 2022: Audio Fundamentals and Mixing Techniques I

4 Credits

DESCRIPTION:
Faculty: Zenaida Vergara

This introductory course teaches the fundamentals of sound, critical listening, and basic digital audio concepts using Pro Tools. This course is designed for musicians, engineers, producers, and artists who want to learn sound tools to create various contemporary audio formats. The main topics will include the application of technical approaches while exploring the art of mixing music and soundscapes. Students will learn how to design and configure personal home studios that support the unique setups for engineers, mixers, and musicians to achieve their creative goals. Students will have weekly reading, listening, and mixing assignments that explore the different steps in the manipulation of audio to create audio mixes that translate to the listening environment. This online course meets 2 hours a week using Zoom for synchronous lessons, Canvas for class material, Pro Tools for mixing, and listening exercises using various streaming platforms. Multitrack mixes will be provided, and exercises will be given to students to demonstrate their understanding and application of weekly techniques. By the end of the course, students will have a basic understanding of digital audio configurations, editing techniques, sound theory, and a critical ear for sound behavior and reproduction.

EVALUATION:
Written by: Zenaida Vergara

Rudy Romero completed all class requirements, ensuring a basic understanding of sound theory fundamentals, field recording, editing, and digital mixing using Pro Tools.

Rudy Romero completed all required audio exercises, and their work demonstrates comprehension of the class objectives. Rudy participated in some class discussions, critical feedback to student-led discussions, and completed weekly exercises in building the foundational elements of digital production. Rudy began to develop an ear for balance, tonal characteristics, and digital processing through listening exercises. Rudy also learned and quickly adapted to the proper mix of organization and techniques found in modern digital production. Rudy's projects conveyed an understanding of audio principles, critical listening, and the application of tools to form a creative and unique interpretation of their work.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Audio Fundamentals and Mixing I

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June 2022 - September 2022: Fundamentals of Game Design

4 Credits

DESCRIPTION:
Faculty: Amjad Faur, M.F.A.

This program introduced students to the fundamentals of game design for video games and tabletop games, more broadly. The program included discussions of creating game proposals, game mechanics, level design, costing and balance, as well as the various roles required to produce games at a studio. The program did not ask students to learn coding or animation. This program was meant to explore only the design and mechanics principles of games. Students read The Gamer's Brain, by Celia Hodent, and produced a "one-pager" document. This document was modeled after game pitches meant to summarize the world, mechanics, tone, and characters of a proposed game. These documents are standard practice in developing a strong infrastructure for a game idea, to be shared with publishers, game studios, and development teams.

EVALUATION:
Written by: Amjad Faur, M.F.A.

Rudy came into this program with a great deal of knowledge and background in games and gaming, and that experience helped him connect with the program's goals and content in important and valuable ways. Rudy participated in program discussions and seminars freely and openly. Rudy always brought his unique and thoughtful perspectives to class and he was always quick to ask questions and offer detailed interpretations of complex ideas. Every student came to the program with a wide variety of tastes and approaches to games, and Rudy was able to locate wonderful examples of older games that may not be as familiar to other students. It was clear throughout the program that Rudy has an extensive and diverse background in the area of games, and he was able to employ this experience in his contributions to class discussions with his peers and faculty.

Rudy's one-pager project reflected many of his strengths as someone who has been paying close attention to how games and their systems work. His project reflected both his extensive relationship to gaming as well as many of the areas of focus discussed throughout the program. Rudy's imagined game was a puzzle/choose-your-own-adventure style game built around the mechanics of solving mysteries and puzzles. The theme of the game was rooted in film noir and gumshoe detective novels, which is a rich area of content from which to draw for such a game. Rudy has a great understanding of game history and many sub-genres of gaming, and this project reflected his sense of nuance and joy for older eras of gaming. Rudy's project was complete and well-executed. The project was a clear indication of how much Rudy understands the interlocking systems required of modern games.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Fundamentals of Mechanics and Systems in Game Design

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June 2022 - September 2022: An Introduction to Computer Programming in C

7 Credits

DESCRIPTION:
Faculty: Arun Chandra

This 5-week class met four days a week, for three hours each day. It was intended for students who had little or no familiarity with computer programming.

The first hour of class was a presentation/lecture by the teacher, and the other two hours were lab sessions, where the students worked on exercises, and the teacher was present to help with encountered problems.

During the labs, students worked on lessons from *Programming in C*, an online text book that contained both informational content and exercises. Each student was to complete at least two exercises for each chapter, and the class completed two chapters per week. At the end of each week, there was a quiz on the two chapters for that week, and at the end of the fifth week, there was a cumulative quiz.

The areas covered were:

1. Introduction
2. Variables/Assignments
3. Branches (if/then/else constructs, and switch constructs)
4. Loops (for loops, while loops)
5. Arrays (1-D and 2-D, strings)
6. User-Defined Functions (including arguments and basic pointers)
7. Structs (definitions and typedefs)
8. Pointers (malloc and free, structs, linked lists)
9. Input/Output (including parsing and modifying input data)

The lecture/presentations given by the teacher took their content from the chapters (with appropriate additions), feedback on the exercise responses by the students, and feedback on the quizzes.

By the end of the five weeks, students had a good grasp of the syntax and vocabulary of the C programming language.

EVALUATION:
Written by: Arun Chandra

Rudy did well in the class this summer. He came to the class with some study of computer science, so he was already versed in the ideas of variables, decision taking, loops, and control flow in programs.

Rudy did well in turning in the labs, submitting 15 out of the 18 labs. He also did well in the weekly quizzes, and the final cumulative quiz.

Given his obvious skills with programming, he's got a lot to offer.

Rudy is certainly ready for intermediate undergraduate classes in computer science. I wish him well for his future work.

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SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 7

7 - Fundamentals of Computer Programming in C

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January 2022 - March 2022: Graphic Design I: Principles and Practices for Artists and Designers

2 Credits

DESCRIPTION:
Faculty: Lynarra Featherly, MFA

In this one-quarter art and design course, students worked to understand and deploy the basic principles and practices of graphic design. By a process of "ideation and iteration," students experimented with image-making, typography, composition, and layout through projects-based assignments. Students created multiple graphic forms using art and found materials as well as Adobe CC Express design software. Weekly projects included compositional studies, to include three billboards, three event posters, and three book covers. Students produced a final portfolio of analog, digital, and written work that demonstrated and reflected on their development of introductory level skills in graphic design and digital design software.

EVALUATION:
Written by: Lynarra Featherly, MFA

Rudy Romero did good work in some aspects of the course *Graphic Design I: Principles and Practices for Artists and Designers*. Although not a complete set, the work that Rudy did submit was of good quality. At the end of the quarter, Rudy productively attended to the asynchronous assignments of the course and achieved some of the learning objectives. Rudy's graphic design assignments and projects demonstrated developing skills in impactful and effective visual communication.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2

2 - Introduction to Graphic Design and Design Software: Principles and Practices, Adobe CC Express

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January 2022 - March 2022: Introduction to Computer Science

12 Credits

DESCRIPTION:
Faculty: Neal Nelson, Ph.D. and Sherri Shulman, Ph.D.

In *Introduction to Computer Science*, students engaged in intensive study of introductory undergraduate computer science. Students were evaluated on the basis of attendance, participation in program activities, written work (including essays, problem sets, and computer programs), and performance on examinations. Students completed some or all of the various parts of the program described below.

Students studied programming in Java using an interactive textbook that engaged them in learning and comprehension exercises. Additional lab exercises gave students opportunities to actively produce and check Java code at various levels of difficulty. Java topics were covered in a sequence of two back-to-back courses: *Introduction to Imperative programming in Java*, followed by *Object Oriented Programming in Java*. Basic programming covered types, variables, assignment, decisions, loops, arrays, and method calls. Object-oriented topics included classes and objects in Java, instance variables and methods, encapsulation and access control, abstract data types, ArrayLists and polymorphism, inheritance and interfaces, Java memory management, and an introduction to linked lists and recursion. Students were guided to develop increasingly independent problem solving with their programming. Java programming included 8 hours of class devoted to lectures followed by model coding sessions using class-guided coding discussion prompts. Students were evaluated on successful completion of lab exercises, the extent of completion of textbook learning activities, and demonstrations of understanding in active class participation sessions. The interactive text was *Discrete Mathematics and Java* (2022) published by zyBooks and configured by the faculty of this program.

In *Discrete Mathematics 1*, students studied sets and functions, propositional logic and Boolean algebra, predicate logic, formal proofs in propositional and predicate logic, and introductory material on writing mathematical proofs. The topics included logical operators, truth tables, equivalence of expressions, disjunctive and conjunctive normal forms, power sets, Cartesian products, properties of 1-1, onto, and bijection, inverse functions, validity of arguments, existential and universal quantification, formal proof rules for propositional logic and predicate logic, and the form and techniques of mathematical proofs. Students were evaluated based on 8 chapter assignments and 2 exams.

EVALUATION:
Written by: Neal Nelson, Ph.D. and Sherri Shulman, Ph.D.

Rudy successfully completed the following portions of the computer science and mathematics program, Introduction to Computer Science. Rudy's accomplishments in individual parts of the program are presented in detail below.

Java Programming
Rudy's performance in Java Programming was good. Rudy successfully completed a satisfactory quantity of programming labs and assigned homework in the earlier textbook chapters on imperative programming. In the later object-oriented chapters, Rudy completed a good portion of the work. The level of Rudy's active participation in classroom programming and the extent of completed work showed good learning achievements in Java Programming.

Discrete Mathematics I
Rudy did good work in Discrete Math. Rudy's midterm and final were both the class average. Rudy had very good attendance, but turned in none of the 8 Discrete Math problem sets, and completed about 75%

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of the participation and challenge exercises in zybooks. Rudy showed good understanding of the material and was prepared for more advanced work

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12

4 - Introduction to Imperative Programming in Java
4 - Object Oriented Programming in Java
4 - Discrete Mathematics I

STUDENT'S EVALUATION OF PERSONAL ACHIEVEMENT

The Evergreen State College - Olympia, Washington 98505

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Student Self Evaluation for Introduction to Computer Science
01/2022 - 03/2022

In all honesty, this term was difficult for me. I had some personal issues to deal with that prevented me from committing the appropriate amount of time to complete the given academic tasks. However, I did make an effort to complete as much work as I could to get the term completed. I am hopeful that this next term of coding and discrete mathematics will better reflect my abilities to learn this material. I would like to thank my instructors for their well prepared and carefully crafted teaching methods.

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September 2021 - December 2021: Web Design

4 Credits

DESCRIPTION:
Faculty: Arlen Speights

We set out to learn the fundamentals of web design with HTML and CSS, learning to code web sites directly, applying best practices for accessibility, visual communication, and good design. We focused on typography and text handling, and we spent some time on responsive web layout design.

EVALUATION:
Written by: Arlen Speights

Rudy has done very good work in the course. Rudy demonstrated proficiency with HTML, writing well-structured code, paired with efficient CSS that applied selector specificity and skillful use of properties to produce a consistent look and feel. Rudy's final project showed strong facility with HTML and CSS and made appealing use of layout and color harmony.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Web Design

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September 2021 - December 2021: Design Thinking Lab: Designing (Ourselves) for Living, Learning, and Futures of Work

4 Credits

DESCRIPTION:
Faculty: Takaaki Hirakawa

This class introduces the frameworks of Design Thinking as well as other relevant innovation tools, and asks students to practice Design Thinking to identify a problem in our lives to come up with an innovative solution that matters: living, learning, or the future of work. The class focuses on building one's ability in learning how to identify unobvious problems, capture novel insights, and build innovative solutions. The course begins with a boot camp in which students learn how to use the entire processes of Design Thinking from day 1 of the class, then turns to identifying a problem that the students want to solve, conducting interviews with potential users to find novel insights, and developing solution ideas. Finally, the class moves up to a final stage in which student teams propose business hypotheses, and build a prototype to test whether or not the solution will likely serve the market needs successfully.

The class required students to work in teams for a quarter project to build up each step of the entrepreneurial processes a startup founder typically encounters. The student teams were asked to learn how to present unfinished work four times during the term, and received feedback as they progress on the next step of their entrepreneurial processes, and provided a final presentation of their solution prototype. The class included opportunities to learn from two industry speakers, who are founders themselves, who went through the entrepreneurial journey in their startups in the real-world.

EVALUATION:
Written by: Takaaki Hirakawa

Rudy's overall class performance was outstanding. The student exhibited active class participation during in-class learning activities and assignments throughout the entire term. The student's participation in the in-class presentation and feedback process of their Design Thinking quarter project was excellent in that the student demonstrated a solid understanding of entrepreneurial mindset and collaboration with the peers in taking innovation concepts into solution prototypes. The student's final quarter project was excellent, and demonstrated a significant team effort and learning accomplished throughout the quarter, and Rudy often took leadership in preparing the team presentation.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Design Thinking (Human-Centered Design)

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September 2021 - December 2021: Academic Writing at Evergreen

4 Credits

DESCRIPTION:
Faculty: Leonard Schwartz

For this program students completed various writing prompts and assignments, presented their writing in process and as finished, and offered one another responses and suggestions about each other's writing. We read Susan Sontag's *Against Interpretation* and several pieces of long form journalism in our search for models for good writing. The writing prompts included summarizing and critiquing George Pack's piece on Amazon in *The New Yorker*, writing a six word novel(!), writing a personal account of the time one disobeyed an order, and choosing a subject about which to write an in depth review - and then writing the review.

EVALUATION:
Written by: Leonard Schwartz

Rudy Romero attended many program activities on time and fully prepared. Other classes he missed. He did read from and workshop his own writing as well as offer helpful observations to other students about theirs.

Mr. Romero completed all of his writing assignments. I particularly enjoyed his last, for which he chose to review Jean Luc Godard's film *Breathless*, and for which he chose to take us into an analysis of the film's score. His essay rhymed nicely with the readings we had done in Susan Sontag's *Against Interpretation*.

Mr. Romero had a solid quarter.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Academic Writing

EVERGREEN

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.