



Blair, Abigail M

A00440440

Last, First Middle

Student ID

**CREDENTIALS CONFERRED:**

Bachelor of Arts

Awarded 06 Sep 2024

**TRANSFER CREDIT:**

Start	End	Credits	Title
09/2019	12/2020	33	<b>BYU - Ricks College</b>
01/2021	12/2022	92	<b>Fort Hays State University</b>

**EVERGREEN UNDERGRADUATE CREDIT:**

Start	End	Credits	Title
01/2023	03/2023	2	<b>Anti-Fascism Through Information Literacy? Post-Pandemic Hands-On Learning</b> <i>2 - Information Studies: Propaganda in the Digital Age</i>
01/2023	03/2023	2	<b>Creative Piano Keyboard Skills: Post-Pandemic Hands-On Learning</b> <i>2 - Music: Fundamentals of Piano Technique and Improvisation</i>
04/2023	06/2023	16	<b>Advanced Studies in Music and Humanities</b> <i>6 - Music: Piano Performance</i> <i>6 - Visual Art: Drawing and Painting</i> <i>4 - Music: Composition Seminar</i>
06/2023	09/2023	8	<b>Creating Medicine and Color with Plants</b> <i>4 - Plant Studies: Botanical and Cultural</i> <i>2 - Introduction to Herbal Practices</i> <i>2 - Introduction to Natural Dyeing</i>
06/2023	09/2023	4	<b>Communicate Like a Leader</b> <i>4 - Communicating Like a Leader</i>
09/2023	03/2024	20	<b>Advanced Studies in Music and Humanities</b> <i>4 - Music Composition: Songwriting</i> <i>16 - Music Performance: Piano, Ukulele, and Voice</i>
09/2023	12/2023	2	<b>The Evergreen Singers</b> <i>2 - Humanities, Choral Performance</i>
01/2024	06/2024	30	<b>Paris Muse: Evoking Place in Literature, History, Music, and Myth</b> <i>4 - History: France in the 20th Century</i> <i>4 - French Studies: 20th Century Music and Literature of Paris</i> <i>4 - Independent Project in Music: Nostalgia</i> <i>4 - French Language: First Year I</i> <i>6 - French Immersion: Study Abroad</i> <i>8 - Study Abroad: Urban Studies, Art, and Culture in Paris</i>
06/2024	09/2024	4	<b>Business Ethics</b> <i>4 - Introduction to Ethics</i>
06/2024	09/2024	4	<b>Develop Mental Toughness and Resilience</b> <i>4 - Mental Toughness and Resilience</i>



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**EVERGREEN UNDERGRADUATE CREDIT:**

Start	End	Credits	Title
06/2024	09/2024	4	<b>Negotiation Skills for Success</b> <i>4 - Negotiation Skills for Success</i>

**Cumulative**

221 Total Undergraduate Credits Earned



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Throughout my academic journey, I have embraced a diverse and interdisciplinary approach to education, which has equipped me with a unique blend of skills and knowledge. My path has been anything but linear, yet each step has contributed significantly to my personal and professional growth.

### Psychology and Musical Education

My first year of college was dedicated to the study of psychology, where I delved into the intricacies of human behavior and mental processes. This foundational knowledge has been incredibly valuable, providing me with a deeper understanding of the complexities of the human mind. During this period, I also explored the political climate of the Middle East from 1982 to the present, which was a radicalizing experience that sparked my interest in international relations and politics.

The following year, I shifted my focus to musical education. Music has always been a passion of mine, and this period allowed me to refine my skills in various instruments, including the piano, flute, and tuba. I also gained proficiency in alto sax, clarinet, baritone, harmonica, drums/percussion, ukulele, guitar, ocarina and kalimba. My vocal abilities were honed through years of choir participation and voice lessons, where I sang as a first soprano. This rich musical background culminated in my participation in marching band as a flute player and a drum major, experiences that nurtured my love for performance and practice.

### Transition to Digital/Social Media Marketing

The onset of COVID-19 prompted a significant shift in my academic trajectory. I transferred schools and embarked on a major in digital marketing. This pivot was driven by my fascination with the power of social media and digital platforms in shaping public perception and driving engagement. I have successfully managed social media pages for various employers, translating theoretical knowledge into practical skills in advertising and digital strategy.

### Evergreen and Interdisciplinary Studies

Transferring to Evergreen has been an exciting and transformative chapter in my academic journey. Here, I have been able to pursue my interests in politics, borders, and new cultures. One of my first classes at Evergreen was in information literacy, which was life-changing. Growing up in a religiously brainwashed community, this class equipped me with the critical thinking skills necessary to navigate and interpret information in a more nuanced way.

My studies with Andrew Buchaman have deepened my understanding of different music techniques and styles. These classes have not only improved my technical skills but have also inspired me to begin writing my own pieces. Performing outside of school has been a rewarding experience, and I am eager to continue developing my instrumental and compositional abilities.

### Creative and Cultural Exploration

Evergreen's emphasis on interdisciplinary learning has allowed me to explore various creative classes. I have learned how to dye with plants, make medicine, and improve my singing and keyboard skills. These experiences have broadened my horizons and provided a holistic approach to education.

My recent studies have focused on French culture and language, reflecting my aspiration to continue my education in Europe as a music student. I am particularly interested in studying different music methods and further developing my language skills. This international perspective aligns with my major in business, music, and international studies.

### Achievements and Future Aspirations

Throughout my academic career, I have also studied political economy and gender studies, with a Path in environmental justice. These studies have reinforced my commitment to social justice and equity, shaping my worldview and informing my future aspirations.



# ACADEMIC STATEMENT

The Evergreen State College - Olympia, Washington 98505

OFFICIAL TRANSCRIPT DOCUMENT

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As I reflect on my time at Evergreen, I am grateful for the opportunities to collaborate with diverse individuals and appreciate a wide range of perspectives. The skills and knowledge I have gained here have prepared me to make meaningful contributions in various fields, from digital marketing to music, and from international studies to social justice advocacy.

I am excited to continue my educational journey, confident that the interdisciplinary and holistic approach I have embraced will serve as a strong foundation for my future endeavors.



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## **June 2024 - September 2024: Negotiation Skills for Success**

4 Credits

### **DESCRIPTION:**

Faculty: Dariush Khaleghi, MS, MBA

Can you truly succeed in life without mastering negotiation skills? These skills are valuable and essential for unlocking hidden opportunities in every aspect of your life. Mastering negotiation allows you to seize opportunities, influence positive outcomes, navigate challenges with finesse, build enduring relationships, and thrive in dynamic environments. With the power of negotiation, you can elevate your personal, professional, and leadership journey to new heights, ensuring you are always poised for success. In this course, participants will engage in stimulating simulations, real-world case studies, and collaborative group activities to gain the confidence and expertise to negotiate with impact. These skills will drive successful outcomes while fostering positive and enduring relationships.

### **EVALUATION:**

Written by: Dariush Khaleghi, MS, MBA

Abigail demonstrated excellent performance in this course, successfully achieving all the learning objectives and earning full credit. Abigail's dedication and understanding of the course material were evident throughout their participation. They demonstrated key skills in identifying and capitalizing on opportunities through the negotiation of different cases in class. Abigail learned how to influence positive outcomes in the teams they were a part of in the classroom. They applied negotiation strategies that created win-win scenarios for both parties. Abigail developed the ability to negotiate with a positive impact, consistently driving successful outcomes in class negotiations. Overall, Abigail's performance in the negotiation course was outstanding. They showcased their potential to excel in both personal and professional negotiation scenarios. Abigail's ability to apply these skills effectively will undoubtedly contribute to their future success.

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

4 - Negotiation Skills for Success



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## **June 2024 - September 2024: Develop Mental Toughness and Resilience**

4 Credits

### **DESCRIPTION:**

Faculty: Dariush Khaleghi MS, MBA

Are you equipped with the mental toughness and resilience needed to confront the continuous adversities and challenges present in today's dynamic and unpredictable world? The attributes of mental toughness and resilience are pivotal not only in personal and leadership development but also in achieving success and maintaining overall well-being. They serve as invaluable tools to navigate challenges, effectively manage stress, surmount life transitions, attain goals, and sustain a positive outlook in the face of adversity.

Within this learning community, you will engage in a comprehensive exploration of key topics, including adaptability, positive thinking, visualization, goal setting, emotional regulation, stress management, well-being, leadership skills, and problem-solving. Our approach integrates diverse learning methods such as lectures, discussions, reflections, collaborative group activities, and a final project. This multifaceted approach aims to ensure a holistic understanding and practical application of the principles, helping you not only develop but also implement the essential skills for mental toughness and resilience in your personal, professional, and leadership work.

### **EVALUATION:**

Written by: Dariush Khaleghi MS, MBA

Abigail did a great job in the course "Developing Mental Toughness and Resilience," demonstrating a strong understanding of the core concepts. They participated in both Zoom sessions and asynchronous activities, contributing insightful ideas to discussions and group work. Abigail developed a solid understanding of resilience, applying course material to real-life situations and employing strategies for building personal mental toughness and leadership resilience. Their deep reflections demonstrated knowledge and skills in stress management, emotional regulation, and self-care focusing on long-term growth and development. Abigail met the learning objectives of the course and demonstrated excellent potential for further growth.

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

4 - Mental Toughness and Resilience



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## **June 2024 - September 2024: Business Ethics**

4 Credits

### **DESCRIPTION:**

Faculty: Callie McGrath

This course served as an introduction to philosophical ethics, with a focus on ethical issues and problems in the context of business. We began with some basic critical thinking and informal logic concepts, followed by classical normative ethical theories. We used these theories to frame our discussion of topics such as affirmative action, AI and automation, and climate change. We also discussed and critiqued arguments in favor and against capitalism.

Student performance was evaluated through weekly journal entries, two short writing assignments, a case study presentation, and a final "course debriefing" 1:1 meeting. Students were also expected to attend weekly discussion meetings. All meetings and office hours were held over Zoom.

### **EVALUATION:**

Written by: Callie McGrath

Abigail prefers the name Blair, so that is the name used in this evaluation. I was satisfied with Blair's performance in Business Ethics. They completed all required assignments, attended class sessions, and participated enthusiastically in class discussions. We regularly opened class sessions with an ice breaker question, and Blair contributed several fun and creative questions that helped build rapport between our group. I appreciated their presence for helping create the sort of atmosphere where people can be comfortable speaking up.

In this course, students completed weekly journal entries responding to assigned reading. More than once, Blair submitted thoughts that I asked them to share during class sessions. These contributions to the class helped us approach the course material from novel directions, and this was much appreciated. One example stands out to be in particular. In the second week of the course, we discussed the relationship between ethics and religion. Blair related their personal experiences with religion and seeming inconsistencies in religion-based ethics. Their contribution perfectly illustrated the problem of arbitrariness in Divine Command Theory, and brought greater clarity to our discussion of the Euthyphro Dilemma.

Each student was required to complete a Case Study Presentation. This is a presentation that is meant to relate the abstract and general principles of normative ethical theory to a concrete and specific real-world case. Blair's presentation concerned artificial intelligence and the automation of labor. In particular, they focused on controversy around the use of generative AI in the entertainment industry. Blair was clearly excited and knowledgeable about the topic. They spoke articulately, used well-designed graphic aids, and handled questions well during a Q&A session.

One thing that I was hoping for in the Case Study Presentation was an in-depth discussion about a particular case, and I didn't see as much of this as I would have liked in Blair's presentation. They mentioned the role of generative AI in the 2023 SAG-AFTRA strike, but most of the presentation was oriented toward more general remarks about ethical dimensions of the use of generative AI in the entertainment industry. On a positive note, Blair discussed AI in the music industry in particular, which has received considerably less media attention than it deserves. They were also able to get into more specific and particular examples when I asked for this during Q&A.

Students were also required to write two short essays. Blair showed substantial improvement between these two assignments. Blair wrote a brief essay on moral relativism, and a longer essay applying ideas



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from Walter Sinnott-Armstrong's article "It's Not My Fault: Global Warming and Individual Moral Obligations" to a business context. On the second of these, Blair's language was a bit unclear, and the way they related Sinnott-Armstrong's piece was ambiguous on whether they had correctly understood the article.

On the other hand, Blair has a knack for original, creative examples when illustrating a point in their writing. Both in the writing assignments and in weekly journal entries, they referred to examples in television and movies to explain concepts. This demonstrated good understanding of the course material. For instance, when critiquing moral relativism, Blair brought up the horror movie Midsommar, where a group of anthropology students discover that the 'cultural differences' they are witnessing among a rural commune in Sweden are actually the practices of a cult, culminating in acts of human sacrifice. I was very pleased with these sort of media references. I recommend that Blair continue probing the philosophical dimensions of television and movies.

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

4 - Introduction to Ethics





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## **January 2024 - June 2024: Paris Muse: Evoking Place in Literature, History, Music, and Myth**

30 Credits

### **DESCRIPTION:**

Faculty: Stacey Davis, Ph.D., History; Andrew Buchman, D.M.A., Music Composition; Judith Gabriele, M.A., French Language; Rebecca Raitses, Ph.D., French Language and Literature

This multiquarter interdisciplinary humanities program prepared students for immersive language study, research, and experiential learning in France during spring quarter.

What does it mean to be French? This was the core question at the heart of our winter quarter studies of modern French history and modernist music, art, and literature. Our work focused on expansions of traditional definitions of French group identity to include migrants from French colonies, women (who finally received the right to vote in 1944), and queer communities, still struggling to achieve equal rights in France despite the nation's deserved reputation for tolerance. We studied how gender and race figured in modernist music and dance and contemporary performance traditions, especially ballet, jazz, and popular music and dance. We focused our historical studies on French experiences in both World Wars and on the legacy of colonialism in Algeria. Our texts included fiction by Modiano, Perec, and Guène, memoirs by Orwell and de Botton, and historical studies by Eksteins, Stovall, Raissigui, and Schwartz. In addition to quizzes and exams covering our subject matter, students continued writing integrative essays. They formulated and developed major research projects, completing annotated bibliographies and final interpretive essays focused on topics of their choice. Students going on to studies in France developed strategies for continuing their research in country.

**Beginning French:** The First Year French 1 course supported French language acquisition through interactive exercises and emphasized communicative activities that elicited authentic expression in French. Activities included creating a fictional family tree, writing and decorating a postcard to initiate exchanges with students in another French class, imagining a dream home, and collaborative projects including imagining a rental property. Students kept journals that included grammar notes, vocabulary and reflections on what they'd learned, needed to review and were generally struck by. There was ample opportunity for students to read out loud in French and speak in both small and large groups. The textbook used was *Défi 1*, by Fatiha Chahi et al.

**Study Abroad:** Spring quarter students participated in a ten-week study abroad trip to France. For the first three weeks, they attended intensive language classes daily for three hours at the *Langue et Communication* school in Rennes, which was coupled with an intensive French linguistic and cultural immersion since they lived with local homestay families. Next, students spent four weeks with their Evergreen program faculty in Paris, where they expanded upon their previous knowledge of Parisian history, contemporary French culture and politics, and urban studies through a series of museum and historical site study visits, daily book seminars, and local ethnographic collaborative workshops. Historical studies focused on the growth of Paris as a modern city from the 12th to the 21st centuries, with a side trip to Versailles; art historical studies centered on 19th and 20th century French art; literary studies focused on Ionesco's play *La Leçon*, which students read in French and saw performed live; musical studies included a night at the opera to see a modern interpretation of Jules Massenet's early 20th-century rendition of *Don Quixote*. Students kept guided daily intellectual journals on historical, artistic and cultural topics; wrote an essay on *La Leçon*; did a group ethnographic exploration of one particular Parisian neighborhood; and worked on their independent projects. After the four weeks in Paris, students focused on their individual projects, studying either in France or back in the U.S. The quarter culminated with oral and written presentations of their completed projects.



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**EVALUATION:**

Written by: Stacey Davis, Ph.D., History; Andrew Buchman, D.M.A., Music Composition; French Language; Rebecca Raitses, Ph.D., French Language and Literature

Abigail (Blair) demonstrated exceptional engagement with their education during winter and spring quarters by participating in program activities and assignments, articulating ideas verbally, in writing, and incorporating faculty feedback. Winter was Blair's first quarter at Evergreen in a full-time, academic, coordinated studies program, and they came to the program with an interest in musical perspectives on history and culture. They had excellent attendance and came prepared and ready to engage in class discussions.

Blair's weekly seminar papers were insightful, demonstrating a solid understanding of the weekly readings. They identified important key terms, wrote summaries of the texts, and made their own interpretations of the arguments being presented. Blair's work in seminar, on larger essays, and on the final exam indicated a strong understanding of central themes in the course. This included the paradoxes of French citizenship, other contemporary perspectives on race, gender, ethnicity and class, and critiques of traditional historical narratives. They contributed to our musical salons as well—Blair continues to grow steadily as a performer. Blair's investment was central to the intellectual learning community in this program.

In the final research project, Blair presented their research on psychomusicology and made solid connections between that work and the program's studies of de Botton's *Art of Travel* and Stravinsky's *Sacre du Printemps*. I hope that Blair can take this project further while in Rennes and Paris, making even more connections to our studies of French culture. Blair deepened their communication and collaborative skills over the course of the quarter. The connections Blair made between their research and the program's themes may have been fairly abstract but gender/race socialization, the physiology of the brain, and mind-body connections all emerged as fascinating themes.

In sum, Blair did great work in this program and should be very proud of their participation and engagement with the program content and our learning community. I wish them the best of luck in their future studies.

Instructor Rebecca Raitses wrote the following assessment of Blair's work in beginning French winter quarter:

"Blair had a successful quarter, with excellent attendance and a clear desire to learn French. Blair was visibly engaged during class, both during small group and partner exercises, as well as while the class was together as a whole. The time Blair dedicated to completing assignments is evident in the beautiful, hand-painted work they turned in and also in the thorough notes in their French journal. Blair particularly enjoyed crafting their letter to their host family for their study abroad in France. For the final project, Blair wrote original, autobiographical lyrics inspired by *La vie en rose*. Blair has made good progress and established a sound foundation for future learning in French."

Study Abroad Spring Quarter in France: (written by Stacey Davis)

Blair made very good use of this study abroad experience spring quarter. Blair participated fully in the immersive linguistic and cultural experiences during the first three weeks of the study abroad program in Rennes, France. The teachers at the Langue et Communication school noted that Blair "was quite self-reliant in their studies and displayed a deep interest in French culture." Once in Paris, Blair participated well in seminars on Ionesco's *La Leçon*, stretching to comprehend text well beyond the beginning level. The depth of Blair's understanding of this play was reflected in their essay, which included perceptive and detailed analysis. Here, Blair used contemporary psychology/counseling concepts really well to



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analyze the escalating tactics one character uses in the play to manipulate, dominate, and ultimately destroy another. Blair's argument was original and convincing, thanks to the care Blair took to support it with well-chosen quotes.

Blair brought their inquisitive nature and enthusiasm to every aspect of their studies in Paris. Blair participated wholeheartedly in each activity – from museum tours to book seminars to ethnographic field work – consistently making smart connections between their insightful observations and her growing understanding of the complexities of French social and cultural contexts. Blair worked well with peers and was always supportive and kind in their interactions. As a result of these efforts, Blair's group's ethnography of one Parisian arrondissement captured well the pulse of this diverse neighborhood. Their informative presentation was enlivened by well-chosen photographs, thoughtful findings on the social geography of place, and details from the numerous informal interviews they conducted in French with inhabitants of the area. Blair's own contributions to this project centered on the local music scene, but never really dug beneath the surface. On an individual level, Blair kept a good academic journal, which included good sketches but, at first, needed closer descriptions of the objects Blair chose to write about, as well as more historical context. Over the course of their stay in Paris, Blair began to flesh out their journal entries with such crucial details.

Blair's spring quarter, independent project in music compilation and composition took, as its starting point, Blair's winter quarter investigation into the links between music, place, and nostalgia. Using Garage Band, Blair wrote and performed a set of short pieces which evoked emotions and moods they associated with certain reminiscences pulled from daily experiences, past and present. Here, they played nicely with tempo and looping to build the desired soundscape for each short piece. In addition, Blair practiced and performed with skill and emotion a series of piano pieces by contemporary Korean composer, Yiruma. Her project thus furthered both Blair's skills as a musician and Blair's research into the links between memory and music.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 30**

- 4 - History: France in the 20th Century
- 4 - French Studies: 20th Century Music and Literature of Paris
- 4 - Independent Project in Music: Nostalgia
- 4 - French Language: First Year I
- 6 - French Immersion: Study Abroad
- 8 - Study Abroad: Urban Studies, Art, and Culture in Paris



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**September 2023 - December 2023: The Evergreen Singers**

2 Credits

**DESCRIPTION:**

Faculty: Jessica Blinn

Students in The Evergreen Singers enjoyed and improved the following skills this quarter:

1. Musicianship
2. Ability to hold a vocal harmony part
3. Sight reading
4. Breathing
5. Vocal technique
6. Ear Training And Music Theory
7. Listening
8. Working as a team
9. Leadership
10. Presentation
11. The fun of making music
12. Story Telling

This was achieved by students learning various choral works and solos, singing in small groups and soloing in front of one another, giving constructive critiques to each other and then performing two concerts at the end of the quarter.

**EVALUATION:**

Written by: Jessica Blinn

Blair brought enthusiasm, commitment and experience to the class and was a great add to the soprano section. I hope that she will sing with us again in the future, and we can highlight her voice, if that is something she would like

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

2- Humanities, Choral Performance



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## **September 2023 - March 2024: Advanced Studies in Music and Humanities**

20 Credits

### **DESCRIPTION:**

Faculty: Andrew Buchman, DMA

Musicians and creative scholars earned college credit for their work via regular group conferences with faculty, seminars with peers, reading, listening, and viewing assignments, a detailed study plan, journaling, and academic papers. Each week we addressed topics in songwriting, performance practice, and music theory. Financial planning, entrepreneurship, and management skills, components of any successful creative practice or scholarly career, were all occasional topics for discussion.

In general students divided their time between creative work and related academic projects such as research and writing on particular compositions, musicians, or other interests such as copyright, music therapy, social media, or tour management. Some students in the humanities pursued capstone projects focused on a thesis requiring in-depth research and the use of primary sources. In addition to their individual projects, students worked together in small groups to build networks, share strategies, and critique ongoing work, growing as collaborators, creative artists, critical thinkers, and scholars.

### **EVALUATION:**

Written by: Andrew Buchman, DMA

Abigail (or Blair) is a modest, thoughtful, industrious musician with established skills in piano, ukulele, and voice. Blair collaborated successfully on a variety of songwriting projects in our Thursday sessions inspired by the work of gifted songwriters from Erasmo Carlos, a gently subversive Brazilian artist, through crowd favorites like Blink 182, to heartfelt confessional songs by Elliott Smith. Blink 182 was a fine suggestion from Blair for the group that worked out extremely well. The ensemble's infectious rhythms, emotionally direct lyrics, and catchy snatches of melody hit the spot for the rest of the class and resulted in memorable new song sketches that comprised a fine concert that afternoon.

In our seminar discussions on music theory and related topics Blair conveyed their own prior knowledge and developed, judicious opinions on both technical and aesthetic topics. They also listened carefully to what others had to say and encouraged fellow students with specific praise, commentaries on, and suggestions for their own studies and creative work. Blair also completed a large portfolio of original color drawings and designs inspired by anime characters, settings, and stories, as well as a series of striking acrylic paintings and drawings of landscapes and figures.

As a pianist Blair continued to demonstrate an unusually fleet left hand and a well-chosen repertoire including compositions by contemporary Japanese composers. I'd like Blair to continue to explore the piano as an expressive instrument, particularly the potential offered by soft, even pianissimo approaches to timbre, balance, and (especially) accompanying voices. During the winter Blair embarked on several exciting collaborations with other students in the program, often performing two or more songs at a time. These were always highlights of our sessions. It was so gratifying to see how Blair communicated vibrancy and connection in ensemble settings.

Making music, it seems, is as natural as breathing for Blair. Blair's positivity, persistent kindness, and consistent attendance and engagement made them a core member of our learning community. Blair earns full credit for consistent, varied musical and artistic work.



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**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 20**

4 - Music Composition: Songwriting

16 - Music Performance: Piano, Ukulele, and Voice



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**June 2023 - September 2023: Communicate Like a Leader**

4 Credits

**DESCRIPTION:**

Faculty: Dariush Khaleghi MS, MBA

Leadership and communication can be used interchangeably. Poor leadership communication can be a source of low morale, conflict, substandard performance, low job satisfaction, missed goals, and inferior results. High-impact leadership communication is vital to engaging, inspiring, and motivating the workforce and developing high-performance teams and organizations. This course focuses on developing interpersonal skills, clarifying communication purpose, analyzing the audience, devising targeted influencing strategies to develop presentation skills, persuasive messaging, and crisis communication. This class helps students enhance their leadership communication skills through readings, reflective writing, assessments, research projects, case analysis, group work, and final presentations.

**EVALUATION:**

Written by: Dariush Khaleghi MS, MBA

Abigail was an excellent student! They met the course requirements, completed the learning objectives, and received full credit. Abigail was active in meetings and seminars. They demonstrated excellent interpersonal skills and interacted across significant differences in class discussions. Abigail had excellent attendance and completed the assignments with high quality. They worked well in groups and supported the learning of others. Abigail demonstrated integrative, independent, and critical thinking skills and showed a great curiosity for the topics we discussed in this course (i.e., leadership communication, shared identities, building trust and collaboration, etc.). Their final project demonstrated depth, breadth, and synthesis of learning and the ability to reflect on the personal and organizational significance of that learning. Abigail left no doubt they are ready to excel in this field of inquiry.

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

4 - Communicating Like a Leader



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## **June 2023 - September 2023: Creating Medicine and Color with Plants**

8 Credits

### **DESCRIPTION:**

Faculty: Marja Eloheimo, Ph.D.

This summer program taught students various methods for co-creating both medicine and color with plants. In the first summer session (Weeks 1-5), we began by exploring the plants we would engage with from a botanical perspective. Then we practiced both medicine-making and natural dyeing. In the second summer session (Week 6-10), we repeated the sequence using different plants and different methods for creating medicine and color. Some students enrolled for the full summer session and others enrolled for the second session only. While second session students had access to class recordings from the first session, participation in the full session provided the most complete preparation for transferring skills to daily life.

This program was appropriate for both beginning and experienced students. Special note: an Indigenous Sámi plant, dye, and textile artist visited during the second session, which enriched our experience. (The Indigenous Sámi live in their homeland, Sápmi, which occupies the far north of Europe and predates the existence of Norway, Sweden, Finland, and northwest Russia.)

This was a hybrid program, with Wednesday evening online classes and four Saturday in-person classes.

### **EVALUATION:**

Written by: Marja Eloheimo, Ph.D.

Abigail "Blair" participated in the full summer program. Blair was actively engaged throughout the program, showing strong interest in both community herbalism and natural dyeing. For example, Blair attended most class sessions and submitted nearly all assignments. These included two well-done plant profiles, one on turmeric (*Cucurma longa*) and one on silk tree (*Albizia julibrissin*). Both were well-organized, well-researched, and accurate, demonstrating the ability to research a plant that has both medicinal and dye attributes. Since this was an exploratory program, each student had unique highlights of learning. Blair's highlights included discovering how to create an indigo dye vat, exploring the ethnobotanical garden at the House of Welcome, and nature journaling possibilities. As Blair stated,

"I loved the time I got to spend outside sketching! Drawing is a huge part of me, and I adore flowers, bugs, bees, butterflies, they're all amazing! Having specific time set aside to go outside, focus on feelings and color. I loved the relation, the serenity! ... I got to develop a lot of my line work, my watercolors, and concept art. I also learned about how to draw plant structure in a scientific way, but also a beautiful way. I loved seeing the differences in plant pictures versus drawings... I want to continue sketching... [It] forces me to slow down, take time, and appreciate the beauty around me."

Through participation in this program, Blair strengthened understanding of terms and concepts in plant morphology, herbalism, and natural dyeing as well as developed skills in dye practices (including basic dye baths, creating an organic indigo dye vat, and simple shibori practices) and skills in medicine-making with plants (including salve-making and tea blending. Blair is prepared to continue studies related to botany, ethnobotany, community herbalism, and natural dyeing). It was a pleasure to have Blair as a member of our learning community. Blair earned full credit.





Blair, Abigail M

A00440440

Last, First Middle

Student ID

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8**

- 4 - Plant Studies: Botanical and Cultural
- 2 - Introduction to Herbal Practices
- 2 - Introduction to Natural Dyeing



Blair, Abigail M

A00440440

Last, First Middle

Student ID

## **April 2023 - June 2023: Advanced Studies in Music and Humanities**

16 Credits

### **DESCRIPTION:**

Faculty: Andrew Buchman, DMA

Musicians and creative scholars earned college credit for their work via regular group conferences with faculty, seminars with peers, reading, listening, and viewing assignments, a detailed study plan, journaling, and academic papers. Financial planning, entrepreneurship, and management skills (components of any successful creative practice or scholarly career) were all occasional topics for discussion.

In general students divided their time between creative work and related academic projects such as research and writing on particular compositions, musicians, or other topics such as copyright, music therapy, social media, or touring. Some students in the humanities pursued capstone projects focused on a thesis requiring in-depth research and the use of primary sources. In addition to their individual projects, students worked together in small groups to build networks, share strategies, and critique ongoing work, growing as collaborators, creative artists, managers, and scholars.

### **EVALUATION:**

Written by: Andrew Buchman, DMA

Independent work suits Abigail, or Blair, and they have easily earned full credit this spring. Blair has revived and refreshed many pieces from past piano repertoire and begun to explore new pieces to study, accumulated a large portfolio of new visual art, tutored fellow students in music theory and music literacy, and learned about critiquing works in a diversity of musical styles within a master class format this spring, attending our weekly meetings faithfully. Blair also picked up the ukulele, and performed "This is Home" by Capetown on voice and uke in one of our critique sessions, to general acclaim.

As I discovered when we worked together during the winter, Blair has considerable facility as a pianist already, with a fleet left hand and a fine musical memory. We worked on precision in pedaling, creative use of the una corda pedal, balance, articulation, and phrasing this spring. Blair's repertoire includes dozens of sacred and secular compositions acquired assisting with service music as a teenager and young adult. Blair also began learning some new piano pieces, including *Underwater Wonderscapes* by Frederic Bernard, a wide-ranging, moody piece full of pedal effects and moments of poignant dissonance, and *Lavender* by Penelope Scott, an uptempo, staccato composition drawing on Renaissance styles for inspiration.

Although inspired by Japanese *manga* imagery and methods, Blair's freehand drawings are notably more sophisticated than many professional publications within that vast genre. Blair's grasp of human anatomy is strong, and the indications of mass and gravity affecting bodies portrayed in motion in these drawings, as in an action photograph, are convincing and easeful. Blair's paintings, in contrast, are suffused with color, eschewing drafting for soft edges and blends, often evoking a particular emotional mood—very different from the figure drawings.

Blair concentrated on psychology at BYU-I and business at Fort Hays, earning a certificate in media marketing from SSMU in the process. In other words, Blair came to Evergreen having already studied a variety of subjects, and can concentrate on music and art from now on without fear of becoming too narrow. Nevertheless, I'm thrilled that Blair is branching out and taking botany and Spanish offerings this summer at Evergreen. I hope we can work together again in the future.



Blair, Abigail M

A00440440

Last, First Middle

Student ID

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

- 6 - Music: Piano Performance
- 6 - Visual Art: Drawing and Painting
- 4 - Music: Composition Seminar



Blair, Abigail M

A00440440

Last, First Middle

Student ID

## **January 2023 - March 2023: Creative Piano Keyboard Skills: Post-Pandemic Hands-On Learning**

2 Credits

### **DESCRIPTION:**

Faculty: Andrew Buchman, DMA

This course in practical music served as an introduction to improvisation, piano technique, composition, and music theory. Emphasis was placed on developing technical and critical listening skills through observation, with a secondary focus on fundamentals of tonality. Students played digital pianos in the keyboard laboratory on campus. We met for ten hours over the course of five weekends, with some additional consultation hours available each week. The sessions were designed for students who had a strong work ethic and self-discipline and who were willing to collaborate with their fellow students. There were no prerequisites.

### **EVALUATION:**

Written by: Andrew Buchman, DMA

Abigail (or Blair) came to this class with some established skills in music performance and improvisation. Blair contributed exemplary work from the start, collaborating with other students in the class and sharing an uncommon ease with creating musical ideas on the spot. Blair delights in music, and in creative collaboration. I'm confident that Blair will continue to find the piano keyboard a useful tool for songwriting, accompanying performances, figuring out melodies and chords, exploring musical forms and styles, and as a wellness practice. Blair earns full credit for outstanding work.

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

2- Music: Fundamentals of Piano Technique and Improvisation



Blair, Abigail M

A00440440

Last, First Middle

Student ID

**January 2023 - March 2023: Anti-Fascism Through Information Literacy? Post-Pandemic Hands-On Learning**

2 Credits

**DESCRIPTION:**

Faculty: Paul McMillin

Students in this 2-credit all-level class completed several assignments in which they engaged with class readings that shed light on the question "Is Post-Truth Pre-Fascism"? Key authors included Timothy Snyder, Jason Stanley, Cynthia Miller-Idriss, Federico Finchelstein, and Robin D.G. Kelley. Guest lecturers included Matthew Lyons (author of *Insurgent Supremacists*) and Jeremy Braddock (author of "Libraries and Authoritarianism 1940, 2020"). Along the way students learned and put into practice some of the basic moves of academic research.

**EVALUATION:**

Written by: Paul McMillin

Abigail (who goes by Blair) entered this all-level class as a Junior, and combined enthusiastic, frequent, and informed participation with perfect attendance, timely completion of work, and a strong showing on the academic research quiz. Blair contributed thoughtful annotations on many class readings, calling attention to key arguments. With two classmates, Blair completed an annotated bibliography on free speech, censorship, and deplatforming, meeting the minimum requirements. In a final essay addressing the prompt "Should You Bring Truth to a Gunfight?", Blair took a strong position in the affirmative, grounding their argument loosely in three quotes from the readings, and providing an impassioned and unambiguous defense of the power of truth, even in the context of political or social violence.

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

2- Information Studies: Propaganda in the Digital Age



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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.