



Ghalleger, Finian Aeary-Allister Mathison

A00375380

Last, First Middle

Student ID

**Former Name(s):** Santamaria, Jan D;

**CREDENTIALS CONFERRED:**

Cybersecurity Foundations Certificate      Awarded 16 Jun 2023

Bachelor of Arts and Bachelor of Science      Awarded 14 Jun 2024

**EVERGREEN UNDERGRADUATE CREDIT:**

Start	End	Credits	Title
09/2015	03/2016	32	<b>Bodies that Matter</b> 3 - <i>Concepts in Public Health</i> 4 - <i>Expository Writing</i> 9 - <i>Human Biology: Introduction to Anatomy and Physiology with Lab</i> 3 - <i>Introduction to Ethnographic Research</i> 3 - <i>Introduction to Human Nutrition</i> 4 - <i>Medical Anthropology</i> 6 - <i>Social Psychology of Race and Gender</i>
01/2016	03/2016	2	<b>Afro-Brazilian Dance</b> 2 - <i>Afro-Brazilian Dance</i>
03/2016	06/2016	16	<b>Drawn from Life</b> 6 - <i>Survey of Western Art</i> 2 - <i>Beginning Drawing</i> 2 - <i>Beginning Black and White Photography</i> 4 - <i>Literary Analysis</i> 2 - <i>Aesthetics</i>
03/2016	06/2016	4	<b>Awakening the Leader Within</b> 4 - <i>Business Management</i>
06/2016	09/2016	4	<b>Beginning Drawing: Grounds</b> 4 - <i>Fine Art: Drawing</i>
06/2016	09/2016	4	<b>Nomadic Instruments: Stringed Instruments for the Traveler</b> 4 - <i>Nomadic Instruments</i>
06/2016	09/2016	4	<b>Photography, Beginning Color</b> 4 - <i>Color Photography</i>
06/2016	09/2016	4	<b>Writing Well: Clarity and Style</b> 4 - <i>Rhetoric and Composition</i>
09/2016	12/2016	16	<b>Scientific and Artistic Inquiry</b> 4 - <i>History of Science</i> 4 - <i>Art Appreciation</i> 4 - <i>Introductory Observational Drawing</i> 4 - <i>Introduction to Freshwater Ecology</i>



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09/2016	12/2016	4	<b>Introduction to Woodworking</b> 4 - Introduction to Woodworking
01/2017	03/2017	14	<b>Counting on the Brain</b> 5 - Algebraic Thinking for Science 4 - Introduction to Neuroscience 3 - Seminar and Expository Writing 2 - Science Laboratory
04/2017	06/2017	16	<b>Writing and Resistance</b> 8 - Creative Writing 8 - Literature
06/2017	09/2017	6	<b>Book Arts</b> 6 - Book Arts
09/2017	12/2017	12	<b>Asian/American: Pop Culture Crosscurrents</b> 4 - Asian American Literature 2 - Asian American History 2 - American Popular Culture Studies 2 - Creative Writing 2 - Critical Research
01/2018	03/2018	8	<b>The Graphic Novel</b> 5 - 20th-Century and Contemporary Literature 2 - Writing 1 - Comic Art: Theory and Practice
01/2018	03/2018	4	<b>Algebraic Thinking</b> 4 - College Algebra
04/2018	06/2018	16	<b>Latin American Women Writers</b> 4 - Multicultural Literature: Latin American Women Writers 4 - Intersectional Feminist Studies 4 - Analytical and Creative Writing 4 - Project: US Latina Women Writers (Sandra Cisneros, Gabby Rivera)
06/2018	09/2018	4	<b>Accessible Algebra: Building Math Foundations for Successful High School Education and Beyond</b> 4 - Math Education
06/2018	09/2018	4	<b>Discrete Math</b> 4 - Discrete Mathematics
06/2018	09/2018	4	<b>Geometry</b> 4 - Geometry
09/2018	12/2018	12	<b>Integrated Natural Science</b> 6 - General Chemistry with Laboratory 6 - General Biology with Laboratory



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<b>Start</b>	<b>End</b>	<b>Credits</b>	<b>Title</b>
09/2018	12/2018	4	<b>Japanese - First Year I</b> <i>4 - First Year Japanese</i>
01/2019	03/2019	4	<b>Japanese - First Year II</b> <i>4 - First Year Japanese</i>
01/2019	03/2019	4	<b>Precalculus I</b> <i>4 - College Algebra</i>
04/2019	06/2019	4	<b>Japanese - First Year III</b> <i>4 - First Year Japanese</i>
04/2019	06/2019	4	<b>Precalculus II</b> <i>4 - Trigonometry</i>
04/2019	06/2019	4	<b>Statistics I</b> <i>4 - Statistics</i>
06/2019	09/2019	4	<b>The Science of World Building</b> <i>2 - Physical Geology</i> <i>2 - Ecology</i>
09/2019	06/2020	36	<b>Mathematical Systems</b> <i>*4 - Euclidean and Non-Euclidean Geometry</i> <i>4 - History of Mathematics</i> <i>4 - Linear Algebra</i> <i>*4 - Topology</i> <i>*8 - Abstract Algebra</i> <i>*3 - Number Theory</i> <i>1 - Complex Analysis</i> <i>4 - Philosophy and Culture of Mathematics</i> <i>4 - Seminar: Mathematics in education and literature</i>
09/2019	12/2019	4	<b>Calculus I</b> <i>4 - Calculus and Analytical Geometry 1/Differential Calculus</i>
06/2020	09/2020	4	<b>Writing Beyond the Basics</b> <i>4 - Creative Writing</i>
09/2020	12/2020	16	<b>Decision / Making: Foundations in Literary Arts &amp; Creative Writing</b> <i>8 - Writing: Creative and Critical Inquiry</i> <i>8 - Literature Seminar: Foundations in Literary Studies</i>
01/2021	03/2021	8	<b>Autobiography</b> <i>4 - Twentieth-Century and Contemporary Literature: Autobiography</i> <i>4 - Creative Writing: Autobiography</i>
01/2021	03/2021	4	<b>Applied GIS: Environmental Science</b> <i>*4 - Applied GIS</i>
03/2021	06/2021	4	<b>Environmental Chemistry</b> <i>*4 - Environmental Chemistry</i>



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**EVERGREEN UNDERGRADUATE CREDIT:**

Start	End	Credits	Title
03/2021	06/2021	4	<b>Number Theory</b> <i>*4 - Number Theory</i>
03/2021	06/2021	4	<b>Public Health and Pathophysiology of Nutritionally Related Diseases (B)</b> <i>*4 - Public Health and Pathophysiology of Nutritionally Related Diseases</i>
06/2021	09/2021	2	<b>Experimental Watercolor</b> <i>2 - Watercolor Art</i>
06/2021	09/2021	2	<b>Introduction to Qualitative Data Analysis</b> <i>2 - Introduction to Qualitative Data Analysis</i>
09/2021	03/2022	8	<b>Mathematical Systems</b> <i>4 - Set Theory</i> <i>*4 - History of Mathematics</i>
09/2021	12/2021	4	<b>Anatomy and Physiology: Foundations and Movement</b> <i>4 - Anatomy and Physiology 1 with Laboratory</i>
01/2022	03/2022	8	<b>Introduction to Computer Science</b> <i>4 - Introduction to Imperative Programming in Java</i> <i>4 - Object Oriented Programming in Java</i>
01/2022	03/2022	4	<b>Anatomy and Physiology: Communication and Continuance</b> <i>2 - Anatomy and Physiology 1 with Laboratory</i> <i>2 - Anatomy and Physiology 2 with Laboratory</i>
03/2022	06/2022	16	<b>Deep in Thought: Advanced Fiction Writing</b> <i>8 - Advanced Fiction Writing</i> <i>4 - Studies in the Novel</i> <i>4 - Topics in Literary Theory: Narratology</i>
03/2022	06/2022	4	<b>Anatomy and Physiology: Transport and Exchange</b> <i>4 - Anatomy and Physiology II with Laboratory</i>
09/2022	12/2022	4	<b>Introduction to Cybersecurity</b> <i>*4 - Introduction to Cybersecurity (Certificate Sequence)</i>
09/2022	12/2022	4	<b>Physical Computing in the Arts</b> <i>4 - Physical Computing</i>
09/2022	12/2022	4	<b>Web Design</b> <i>4 - Web Design (Certificate Sequence)</i>
01/2023	03/2023	4	<b>Introduction to Web Programming</b> <i>4 - Web Programming (Certificate Sequence)</i>
01/2023	03/2023	4	<b>Network Security</b> <i>*4 - Network Security (Certificate Sequence)</i>
01/2023	03/2023	4	<b>Responsive Web Design</b> <i>4 - Web Design II</i>



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**EVERGREEN UNDERGRADUATE CREDIT:**

Start	End	Credits	Title
04/2023	06/2023	4	<b>Applications Security</b> <i>*4 - Application Security (Certificate Sequence)</i>
04/2023	06/2023	4	<b>Security Policies and Procedures</b> <i>*4 - Security Policies and Procedures (Certificate Sequence)</i>
04/2023	06/2023	4	<b>Statistics I and II: Accelerated</b> <i>4 - Statistics I</i>
06/2023	09/2023	4	<b>Reading the Bible as Literature</b> <i>4 - The Bible as Literature: Creative Research and Close-Reading</i>
01/2024	03/2024	4	<b>Figma: UI/UX Basics</b> <i>4 - User Experience Design</i>
01/2024	03/2024	4	<b>Macroeconomics</b> <i>4 - Economics II: Macroeconomics</i>
04/2024	06/2024	4	<b>Novel Workshop: A Capstone</b> <i>4 - Book Arts and Design</i>
04/2024	06/2024	2	<b>Cultivating Voice: A Writing Tutor's Craft</b> <i>2 - Writing or Education</i>
04/2024	06/2024	1	<b>Tutoring Math and Science</b> <i>1 - Tutoring Math and Science</i>

**Cumulative**

405 Total Undergraduate Credits Earned



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My degree is just one testament to my passion for learning. With four hundred credits over nine years, I've dedicated my time to writing, math, culture, computer science, and the arts. I use everything I've learned to tutor underrepresented students, reconnect to my culture, and continue learning. However, I wasn't always this excited about education.

As the last immigrant of my family, I know about our food insecurity, dilapidated housing, and limited prospects. But with compulsory education in the US, I made sure to study hard. I graduated as an Honor's and AP student and 'model minority'. I expertly wrote informative yet passive essays, stayed submissive to higher academia authority, etc. With these skills, I was accepted into three Ivy Leagues.

Though I was 'gifted', I was still low-income. To save, I postponed my Harvard enrollment and began at Evergreen. My intention was to get my premed foundations and transfer. I was shocked when I was tasked with thinking critically about my education in my first program. I had to face facts I ignored for years: my public education was limiting, incomplete, and how it was taught had the goal of forced assimilation. It was uncomfortable being me (gay, immigrant, etc.) so it's easier not to acknowledge those things. With the goal of learning introductory anthropology, sociology, and physiology, I learned most about myself.

My next program taught art history on top of drawing and black/white photography. Though I started off tentatively, I finished the quarter confident, curious, and determined. My mother would often fund my education but when I told her it was for my art program, she refused to support me. But I've always been resourceful. I gave up more of my personal life by taking extra Starbucks shifts and reducing my healthcare to afford more film supplies. With the little spare money I earned, I submitted three times the number of required photographs which consisted mostly of Evergreen's architecture. Every hour of retail service abuse and lesser quality of life was worth blurry, unusable photos that will never be put in my professional portfolio. I made this class for me.

At the start of my second year, it occurred to me I needed to buckle down and either finish premed or explore for the next four years and gamble on possible careers I never thought I could do. I decided then to explore for as long as I wanted to. For funding, I wrote scholarships every year on top of extra work hours, eating less, and simply never going to the doctors again. I truly would die to learn.

As the quarters passed, learned I would also die if I didn't teach. Many of my classmates in previous programs didn't have strong foundations in academic writing or numerical literacy. When I attended study groups, I liked being helpful, not being 'gifted'. When help was seen as a liability or weakness in my K-12 education's elitist and competitive environment, it was impossible for my non-'gifted' classmates. This wasn't fair to any of us. By learning in a collective, everyone learned from each other with compassion.

Mutual learning opened my path to including my culture in my identity. In Mathematical Systems, I researched math development in ancient Pacific Island cultures. In my literature classes, I explored classic Filipino poetry. With every class, I yearned to see myself and people like me. As an informal tutor, I observed that seeing yourself was a skill all my classmates needed. It's freeing, inspiring, and comforting to know that people like you struggled and succeeded. Therefore, you can too.

As I finish up the undergraduate chapter of my life, I look forward to my master's education in public administration (and many more as continue to be curious and tenacious). With this education, I can help students through administration on top of my continued tutoring and support. By being who I needed as a freshman, I can continue to help students, colleagues, my family, and as equally important: myself.



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## **April 2024 - June 2024: Tutoring Math and Science**

1 Credits

### **DESCRIPTION:**

Faculty: Margaret Blankenbiller, MPA

Tutoring Math and Science was designed to enhance students' skills working with diverse groups, as well as to introduce students to a variety of student-centered pedagogies and discuss their effectiveness. In addition, students explored the educational impact of race, gender, sex, socioeconomic status, and neurotype and how these impact teaching and learning.

Students read excerpts from many texts including: *Whistling Vivaldi* by Claude M. Steele, *Demarginalizing the Intersection of Race and Sex* by Kimberle Crenshaw, *Supporting Neurodiverse College Student Success* by Coghill and Coghill and *A Framework for Understanding Poverty* by Ruby K. Payne. Students wrote reflections, summaries of reading, participated in weekly seminars, and completed a final summative paper connecting and evaluating approaches to tutoring.

### **EVALUATION:**

Written by Margaret Blankenbiller, MPA

Finian successfully completed some components of the course and was an engaged member of our learning community. Finian completed some required homework assignments.

### **SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 1**

1 - Tutoring Math and Science



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**April 2024 - June 2024: Cultivating Voice: A Writing Tutor's Craft**

2 Credits

**DESCRIPTION:**

Faculty: Ansley Clark, MFA

This course integrates a seminar and a practicum to prepare students to become writing tutors. Students engage with various writing center and composition theories and learn effective practices centered on linguistic justice, universal design, and student-centered frameworks.

Readings include Vershawn Ashanti Young's *Should Writers Use They Own English*, Romeo García's *Unmaking Gringo Centers*, and Kenneth Bruffee's, *Collaborative Learning and the Conversation of Mankind*. Readings also included excerpts from Peter Elbow's *Writing Without Teachers*, Audre Lorde's *Sister Outsider*, and Shanti Bruce's *ESL Writers: A Guide for Writing Center Tutors*. Students wrote weekly reflections and two longer writing projects, participated in weekly seminars, and completed a weekly practicum that required them to observe and tutor their peers in the Writing Center.

**EVALUATION:**

Written by: Ansley Clark, MFA

Finian successfully completed most components of the course, including most homework assignments. Finian completed several, weekly written reflections and two essays that braided theory, praxis, and personal reflection. These demonstrated an understanding of how topics covered in class connected to each other and how to collaborate with, and support, diverse learners. Finian showed up in seminar, practicum, and written work as a mature, thoughtful, and respectful scholar and was a pleasure to have in class.

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

2- Writing or Education



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**April 2024 - June 2024: Novel Workshop: A Capstone**

4 Credits

**DESCRIPTION:**

Faculty: Steven Hendricks, M.F.A.

For this contract titled **Novel Workshop: A Capstone**, the student made multiple book designs and hand bindings for fiction projects. This was the final quarter of a four-quarter capstone ILC course.

**EVALUATION:**

Written by: Steven Hendricks, M.F.A.

Finian completed exceptional work for the Individual Learning Contract, "Novel Workshop: A Capstone". As the culmination of large-scale writing projects, this quarter was the materialization of the work into multiple book forms. Finian learned, developed, and designed a variety of book forms, ranging from "easier" to produce in large editions to complex one-of-a-kind concepts. With coherent design concepts across the set, Finian explored a variety of forms suitable for each binding, and crafted excellent pieces. The process allowed Finian to develop new binding and design skills, new approaches to creative process, and to bring creative projects to a new level of finish and polish. The results speak to impressive cross-disciplinary skills and Finian's growing capacity to take on the tasks of the author, binder, designer, and publisher.

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

4 - Book Arts and Design



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## **January 2024 - March 2024: Macroeconomics**

4 Credits

### **DESCRIPTION:**

**Faculty: Anastasia C. Wilson, PhD**

**Course Description** Economics II: Macroeconomics introduces students to mainstream macroeconomic theory in addition to alternative and critical perspectives. What constitutes “the economy?” How is capitalist growth measured and defined? How does the Federal Reserve system work? What drives inflation? Is debt bad for economic growth? How do we understand the causes of economic crises, like that of the 2008 Financial Crisis and the present state of the post-2020 economy? How do we understand the macroeconomic impacts of global climate change? These are all crucial economic questions of our times. By studying mainstream macroeconomic theory, students gain an understanding of basic concepts, definitions, and analytical tools for examining the macroeconomy. They also examine alternative perspectives to understanding the economy including original Keynesian and post-Keynesian economic theory, Feminist political Economy, ecological, and Marxist perspectives that offer an alternative point of view on economic growth and crisis.

Students needed a computer and internet connection for synchronous Zoom meetings, lectures, activities, and discussions. Students learned from our main textbook *Macroeconomics in Context* and additional readings shared by the instructor.

**Program Activities** included attending a weekly ~2 hour Zoom seminars, which included beginning each session with a “warm-up question”. Then students engaged with discussion, lectures on core content, specific discussion questions and open discussion, video(s), and sharing economics in the news. Students were also encouraged to voluntarily contribute to our Collective Notes shared document to collaboratively take notes on our lectures and discussions. Additionally, students were provided with occasional pre-recorded lectures, videos, study guides, and other resource materials.

**Assignments** Included weekly assigned readings, weekly discussion threads based on topics and prompts from our reading of *Real World Macro*, weekly problem sets that included a mix of problem-solving, definitions, and short answers based on *Macroeconomics in Context* as well as classroom discussions, videos, and lectures.

**Assigned Texts** included *Macroeconomics in Context* and *Real World Macro* excerpts.

### **EVALUATION:**

**Written by: Anastasia C. Wilson, PhD**

Finian was an active and engaged student in macroeconomics. Finian demonstrated great enthusiasm for learning about macroeconomics and always consistently attended and participated actively in our Zoom seminar meetings. Finian also was always quick to offer assistance to myself, and fellow students, in navigating learning support resources.

In terms of assignments, Finian completed assignments in a timely manner and often included thoughtful examples and critical analysis. They were able to also relate much of the material to real world experiences. They are an excellent, diligent, and passionate student who clearly demonstrated an understanding of macroeconomics.



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

4 - Economics II: Macroeconomics



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**January 2024 - March 2024: Figma: UI/UX Basics**

4 Credits

**DESCRIPTION:**

Faculty: Arlen Speights

For this Individual Learning Contract, **Figma: UI/UX Basics**, the student used the texts *Designing and Prototyping Interfaces with Figma* by Fabio Staiano and *Solving Product Design Exercises* by Artiom Dashinsky. The student studied topics in user interface and user experience design including product research, personas, designing, wireframing, prototyping, universal design, and responsive interface through the software Figma. As a culminating project, the student created a draft presentation on how to change Evergreen's Individual Study system.

**EVALUATION:**

Written by: Arlen Speights

Finian (Finn) has successfully completed the goals of the project. Finn used the learning materials to build a solid understanding and skill set in Figma and the core principles of user experience design. The final project demonstrated the expected learning of the concepts and skills. Finn is prepared for advanced work in Figma.

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

4 - User Experience Design



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## **June 2023 - September 2023: Reading the Bible as Literature**

4 Credits

### **DESCRIPTION:**

Faculty: Steven Hendricks, MFA

For this contract titled **Reading the Bible as Literature**, the student read the Bible and consulted numerous sources and workbooks to analyze its stories and narrative techniques. Research and study were applied to concepts and strategies related to a theological fiction novel-in-progress. This is the first quarter of a multi-quarter capstone ILC course.

### **EVALUATION:**

Written by: Steven Hendricks, MFA

Finian completed exceptional work in the Individual Learning Contract titled "Reading the Bible as Literature" as part of an ongoing capstone project. A productive foray into literary study and engaging with the Bible as literature, this was also a course of rich and complex creative research. By approaching the mythology, theology, and storytelling of the Bible creatively and critically, Finian developed nuanced perspectives that integrated history, culture, family, and psychology. In addition to the creative work of translating biblical concepts and narratives into the novel-writing process, Finian developed close-reading and interpretive strategies that worked across the domains of theology and literary study. The evidence of Finian's progress and learning was clear in our weekly conversations and in the copious notes, summaries, and impressively detailed outlines of biblical narratives and novel-development work.

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

4 - The Bible as Literature: Creative Research and Close-Reading



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## **April 2023 - June 2023: Statistics I and II: Accelerated**

4 Credits

### **DESCRIPTION:**

Faculty: Carri J. LeRoy

*Statistics I and II: Accelerated* created an opportunity for students to learn concepts and methods in introductory statistics at a fast pace. Students learned basic parametric and non-parametric statistical methods to analyze real-world data. Statistical concepts included probability, basic summary statistics, and a suite of nonparametric and parametric statistical tests: Student's t-tests, Chi-square tests, analysis of variance (ANOVA), simple linear regression, correlation, advanced ANOVA, classification and regression tree (CART) models, non-metric multidimensional scaling (NMDS) ordinations, and meta-analysis techniques. Students learned to interpret findings, write about their results, and create useful figures and tables. Students completed weekly readings, bi-weekly quizzes, and weekly statistics lab assignments. Final conceptual and practical exams provided students opportunities to demonstrate knowledge gained.

Students had opportunities to learn various statistical software packages this quarter, including: JMP Pro 16, JASP 0.14.1, R 4.3.0, RStudio, PAST, and basic data management in Excel.

### **EVALUATION:**

Written by: Carri J. LeRoy

Finn (Finian) completed most of the weekly Statistics I lab assignments. The work on all labs was very good. Finn did decent work on biweekly quizzes covering statistical concepts and methods. Finn did good work on a cumulative final exam covering statistical concepts and methods. However, Finn did not complete a practical exam that required students to assess data, decide on appropriate statistical tests, manage data, analyze data, interpret results, and create appropriate graphs.

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

4 - Statistics I



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## **April 2023 - June 2023: Security Policies and Procedures**

4 Credits

### **DESCRIPTION:**

Faculty: Daff Kalulu, M.S.

In **Security Policies and Procedures**, students studied the DevOps Culture, DevSecOps, DevSecOps pipeline which consists of the Plan stage, Code stage, Build and Test stage, Release and Deploy stage, Operate and Monitor stage. Students engaged in security policies and procedures, creating and implementing security policies and procedures, as well as planning and preparation for security policies and procedures. Students were evaluated based on 10 discussions, 8 Lab assignments, 1 quiz, and a final group project. This class is a part of a series of courses that comprise the Cybersecurity Foundations Certificate sequence.

### **EVALUATION:**

Written by: Daff Kalulu, M.S.

Finian Ghalleger submitted 7 of the 10 discussions. Finian did good on the quiz and 2 labs. Finian did exceptionally well on labs 4, 5, and 7.

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

\*4 - Security Policies and Procedures (Certificate Sequence)

\* indicates upper-division science credit



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## **April 2023 - June 2023: Applications Security**

4 Credits

### **DESCRIPTION:**

Faculty: Dee Weinman

Application Security approached topics such as web application security, binary reverse engineering and vulnerability analysis from an offensive perspective.

### **Web Application Security**

Students read the latest version of the most authoritative text on web application security, *The Web Application Hacker's Handbook* by Dafydd Stuttard and Marcus Pinto in the form of a web book on the PortSwigger site. The web book has embedded labs on each topic which become more difficult as students progress through the reading.

### **Binary Analysis**

Students read through a seminal text on binary exploitation, *Hacking: The Art of Exploitation* by Jon Erickson, and followed along with lab work from Rensselaer Polytechnic Institute Security open courseware entitled "Modern Binary Exploitation."

### **Applied Vulnerability Analysis**

For their midterm and final, students were asked to apply their knowledge in an effort to find security flaws in applications of the instructors design, and design/implement exploits for those flaws, these were typically larger applications than found in lab work and were also undirected. This was in the form of a Computer Security Capture the Flag (CTF) game.

Students were rated on the quality of the journals they kept while completing labs and CTF challenges. This class is a part of a series of courses that comprise the Cybersecurity Foundations Certificate sequence.

### **EVALUATION:**

Written by: Dee Weinman

Finian used Python Flask templating to create a Web Application that connected to an SQLite database and implemented basic session management and file upload features. He carried out directory traversal, SQL Injection and Cross-Site Scripting attacks targeting labs in the PortSwigger Web Security Academy using the Browser-based web development tools. During the midterm and final, he demonstrated his understanding of vulnerability analysis in an undirected environment, completing several basic web challenges.

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

\*4 - Application Security (Certificate Sequence)

\* indicates upper-division science credit



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## **January 2023 - March 2023: Responsive Web Design**

4 Credits

### **DESCRIPTION:**

Faculty: Arlen Speights

For this contract titled **Responsive Web Design**, the student used the text *Responsive Web Design with HTML5 and CSS*, 4<sup>th</sup> ed., by Ben Frain. The student studied responsive web design including CSS Grid, transitions/animations, SVG graphics, and responsive CSS. The student worked on his own through the material and discussed his work with faculty in weekly updates.

### **EVALUATION:**

Written by: Arlen Speights

Finian has done great work and earns full credit. He produced exemplary work that shows fluency with the coding and design techniques in the readings. He was able to discuss key takeaways from the material, and he experimented with bleeding edge code, demonstrating a strong grasp of its appropriate use and paths to implementation. Finian is prepared for professional work in web design.

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

4 - Web Design II



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## **January 2023 - March 2023: Network Security**

4 Credits

### **DESCRIPTION:**

Faculty: Richard Weiss, Ph.D.

The goal of *Network Security* was to study network protocols from the perspective of vulnerabilities and how to make them more secure. The topics included symmetric key and public key cryptography and cryptographic algorithms such as RSA and Diffie-Hellman and protocols SSL and IPSec. The program covered an overview of the TCP/IP stack. Using scapy, students programmed sniffing and spoofing, an ARP cache poisoning attack, ICMP redirect, and DNS spoofing. The students also did some cryptography labs to explore PKI, and RSA. These labs were from SEED security labs. Some hands-on exercises on ssh and nmap from the EDURange platform were used in labs. Students were evaluated based on 8 reading assignments, 2 additional homework, 11 lab assignments, and 2 quizzes.

This class is a part of a series of courses that comprise the Cybersecurity Foundations Certificate sequence.

### **EVALUATION:**

Written by: Richard Weiss, Ph.D.

Finian, who goes by Finn, did a very good job in Network Security. Finn submitted all of the reading assignments and did a very good job on them. Finn did not say much, but participated in class activities. Finn submitted all of the lab assignments and additional homework assignments. Finn's first quiz was mediocre, but his last quiz was excellent.

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

\*4 - Network Security (Certificate Sequence)

\* indicates upper-division science credit



Ghalleger, Finian Aeary-Allister Mathison

A00375380

Last, First Middle

Student ID

## **January 2023 - March 2023: Introduction to Web Programming**

4 Credits

### **DESCRIPTION:**

Faculty: Rich Loke

Students were introduced to interactive languages that utilize the Document Object Model. Refining and enhancing programming skills were employed. Students gained experience developing interactive applications integrating concepts such as JavaScript, jQuery and Responsive Web Design frameworks.

This class is a part of a series of courses that comprise the Web Design Certificate sequence.

### **EVALUATION:**

Written by: Rich Loke

Through the past ten weeks, Finian Ghalleger has demonstrated the ability to follow through instructions – especially codes – and do it successfully. From the use of the program Visual Studio Code to write HTML, CSS and JavaScript, implementing JavaScript and creation of effects, integrating jQuery plugins, utilizing Bootstrap 5 framework to create responsive web layout and publishing the site live on the world wide web. A variety of concepts learned within a short timeframe but no doubt with the knowledge and a good working example website to add to the portfolio, this should set the student on a path to higher web programming education or a front end developer career down the road should they wish to pursue this field.

With the successful completion of this course, the student have earned credit for Introduction to Web Programming.

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

4 - Web Programming (Certificate Sequence)



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## **September 2022 - December 2022: 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. This class is a part of a series of courses that comprise the Web Design Certificate sequence.

### **EVALUATION:**

Written by: Arlen Speights

Finian has done excellent work in the course. With perfect attendance and consistent participation, Finian built strong facility with HTML and CSS. Finian's final project was an expansive site about math proofs. It used extensive tables, special characters, and complex text handling to present its content. It demonstrates impressive new skills with HTML and CSS.

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

4 - Web Design (Certificate Sequence)



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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

Finian has done very good work in the course, demonstrating substantial new learning of 3D CAD modeling, electronics, and programming in Arduino. Finian 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. Overall, Finian demonstrated consistent engagement and participation 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 2 quizzes.

This class is a part of a series of courses that comprise the Cybersecurity Foundations Certificate sequence.

### **EVALUATION:**

Written by: Richard Weiss, Ph.D.

Finian, who goes by Finn, did a very good job in *Introduction to Cybersecurity*. Finn submitted all of the reading assignments and 4 of the 8 lab assignments. His attendance and participation were good. He sometimes posted comments in the chat. Finn did very well on the quizzes and demonstrated a good understanding of the content.

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

\*4 - Introduction to Cybersecurity (Certificate Sequence)

\* indicates upper-division science credit



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## **March 2022 - June 2022: Anatomy and Physiology: Transport and Exchange**

4 Credits

### **DESCRIPTION:**

Faculty: Amanda Kugel, D.C.

Anatomy and Physiology "Transport and Exchange" was the third course in a three-part anatomy and physiology class series. The course explored body systems involved in transport, defense and environmental exchange processes of the human body. Topics included the cardiovascular system, respiratory system, lymphatic system and immunity, digestive system and metabolic states, the urinary system and body fluids. Within each body system students identified the cell populations, located major tissues and organs and described the functions of each which contribute to homeostasis in the human body. The course incorporated virtual laboratory experience with online microscopy and home kits containing stethoscopes, sphygmomanometers, heart (animal) dissection, and Eldon cards for self blood typing. The course used the text "Anatomy and Physiology" by OpenStax licensed under CC BY 4.0.

Assessment of student work included the ability to locate and identify cells, tissues and organs within each body system through standardized questions, diagrams and hot spot questions using online Canvas quizzes and laboratory reports. Application of knowledge to show comprehension of physiological processes for each body system were assessed with standardized questions and short-answer essays using online Canvas quizzes. Their ability to perform and interpret medically relevant tests in the context of health and/or pathological conditions were assessed by virtual laboratory simulations and reports. At the end of the quarter, all students completed final exams online for the digestive system and metabolic states, urinary system and fluids, cardiovascular system, lymphatic system and immunity, and the respiratory system.

### **EVALUATION:**

Written by: Amanda Kugel, D.C.

Throughout the quarter Finian demonstrated outstanding quality work by submitting all required assignments in a timely manner and through attendance at supplemental laboratories in person. They demonstrated superior performance in all aspects of organ identification and physiology during laboratory activities, submitted lab reports and in final assessment quizzes for each body system. Finian's motivation to learn and help peers was displayed when they offered assistance to classmates during dissection of the heart. Finian wrote short answers essays for the cardiovascular and digestive systems utilizing multiple supportive statements to show advanced and clear comprehension of the physiology. Based upon participation and work submitted over the course, Finian is unquestionably prepared to succeed in subsequent health related courses.

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

4 - Anatomy and Physiology II with Laboratory



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## **March 2022 - June 2022: Deep in Thought: Advanced Fiction Writing**

16 Credits

### **DESCRIPTION:**

Faculty: Kristin Coffey, Ph.D., M.F.A.

*Deep in Thought: Advanced Fiction Writing* was a one-quarter, sixteen-credit program devoted to the thought and production of developing advanced skills in the craft of fiction. Over the course of the quarter, students immersed themselves in the *slow work* of writing fiction – invention and world building, understanding the discourse of narratology, and practice full-scale revision on long and short works. As a community of writers, we inquired about: How can we write outside of a competition-based model, embodying writing as a slow and intricate process? What can we learn from the theories of fiction to improve and ground our writing practice? And, as poet and scholar Natasha Saje has questioned, what are the politics of literary evaluation in a product over process literary climate?

This program consisted of: four revision workshops, seminars, lectures, and individual conferences between students and faculty. This reading and writing intensive program explored the fictional works of William Faulkner, Ann Petry, Roberto Bolaño, Jeffery Eugenides, Pauline Hopkins, as well as critical and theoretical works from Georg Lukacs, Mikhail Bakhtin, Roland Barthes, James Baldwin, Katherine Haake, Henry James, Ayana Mathis, Kent Puckett, Natasha Saje, Maureen McVeigh Trainor, Richard, Walsh, and Joanne Yoo. Student were responsible for submitting the following assignments: four discussion board posts, midterm paper, materials for workshop including author preparation and peer endnotes, as well as a final portfolio which included a final program reflection statement, artist statement, concept map, new start, and revised final submission. Student were also responsible for maintaining a writing journal and participating in several in-class drafting and invention sessions. This program required the prerequisite of *Foundations in Literary Arts and Studies*, or the equivalent, and that students had significant experience in composing fictional works within the academy.

### **EVALUATION:**

Written by: Kristin Coffey, Ph.D., M.F.A.

Finian Ghalleger gave an excellent student performance in the one-quarter program, *Deep in Thought: Advanced Fiction Writing*, successfully completing all program requirements, thus earning full credit in the program. Finian was an engaged student with great attendance and active participation in all class meetings and workshops. He was a top contributor to in-class discussions on seminar texts, reading passages aloud, and was an active member in his peer group throughout the quarter. Finian submitted a successful midterm titled "Auxiliary Authors: The Cyclic Transformation of Literature." During the latter half of the quarter, Finian was very prepared and engaged during revision workshops. He submitted an author prep, participated in the author-led workshop, along with one on one feedback sessions, as well as a closed feedback session where he submitted three peer endnotes. Finian demonstrated high level academic skills in providing constructive feedback, active listening, and performing craft analysis.

Finian submitted a final portfolio complete with final program reflection statement, artist statement, concept map, a new start, and revised final draft. During the course of the program, Finian developed his piece titled, "Ebb" a work of fantastical fiction. During our faculty conference, we discussed revisions Finian could make, specifically grounding the reader throughout within the boundaries of speculative fiction. As exemplified in his concept map, Finian deeply developed his plot structure and character development. Finian's creative work illustrated much merit in the fantastical fiction genre with voice, inventive plot, and stylistic choice as well as his abilities to conceptualize and grow an idea to a novel length work.



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

- 8 - Advanced Fiction Writing
- 4 - Studies in the Novel
- 4 - Topics in Literary Theory: Narratology



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Student ID

**January 2022 - March 2022: Anatomy and Physiology: Communication and Continuance**  
**4 Credits**

**DESCRIPTION:**

Faculty: Amanda Kugel, D.C.

Anatomy and Physiology "Communication and Continuance" was the second course in a three-part series. The course explored body systems involved in control and regulation of the human body, as well as reproduction. Within the endocrine system, reproductive system and nervous system, students identified cell populations, located major tissues and organs and explained physiologic processes involved in homeostasis of the human body. The course incorporated laboratory experience with virtual microscopy, human anatomical model software from Visible Body and animal dissections kits (brain, eye.) Laboratory activities explored neural and endocrine tissue, brain and spinal cord anatomy, cranial nerve and special senses testing, reproductive anatomy and hormone cycles. Student work was assessed using standardized questions, diagrams, hot spot images and short answer essays in Canvas quizzes and laboratory reports. The course used the text *Anatomy and Physiology* by OpenStax licensed under CC BY 4.0.

**EVALUATION:**

Written by: Amanda Kugel, D.C.

Overall Finian submitted timely and exceptional quality work on all required assignments. They demonstrated superior performance in all aspects of the course through participation in laboratory activities and class meetings. Finian's learning aptitude was evident in writing short answer essays about neural transmission, hormonal feedback and reproductive cycles that evidenced advanced comprehension of the physiology. Finian could easily integrate prior experiences and current events into discussions pertinent to the topics being learned. Based upon participation and work submitted over the course, Finian was unquestionably prepared to succeed in subsequent courses in human anatomy and physiology.

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

2 - Anatomy and Physiology 1 with Laboratory

2 - Anatomy and Physiology 2 with Laboratory



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## **January 2022 - March 2022: Introduction to Computer Science**

8 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.

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

#### **Java Programming**

Finian's performance in Java Programming was excellent. Finian successfully completed an excellent quantity of programming labs and assigned homework in the earlier textbook chapters on imperative programming. In the later object-oriented chapters, Finian completed a good portion of the work. The extent of Finian's completed work showed very good learning achievements in Java Programming.

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

4 - Introduction to Imperative Programming in Java

4 - Object Oriented Programming in Java



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## **September 2021 - December 2021: Anatomy and Physiology: Foundations and Movement**

### **4 Credits**

#### **DESCRIPTION:**

Faculty: Amanda Kugel, D.C.

Anatomy and Physiology "Foundations and Movement" with Laboratory was designed to assist students in developing foundational knowledge and understanding of structures and physiologic processes in the human body, while also learning to communicate properly using anatomical terminology. Topics covered during the first session included an introduction to anatomical terminology, organization of the human body, a review of biological chemistry, cellular structure, transport methods and the fluid mosaic model, a detailed discussion of the four primary tissue types, as well as exploration of the integumentary, skeletal and muscular systems. The course used the text *Anatomy and Physiology* by OpenStax licensed under CC BY 4.0

Students were expected to locate and identify pertinent tissues, organs and describe the physiologic processes within individual systems, and the contribution of each system to the overall homeostasis of the human body. Anatomical position and terminology were integrated throughout the course to give students the necessary tools for communicating effectively with others in health-related fields.

Laboratory activities were completed virtually, with optional in-person labs available to supplement bone identification and muscular contraction physiology. Students became familiar with the working parts of a virtual compound light microscope through University of Delaware and worked with virtual tissue/organ slides available at the Histology Guide website. Students utilized the Visible Body 3D anatomical software online to accomplish identification of integumentary system components, all major axial and appendicular skeletal system components, bone markings, and major skeletal muscles with actions.

Students were evaluated through multiple modalities. Weekly journal reflections based on reading the book and viewing asynchronous lectures were submitted to assess their ability to summarize primary points and integrate prior knowledge with concurrent comprehension for each major topic. Quizzes for each major topic were completed using the Canvas learning management system, containing standardized questions and short-answer essays. Laboratory reports were submitted for each major topic to show the student's ability to locate and identify tissues, organs, bones and muscle, and explain physiologic processes within each. Laboratory practical exams proctored online assessed the student's ability to visually identify tissue types, axial and appendicular bones and landmarks, and major muscles including actions.

#### **EVALUATION:**

Written by: Amanda Kugel, D.C.

Overall Finian submitted very good quality work on all required assignments throughout the course to earn full credit. Finian proficiently recognized and located the main structural components of eukaryotic cells and human organs within the integumentary, skeletal and muscular body systems through laboratory reports and major quizzes. Finian applied foundational knowledge to describe physiologic states of cellular transport, muscular contraction, osseous formation and bone remodeling through short answer essays. Overall Finian's written work contained multiple points of support demonstrating the ability to explain core physiology concepts and establish connections with real-world applications.

Finian's laboratory practicals demonstrated a very good ability to identify major human muscles, bones of the axial and appendicular skeleton and discern osseous landmarks. Based upon participation and work submitted over the course, Finian is well-prepared to continue studying the remaining human body systems in the second anatomy and physiology course.



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

4 - Anatomy and Physiology 1 with Laboratory



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## **September 2021 - March 2022: Mathematical Systems**

8 Credits

### **DESCRIPTION:**

Faculty: Brian L. Walter, Ph.D.

*Mathematical Systems* students engaged in intensive study of various subjects in upper-division pure mathematics. Aside from learning the subjects covered, the main goals of the program were for students to learn to read and write rigorous proofs, to develop their facility with mathematical syntax, and to develop their ability to express their ideas in writing. Students were evaluated on the basis of their participation in program activities, their written work, and their performance on examinations. Each student studied some or all of the subjects listed below. All students in the program began fall quarter by covering the bulk of the material in Taylor's *Introduction to Proof*, focusing especially on the chapters on proofs and proof techniques.

In *Set Theory*, students learned standard topics in Set Theory, including basic set operations, relations, functions, the construction of the natural numbers, cardinality, and the axioms of ZFC. The text used was Enderton's *Elements of Set Theory*. Students submitted weekly problem sets and took two exams.

In the seminar on *History of Mathematics*, students examined mathematics in a historical context, considering questions such as: How did mathematics become what it is today? How did historical mathematicians think about their work? What are the connections between mathematics and culture? What forces have shaped how we tell the story of mathematics, and which cultures have traditionally been excluded from that story? The seminar covered episodes throughout the history of math as covered in Joseph's *The Crest of the Peacock* and Dunham's *Journey Through Genius*. Students participated in weekly seminar discussions, submitted weekly seminar notes and weekly seminar problems, and undertook a research project exploring some aspect of the history of mathematics, culminating in an in-class presentation and a written project report.

### **EVALUATION:**

Written by: Brian L. Walter, Ph.D.

Finian (who goes by Finn) did passing work in Set Theory. Finn's homework showed good exposure to the relevant ideas but also suggested some difficulty in constructing successful arguments using them. Finn's midterm exam showed some fine progress toward assimilating the material. Finn's final exam was less successful, partly because Finn needed to attend more carefully to the formal details of the subject.

Finn was a key contributor in seminars on the History of Mathematics, often contributing interesting ideas and pleasant provocations to the conversation. Finn's work on the assigned homework problems consistently showed thoughtful engagement with the relevant ideas; Finn's solutions were consistently careful and thorough, neatly typeset and often including very clear technical diagrams. Finn's extensive seminar notes showed Finn's careful reading of the assigned texts, though Finn submitted fewer than half of those assignments. For the research project, Finn studied the geometry of Indian mandalas and temples, and compiled an informative report on that research. Finn gave an energetic presentation about the topic, accompanied by an appealing PowerPoint document; Finn's peers were appreciative of the presentation's striking visuals and its compelling exploration of fractals in temple design.

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

4 - Set Theory

\*4 - History of Mathematics



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\* indicates upper-division science credit



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## **June 2021 - September 2021: Introduction to Qualitative Data Analysis**

2 Credits

### **DESCRIPTION:**

Faculty: Cali Mortenson Ellis, Ph.D.

Qualitative data is an important part of applied research. Whether it comes from interviews, focus groups, texts, internet message boards, or elsewhere, qualitative data informs our understanding of how individuals and communities view the world with depth and nuance. This asynchronous class, utilizing best practices in online education such as online assessments and collaborative reading tools, introduced students to qualitative data collection and analysis through an applied project.

Students had the opportunity to collect their own qualitative data and apply qualitative analysis tools to answer a question of interest. To this end, students developed a shared understanding of research using qualitative methods, and learned to assess what makes a piece of qualitative research "good." Students conducted observational field research and learned to take effective field notes. Students designed and conducted a semi-structured interview, and developed a codebook for the interpretation of qualitative data. Finally, students prepared a paper that effectively reported the results of the qualitative interview and connected their learning to their understanding of qualitative data and analysis.

### **EVALUATION:**

Written by: Cali Mortenson Ellis, Ph.D.

This asynchronous class required students to be disciplined, self-motivated, and conduct self-directed assignments that connected their readings to the real world for the purposes of qualitative data collection and analysis. The challenge of an asynchronous class is that it requires students to participate in learning collaboratively, sharing their insights and questions on the text not just with the faculty, but with each other. In this respect, Finian greatly succeeded as a collaborative online learner, providing helpful insights and feedback to Finian's classmates on the Perusall online shared collaboration reading platform, as well as insightful and thoughtful questions to the faculty. Finian demonstrated that Finian can learn and cooperate effectively in an online learning environment.

Finian began the class by reflecting on Finian's own goals for learning about qualitative research in the online asynchronous format. To practice a foundational skill of qualitative data collection, Finian conducted a field observation over two different days and took field notes about people and their behaviors at Finian's apartment complex's pool area. Finian's detailed and descriptive notes and reflection on this experience indicated Finian's active engagement with and commitment to the process of observational qualitative data collection.

An important part of the class centered around learning to conduct a semi-structured interview, transcribe the interview, and develop a qualitative codebook for the collected data. Finian's documentation of the preparation for the semi-structured interview was very thorough and self-reflective, and demonstrated important skills of reflexivity. The transcription of Finian's interview was very well-done, and showed facility with up-to-date transcription resources. Finally, the qualitative codebook for the interview developed by Finian was excellent, clearly incorporating best practices from the readings and demonstrating a thoughtful approach to the overall process of coding.

Finian's commitment to learning and practicing the difficult process of qualitative coding resulted in a deeply reflective Qualitative Analysis Final Paper that linked the process and outcomes of qualitative data collection to Finian's own social situatedness. Based on this, Finian demonstrated the skill and commitment to effectively pursue further research using qualitative data collection and analysis techniques.



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Even in the asynchronous class environment, I truly appreciated having Finian as a student and learning about how Finian approached the readings and assignments. Finian was a committed student willing to tackle the challenges of qualitative data collection in social science research.

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

2- Introduction to Qualitative Data Analysis



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## **June 2021 - September 2021: Experimental Watercolor**

2 Credits

### **DESCRIPTION:**

Faculty: Jill Sattler

Experimental Watercolor embraces the concept of play and builds upon basic watercolor skills to extend a student's technical and conceptual range. Students will explore, through various application techniques and personal experimentation, to find a rhythm within their work and technical skill. This will be done by looking at the different spaces we traverse and examining the objects within that space. We will be looking at authors who speak about objects and how our perception of things reveals how we are oriented toward the world.

Students are expected to show personal growth and development in their skills and aesthetic awareness.

Our synchronous class time will be used to experiment with various forms of watercolor and ways to manipulate the water to the artist's advantage.

Group critique follows each project. The conversation can show the artist what is working within the creative process and which areas can be improved. Students will learn to form critical comments, make observations, form respectful opinions and listen with intent to feedback about the "work" and not about the artist.

### **EVALUATION:**

Written by: Jill Sattler

Finnian goes by Finn and uses the pronouns they/them. Finn embraced the experimental nature of this class. Their use of experimental materials proved to be a huge success and always added a sense of dimension to the paintings created. Students were required to create three response paintings and a final process piece to present at the end of class. They not only completed these tasks but also created several technique paintings that showcased their watercolor skills in different experimental techniques. Their skill set grew as they continued to add more ways to apply water and pigment to the paper and culminated in their final project.

For their final piece, Finn created a triptych folk tale using paper engineering and experimental watercolor techniques. Their use of color fit the theme of the piece. The paintings were beautifully rendered and exquisitely detailed. Finn's work over the five weeks really inspired others, including myself, to just create and enjoy the process. I really appreciated their sense of dedication and willingness to share creative techniques in group discussions.

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

2 - Watercolor Art



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## **March 2021 - June 2021: Public Health and Pathophysiology of Nutritionally Related Diseases (B)**

4 Credits

### **DESCRIPTION:**

Faculty: Carolyn Prouty, DVM

In this upper division public health and human biology course, students learned how nutritionally-related diseases (diabetes, cardiovascular disease, obesity) manifest in individuals, and how the unequal distribution and severity of these diseases can be understood by examining societal-level forces including socioeconomic, healthcare, racism, and stigma. Introductory concepts in qualitative and quantitative epidemiology were covered including study design, measurement of disease frequency (incidence, prevalence) and measurement of risk (absolute and relative risk). Structures and functions of physiologic systems were explored including vascular anatomy, glucose homeostasis, carbohydrate digestion, lipid metabolism, stress physiology, and acute and chronic inflammation. This allowed for exploration of the pathophysiology of atherosclerosis, insulin resistance, diabetes, stress physiology, and obesity. An ongoing social epidemiological framework expanded upon individual-level biomedical and behavioral factors to include a broader consideration of the physical, political, and social environments that influence individuals' health outcomes.

Students completed weekly reading assignments from the primary scientific literature as well as book chapters, blogs, epidemiology texts, and videos. Student learning was assessed via weekly homework assignments and three take-home quizzes. The course was conducted online with weekly synchronous class sessions including discussions and recorded lectures.

### **EVALUATION:**

Written by: Carolyn Prouty, DVM

Finian Ghalleger successfully achieved most of the learning objectives in this class with generally high quality work, and an advanced understanding of the material in public health in particular. With interests in math, nutrition, and equity, Finian brought important perspectives on public health to our discussions. Finian completed every weekly assignment, had excellent attendance and participated productively in our class discussions. All homework assignments were complete, and though many were turned in late, they demonstrated conscientious engagements with class subject matter.

Three take-home quizzes provided students opportunities to demonstrate their learning. Finian demonstrated a very good understanding of most concepts on the first quiz covering public health concepts including the social determinants of health, nutritional research, lipidology, and the pathogenesis of atherosclerosis. On the related homework assignments, Finian provided a thoughtful social epidemiological analysis, as well as insightful discussion of the disparate impacts of ineffective and biased health care. On the second quiz, Finian excelled in questions covering race/race-based medicine, and some parts of epidemiology, particularly measures of disease frequency and measures of risk. Study design proved more challenging; Finian demonstrated a good understanding of these concepts. Finian demonstrated excellent comprehension of every concept on the third quiz, which covered carbohydrate metabolism, glucose regulation and satiety, the pathophysiology of diabetes, insulin resistance, and obesity, and the physiology of stress and inflammation.

Finian's dedication to mastering knowledge in all areas of the class resulted in very good to excellent work overall. Finian demonstrated enthusiasm, engagement, and respect in every aspect of the program.



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

\*4 - Public Health and Pathophysiology of Nutritionally Related Diseases

\* indicates upper-division science credit



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## **March 2021 - June 2021: Number Theory**

4 Credits

### **DESCRIPTION:**

Faculty: Rachel Hastings, Ph.D.

In the spring 2021 quarter, Finn designed and completed an independent study of **Number Theory**. He worked from Burton's *Elementary Number Theory* textbook, completing the chapters that followed up on his previous studies in this area. He completed homework problems from Chapters 5-9 and 11-12, having previously completed Chapters 1-4 and Chapter 10. The topics for this quarter included Fermat's Theorem, Number Theoretic Functions, Euler's Generalization of Fermat's Theorem, Primitive Roots and Indices, The Quadratic Reciprocity Law, The Fermat Conjecture, and Representations of Integers as Sums of Squares.

### **EVALUATION:**

Written by: Rachel Hastings, Ph.D.

Finian (Finn) worked very successfully and independently this quarter to complete Burton's *Elementary Number Theory* book, building on his previous experience and gaining a solid foundation in this area. Finn submitted assignments in several installments during the quarter. The assignments consisted of numerous problems from each chapter as well as final project work, presented very clearly using mathematical typesetting and an organized layout. Finn's work showed strong success with the problems, and a systematic approach to this independent work.

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

\*4 - Number Theory

\* indicates upper-division science credit



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## **March 2021 - June 2021: Environmental Chemistry**

**4 Credits**

### **DESCRIPTION:**

Faculty: Robin J. Bond, Ph.D.

This course introduced students to principles of environmental chemistry, such as photochemical atmospheric reactions, climate change, the carbonate system, and pH-Eh diagrams. Students read from a textbook (van Loon and Duffy, *Environmental Chemistry*, 4<sup>th</sup> ed.), watched prerecorded video lectures, read scientific papers, and answered reading questions before participating in class discussions. Students' learning was assessed through submitted homework assignments, class participation, and a final exam.

### **EVALUATION:**

Written by: Robin J. Bond, Ph.D.

Overall, Finian's, who goes by Finn, work in this course was acceptable. Finn completed only some assignments in a timely fashion but these showed a very good grasp of the material. Finn was highly engaged in class discussions. Finn's final examination demonstrated a good understanding of all concepts covered in this course.

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

\*4 - Environmental Chemistry

\* indicates upper-division science credit



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## **January 2021 - March 2021: Applied GIS: Environmental Science**

4 Credits

### **DESCRIPTION:**

Faculty: Dr. Ken Tabbutt

This course included lectures on GIS topics, ArcGIS Online labs, ArcGIS Pro labs, and independent project work. The lectures included an overview of GIS, GPS, projection and coordinate systems, remote sensing, and context for lab assignments (Critical Areas of the Growth Management Act, plate tectonics). Students completed ArcGIS Online tutorials that covered using the Living Atlas, creating web maps, apps, and dashboards. They learned to use filters, create buffers, data enrichment, configure pop-ups, change styles and create elevation profiles. The ArcGIS Pro labs focused on terrain analysis; students learned to import DEMs, reclassify, clip, select by location and attribute, create and populate fields, create and edit shapefiles, delineate wetlands, import xy data, create 3D scenes, and use other tools. There was an emphasis on importing both raster and vector data from multiple sources including LandSat 8 imagery. Students also learned how to create publication-quality maps in Layout. Their independent project provided an opportunity for students to use GIS to answer a question involving spatial data. Students developed a question, defined the necessary data and order of operations, found and downloaded the data, and completed a final map that addressed the question.

### **EVALUATION:**

Written by: Dr. Ken Tabbutt

Finian was an engaged student, completing nearly all of the assignments in a timely manner and demonstrating an excellent understanding of the GIS tools and theory covered in this course. Finian usually completed the more difficult optional components of the labs and the results of his assignments were generally very good. He showed proficiency with both ArcGIS Online and Pro platforms. Finian's independent project examined the change in vegetation around Mount Pinatubo after the eruption in 1991. He used LandSat images to create NDVI layers and then calculated the difference. His final map was clear, informative and addressed the central question. Finian was able to conceptualize and implement the complex series of steps needed to answer a question using GIS.

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

\*4 - Applied GIS

\* indicates upper-division science credit



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## **January 2021 - March 2021: Autobiography**

8 Credits

### **DESCRIPTION:**

Faculty: Steve Blakeslee

This half-time program introduced students to the challenges and possibilities of autobiographical writing. Through a combination of seminars and intensive writing workshops, students delved into the complex issues of memory, authority, persona, and truth that face every self-portraying writer. Students read a diverse selection of autobiographical works and prepared written responses to them; kept daily journals; took part in a range of workshops, including intensive "writing marathons"; contributed to an annotated bibliography; composed their own 10- to 20-page memoir-essays; and read from their work at quarter's end.

Texts: Judith Barrington, *Writing the Memoir*, 2nd ed.; Maya Angelou, *I Know Why the Caged Bird Sings*; Jean-Dominique Bauby, *The Diving-Bell and the Butterfly*; Roz Chast, *Can't We Talk About Something More Pleasant?*; Frank McCourt, *Angela's Ashes*; Trevor Noah, *Born a Crime*; Sylvia Plath, *The Bell Jar*; Marjane Satrapi, *The Complete Persepolis*; and an additional autobiographical work of the student's choice.

### **EVALUATION:**

Written by: Steve Blakeslee

Finian, who goes by Finn and uses he/him pronouns, did solid work throughout the quarter. He attended all but two of our 18 class meetings, made original contributions to writing workshops, and took regular part in small-group discussions, seminars, and critique sessions. In his response papers Finn worked to articulate his often mixed reactions to our shared texts, sharing background research and examining specific passages in an attempt to grasp an author's themes and intentions. While at times he could have worked to clarify his messages, at other times he succinctly stated an interesting point, such as Plath's and Noah's shared tendency to pack "large (often devastating) truths in a small sentence." Finn also maintained a very steady journal practice, writing every day throughout the quarter and frequently writing beyond the program's requirements. Finally, for our program bibliography Finn wrote a competent summary of his individual book choice, Grace Talusan's *The Body Papers*.

For his final project, which was part of a larger planned narrative, Finn wrote about his troubled relationship with his family, his maternal family in particular. Quickly the reader becomes embroiled in references to (though not depictions of) sexual abuse, denial, emotional manipulation, and attempts at reconciliation. There was a particularly vivid section about a Filipino tradition of casting curses, which the protagonist embraced with enthusiasm. Finn's tone was frank and unsentimental, refreshingly so, and he stated his larger goal directly: "I thought long and hard about who I would be in this family.... I need to talk about the past to explain the family's present and most likely, future. We have to be careful not to repeat these mistakes and it starts with me." At times Finn's references were too allusive or indirect for an outside reader to follow, a difficulty that he could remedy with dramatic scenes or with backstory. But this draft gave him a good chance to further his narrative and to apply the lessons of the program to his creative work.

I appreciated having the opportunity to work again with Finn this quarter.

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

4 - Twentieth-Century and Contemporary Literature: Autobiography



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4 - Creative Writing: Autobiography



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## **September 2020 - December 2020: Decision / Making: Foundations in Literary Arts & Creative Writing**

16 Credits

### **DESCRIPTION:**

Faculty: Miranda Mellis, M.F.A. and Kristin Coffey, Ph.D.

This three-quarter foundational level program contemplated decision making in works of literature, and in our own writing and lives. The program's theme was to understand that all writing begins with a series of decisions about genre, intention, words, tone, and structure. In this writing community, students learned to critically reflect on the moves writers make and how our choices affect our ability to communicate with audiences.

The program provided both synchronous and asynchronous course content. It included virtual one-on-one consultation with faculty, written asynchronous discussions via Canvas, and live remote seminars, lectures, and workshops with faculty and peers. Students developed a repertoire of skills and fluencies in the literary arts through regular and repeating practices of analysis and invention. Our seminar topics included discussions and inquiry into literacy, story structure, parody, and contingency among other things.

During the fall quarter, Decision/Making focused widely in prose genres and included close readings and essays on Sophocles' *Antigone*, *The Street* by Anne Petry, *The Activist* by Renee Gladman and a range of shorter readings by Herman Melville, Jacqueline Jones Royster, Jorge Luis Borges, Thalia Field, Amitav Ghosh, Jane Alison and others. We also explored decision making in two films that helped illuminate our topic in very different and profound ways, *After Life* by Hirokazu Kore-eda and *Beatriz at Dinner* directed by Miguel Arteta.

Students wrote extensively, producing a number of short, skill building writing exercises. Each week, in writing classes, there were new writing prompts; group writing and sharing exercises with students from other disciplines; and the exploration of different themes. Students were introduced to and practiced exegetical and analytical writing, glossing, personal literacy narratives, reflective and metacognitive writing, peer review and revision. Students were assigned two seminar essays on central program texts and required to produce one revision of a program assignment. They also attended a special weekly Writing Lab, facilitated by librarian and artist Stokley Towles, to share their writing, build a community, and crowd source best practices for working under pandemic circumstances. Students also practiced literary analysis through discussion in small and large groups in weekly seminars.

### **EVALUATION:**

Written by: Kristin Coffey, Ph.D.

This program was facilitated remotely due to the COVID-19 pandemic of 2020. Finian Ghalleger was an excellent student during the fall quarter of *Decision/Making: Foundations in Literary Arts and Creative Writing*. Finian had nearly perfect attendance and participated well in all program activities. Due to the online nature of the program, most of the program's activities relied heavily on large and small group discussion. Finian demonstrated strong engagement in classroom discussions, often posed insightful reflections and made connections across program texts and activities. Throughout the quarter, Finian collaborated well with peers, taking an active role in both readings of Sophocles' "Antigone" and Melville's "Bartleby, the Scrivener". He attended class sessions well-prepared, having read the preparatory texts ahead of time. He proved himself attentive to the discussion in both the live conversation and the chat, and remained on task with writing prompts and other in-class activities.



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Finian showcased very strong writing skills throughout the quarter. With deep, critical engagement in the themes of the program as well as the assigned readings, Finian submitted an organized final portfolio, complete with all assigned tasks. Particularly in the more experimental writing assignments, Finian welcomed the challenge of working with different forms and using creative means of analysis. In both his literacy narrative and literary analysis of Ann Petry's *The Street*, he illustrated adventurous insights, a strong ability to work with outside sources to develop further context, and great rhetorical flexibility. His submissions proved his readiness to embark upon advanced-level or capstone academic work in the humanities.

In sum, Finian fulfilled all academic expectations of the program, and it was a great pleasure having him as a member of our learning community.

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

8 - Writing: Creative and Critical Inquiry

8 - Literature Seminar: Foundations in Literary Studies



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## **June 2020 - September 2020: Writing Beyond the Basics**

4 Credits

### **DESCRIPTION:**

Faculty: Prof. Peter Bacho

This class focused on enhancing writing skills needed for communicating with academic and popular audiences. During the second session, students focused on creative writing. They created a credible protagonist, did a variety of effective creative writing exercises, and held weekly readings of their work. They wrote a flash fiction piece, after which they converted their piece into a treatment - the precursor to a film script.

### **EVALUATION:**

Written by: Prof. Peter Bacho

During the second session of Summer 2020, Mr. Ghalleger successfully completed the requisites of creative writing. He enthusiastically participated in each class session. He never missed class. He completed the assignments, including different and often challenging fiction writing exercises. His fiction piece was well done; it demonstrated a layered, strong, and growing grasp of the art of fiction. Overall, his written work demonstrated his very good understanding of fiction standards and expectations.

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

4 - Creative Writing



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## **September 2019 - December 2019: Calculus I**

4 Credits

### **DESCRIPTION:**

Faculty: Vauhn Foster-Grahler, M.Sci., M.Ed.

The course included the concepts and procedures of differential calculus including procedures for finding and applications of instantaneous rates of change and limits. The students applied techniques of differentiation to polynomial, trigonometric, exponential, logarithmic, and rational functions and combinations of these. In addition the students worked with a variety of application problems including describing functions, optimization, and related rates. The course emphasized collaborative learning and approaching problems algebraically, numerically, graphically, and verbally. The text used was *Calculus: Concepts and Contexts, 4th Ed.* James Stewart, chapters 1-4. The students were assessed and self-assessed on eight outcomes for each content area:

1. Used correct mathematical notation
2. Used appropriate mathematical procedures
3. Developed and correctly interpreted mathematical models
4. Used technology appropriately to investigate and solve problems
5. Linked algebraic, graphic, verbal, and numeric representations and solutions
6. Demonstrated an understanding of functions
7. Used logical and correct critical reasoning
8. Communicated mathematics for the clarity of the receiver

### **EVALUATION:**

Written by: Vauhn Foster-Grahler, M.Sci., M.Ed.

Finian, who goes by Fin, had excellent attendance and was usually prepared for class. Fin was an active and positive member of the class and was a strong and positive contributor to group activities. Fin worked well with a diverse group of students. Fin's written assessments were inconsistent; ranging from perfect (on one exam) to largely incomplete on two of the three take-home exams. Overall, Fin's written assessments demonstrated near-satisfactory performance for each of the outcomes above for the entire course content. With improved and more consistent effort and a review of techniques of differentiation and developing mathematical models, Fin is marginally prepared to take Calculus and Analytical Geometry II. Fin was a pleasure to have in class.

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

4 - Calculus and Analytical Geometry 1/Differential Calculus



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## **September 2019 - June 2020: Mathematical Systems**

36 Credits

### **DESCRIPTION:**

Faculty: Rachel Hastings, Ph.D., Cleveland Waddell, Ph.D.

Mathematical Systems was a year-long upper-division program integrating several areas of pure mathematics. Students studied all or some of the following topics: Real Analysis, Euclidean and Non-Euclidean Geometry, Linear Algebra, Abstract Algebra, Topology, Complex Analysis and the history, philosophy, and culture of math and math education in a way that took note of overlap between these areas, with a special focus on the nature and construction of mathematical proofs. Evaluation of student work was based on: weekly homework in all areas; midterm and final examinations each quarter in Real Analysis, Geometry, Topology, Abstract Algebra, Complex Analysis, and Linear Algebra; seminar and workshop participation; writing assignments; and final projects and presentations. In-class activities included lectures, student presentations of proofs and homework solutions, student-led critique of solutions, seminar discussions, and collaborative problem-solving.

In Geometry we worked from Greenberg's *Euclidean and Non-Euclidean Geometries: Development and History*. We covered Chapters 1-7 in fall quarter, including incidence geometries, Hilbert's axioms, and neutral geometry, before working through the development of non-Euclidean geometry with a historical approach. We then covered the independence of the parallel postulate, focusing on the Poincaré disk model of hyperbolic geometry. Students submitted weekly homework, choosing a special topic for the final assignment and sharing their results in class.

In Abstract Algebra we worked from Gallian's *Contemporary Abstract Algebra* (9e). We covered Chapters 0-10 in winter and Chapters 11-19 in spring, including groups, subgroups, cyclic and permutation groups, cosets, Lagrange's Theorem, isomorphism, external direct products, homomorphism, rings, integral domains, ring homomorphisms, polynomial rings, factorization, and an introduction to fields. Students submitted weekly homework, took 5 quizzes and 3 exams. At the end of spring quarter they selected an extension topic for independent learning and presentation to the class.

The Linear Algebra portion of the class covered vectors in 2- and 3-dimensions, axioms of abstract linear spaces, span, linear independence, bases, dimension, Gaussian Elimination, and inner product space axioms. This portion of the program was conducted using an inquiry-based learning methodology (described below). Students submitted weekly turn-in problems, gave 4 in-class presentations, and took 2 exams.

The Topology portion of the class covered sets, functions, topologies, basis of a topology, continuity and homeomorphisms, and subspace, product, quotient topologies, metric spaces, compact and connected sets, separability, and the fundamental group. The point-set topology work (15 weeks) was conducted using an inquiry-based learning methodology (described below); in algebraic topology (5 weeks) we worked from Munkres' *Topology*. Students submitted weekly turn-in problems, gave 8 in-class presentations, and took 4 exams.

The areas covered by Inquiry-Based Learning methodologies involved a student-driven classroom experience. Instead of working from a traditional textbook, students were provided with a packet of materials consisting of the statements of definitions, problems, and theorems, supplemented at times with brief explanations. Students were then tasked with solving the problems and proving the theorems. Class time was spent on student presentations of solutions to problems and proofs of theorems; peers were responsible for providing feedback and critique. Each student was required to present (either individually or in pairs) four (in fall) or six (in winter) solutions in class during the quarter. Additionally, students submitted a carefully written solution to one of the homework problems each week. The faculty



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role was limited to giving feedback on written work, consultation outside of class time, and assistance with facilitation of the process (not content) of in-class work. Students were therefore required to take an unusually active role in constructing for themselves the content of this work and upholding standards of clarity that were acceptable to the group.

In our fall study of the History of Mathematics, we read Chapters 1, 5, 6, 8 in *Euclidean and Non-Euclidean Geometries: Development and History* by Greenberg; and 7 chapters of Joseph's *The Crest of the Peacock: Non-European Roots of Mathematics*, covering material on Egyptian, Mesopotamian, Indian, Chinese, and Islamic mathematics. Each student wrote weekly seminar notes, and in one of the weeks wrote a 3-page research paper. Using their research as a starting place, they also served as a co-facilitator of one seminar meeting. Class time was spent in small-group and large-group discussions of the reading. Students also wrote a final 6-page paper in which they investigated the significance of an important historical figure and/or key mathematical result encountered in our reading. For both papers, students participated in peer-review activities in class or on-line.

In our winter study of the Philosophy and culture of mathematics, our weekly readings covered a range of topics including an introduction to the traditional schools of thought within the philosophy of math, including intuitionism, Platonism, and formalism. Students also had the opportunity to propose readings and facilitate seminars on a range of topics, including math education and ethics as well as philosophical issues. Students wrote a final paper of 7-8 pages on a topic of their choosing within the philosophy and culture of math.

Our spring quarter seminar included 5 weeks of Math Education (with readings from Robert Moses' *Radical Equations*, Boaler's *Mathematical Mindsets*, and other excerpts and articles) and 5 weeks of Mathematical Fiction (by Hofstadter, Borges, Egan, Abbott, Oulipo, and others). Students annotated our texts online to share notes and questions and start off our discussion, and then followed up with in-class discussion. Students also wrote a 4-page research paper on math education and a 4-page mathematical fiction essay.

#### **EVALUATION:**

Written by: Rachel Hastings, Ph.D. and Cleveland Waddell, Ph.D.

Finian, who goes by Finn, successfully completed the Mathematical Systems with work that demonstrated consistent engagement, hard work, and particularly strong facility with visual representations of mathematical concepts. Finn was a valuable member of our learning community, showing active engagement and leadership within the classroom as he provided suggestions for other students and asked questions that significantly contributed to the learning of the group. It was a pleasure to work with Finn, and his creative energy and commitment to his learning will carry him far as he continues in mathematics and related studies.

Finn's work in fall linear algebra showed engagement and commitment to the material. He submitted weekly turn-in problems with mixed levels of success. He was an excellent participant in our inquiry-based learning process, sharing his ideas and working well with questions and feedback for and from other students. Finn gave seven in-class presentations, three more than the required four. He struggled on the exams, but his notebook showed considerable work and learning in this area.

Finn's work in fall quarter Geometry was most notable for his thoughtful and useful diagrams, which reflected considerable effort and learning. Finn's learning in this area was satisfactory overall, with strongest work earlier in the quarter and fairly good success on the midterm followed by a weaker final. Finn's homework was also a strength; he submitted all seven of the assignments and these showed detailed work on almost every problem, fairly good success, and of course, beautiful diagrams. The last assignment was particularly remarkable; for this self-assigned project, Finn chose to go deeply into a



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series of Euclid's axioms, including some terrific detail, commentary, images, and engaged mathematical exploration, which well exceeded the expectations of the assignment.

Finn's work in winter and spring Abstract Algebra showed increasing success with the material as he gained facility with proofs as well as computation. In each quarter he submitted the homework assignments regularly, showing work that was strong overall and sometimes could have used more elaboration. He took four of the five quizzes with a wide range of success but passing overall. His work on exams was satisfactory overall. In the spring quarter he did a great job with the final project, in which he explored Cayley diagrams of groups, in collaboration with another student. He gave a nicely put together and visually appealing presentation on this subject to the class. Finn was an engaged participant in our classwork, and was a great member of collaborative work groups. He was also willing and able to volunteer to present his homework solutions on the board regularly.

Also in spring quarter, Finn designed a unit for independent study of Number Theory. Due to some outside circumstances, he chose this path after making a good start on the study of complex analysis in spring; his independent work was completed in the summer. He did a great job working very independently and diligently from Burton's *Elementary Number Theory* textbook. He completed homework problems from each section of Chapters One-Four and Ten, covering divisibility, primes, congruences, and an introduction to cryptography. His homework problems were exceptionally clearly presented and thorough. He took the time to typeset all of his assignments, and this collection of work will provide an excellent basis for further study.

Finn's work in winter Topology showed strong dedication to the material, and a satisfactory level of understanding overall. Finn submitted all of the weekly turn-in problems, showing organized work and often strong insight into the problems, and good success with most of the problems. Finn's work on both the midterm and the final exams was satisfactory. Finn gave all six required presentations, again with a good level of success. Finn was a comfortable and capable presenter, able to respond well to questions and to ask for feedback from the audience on points he was unsure about. Finn's final Topology portfolio showed a terrific level of effort and engagement, and significant learning in this area of the program.

Finn was an excellent participant in our seminar group, contributing regularly to small and large group discussions. He submitted detailed notes in most weeks, and participated well in our online forum. Finn's first paper situated the development of non-Euclidean geometry within a framework of the philosophy of mathematics. The paper successfully communicated some of Kant's claims about mathematical intuition, and made useful links to Gauss's mathematics. The paper provided a useful and overall clear approach to this ambitious topic. Finn's final paper, titled "Indigenous Pacific Island Histories: (Dis)qualifying the Idea of "Non-Western Mathematics," provided a fascinating tour through the mathematics of many Pacific cultures. The paper was well-researched, well-edited, and a pleasure to read.

In winter quarter, Finn did a great job with the weekly notes, showing his careful engagement with our readings, and with his ability to work with our abstract philosophical readings. Finn also submitted the outline for the final paper on time, and participated well in our online peer review forum. Finn's final paper in winter quarter, titled "Mathematical Philosophy: Windows into Human Behavior," provided an interesting and well-researched perspective on what the various debates about the nature of mathematics can teach us about human psychology. The paper was overall well put together and demonstrated creative thinking; an even stronger organizational framework would help solidify its complex set of ideas.

Lastly, in spring quarter Finn continued as an important participant in our seminar work, despite the challenges of remote learning. Finn contributed significantly to our collective work annotating our texts in preparation for discussions. Finn's annotations showed his strong ability to interact with and reflect on a wide range of mathematical topics. Finn wrote the mathematical fiction essay using a creative and



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difficult technique: he wrote a series of eight paragraphs that could be read in four different orders to generate four stories. His writing was creative and compelling, and the four stories are constructed in correspondence with the generators of the cyclic group with eight elements.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 36**

- \*4 - Euclidean and Non-Euclidean Geometry
- 4 - History of Mathematics
- 4 - Linear Algebra
- \*4 - Topology
- \*8 - Abstract Algebra
- \*3 - Number Theory
- 1 - Complex Analysis
- 4 - Philosophy and Culture of Mathematics
- 4 - Seminar: Mathematics in education and literature

\* indicates upper-division science credit



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## **June 2019 - September 2019: The Science of World Building**

**4 Credits**

### **DESCRIPTION:**

Faculty: Robin J. Bond, Ph.D.

*The Science of World Building* was designed to assist students in developing scientifically correct worlds for use in creative writing or game design. Students learned concepts of physical geology, ecology, and human geography in the context of what is known for Earth and, when appropriate, other worlds in our solar system. Students then worked in groups as well as on their own to apply these principles to speculative worlds. In addition to submitting summaries of group exercises, students gave an oral presentation a unique world designed specifically for this class and created an annotated atlas with additional details on their world.

### **EVALUATION:**

Written by: Robin J. Bond, Ph.D.

Finian (Finn) was a very active participant in this course and had excellent attendance. Finn was highly engaged in group discussions and generally took very good notes on those dialogues. Finn gave an engaging presentation on a post-apocalyptic Earth whose design was based on principles learned in this course. Finn also submitted a complete annotated atlas that addressed topics such as plate tectonics, political geography, and ocean currents. Finn's atlas demonstrated a reasonably good understanding of scientific principles and also showed strong comprehension of how societies react to a disaster.

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

2 - Physical Geology

2 - Ecology



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## **April 2019 - June 2019: Statistics I**

**4 Credits**

### **DESCRIPTION:**

Faculty: Alvin Josephy, MES

Students in Statistics One learned the basics of descriptive and inferential statistics. Statistical concepts covered in depth included central tendency, variance, spread and shape of distributions; other concepts included the normal distribution, standardizing scores, correlation, regression, experimental design, confidence intervals, and hypothesis testing. Understanding of these concepts was reinforced and evaluated through four Excel labs, homework assignments, midterm and final exams, and individual presentations by students of popular media articles that utilized statistics. In addition, students worked in groups to provide a narrative discussion using statistics to "tell a story" about a topic chosen by the students. The combination of these exercises was ultimately intended to provide students with an appreciation of the use of data in making informed decisions in the real world.

### **EVALUATION:**

Written by: Alvin Josephy, MES

Finian Ghallegger, who goes by Finn, completed all of the requirements of this introductory statistics course, doing very good work. Her homework was well done and complete. Her work on the class exams was very good, including perfect scores on both the midterm and final. She contributed regularly to the in-class discussions, often with insightful and valuable comments. Finn presented an article that discussed a survey conducted by Stanford University on campus climate, or attitudes on the campus about sexual misconduct and students' attitudes towards the safety on campus. She noted that findings of the survey said the assault rate at Stanford was very low, which many students see as the results of a flawed survey. Finn did a great job, both in her oral presentation as well as her write up, with criticizing the design of the survey and the flawed data that resulted. Finn worked with her group on a presentation that considered data on precipitation, temperature and wildfire in both the U.S. and in Washington. Finn discussed whether there is a link between these three seemingly disparate data sets. As evidenced by her excellent work in this class, Finn is very well prepared to do more advanced work in statistics.

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

4 - Statistics



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**April 2019 - June 2019: Precalculus II**

4 Credits

**DESCRIPTION:**

Faculty: Tim Wilson

This course is Trigonometry based on both right triangles and the unit circle: trigonometric functions and inverse trigonometric functions, their basic properties and graphs; trigonometric identities and equations; laws of sines and cosines; polar coordinates; DeMoivre's theorem.

**EVALUATION:**

Written by: Tim Wilson

For the remainder of this evaluation, I will refer to Finian as Fin, as he prefers. During Spring 2019, in my precalculus course, Fin demonstrated overall excellent work. Fin demonstrated outstanding use of correct mathematical notation. Fin almost always used appropriate mathematical procedures, and he also almost always developed a correct mathematical model for every problem this quarter. Fin's understanding of the trigonometric functions used this quarter was excellent. Fin used logical and correct critical reasoning in virtually all his work. Fin's communication of mathematics is strong but still developing. Fin is a promising and strong math student.

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

4 - Trigonometry



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## **April 2019 - June 2019: Japanese - First Year III**

4 Credits

### **DESCRIPTION:**

Faculty: Tomoko Hirai Ulmer

The class covered Lessons 8-12 of *Genki I: An Integrated Course in Elementary Japanese* by Eri Banno et al. The grammar and sentence structures covered this quarter included the comparative degree and two new verb forms, the *nai*- and *ta*-forms, in addition to new expressions based on verb forms previously studied. Students presented five memorized dialogues from the textbook and three skits with a required set of vocabulary words and expressions. The course work also included *kanji* studies from the textbook's Reading and Writing Lessons 7 and 8. Students took four chapter tests and four *kanji* quizzes. The course work included a calligraphy workshop where students learned basic brush strokes and drew a character meaning "spring." Part of the class time was conducted in Japanese.

### **EVALUATION:**

Written by: Tomoko Hirai Ulmer

Finian, who goes by Fin, had perfect attendance and continued to do well this quarter. Fin achieved the course objectives by actively participating in class and by demonstrating strong grasp of the grammar and expressions presented. Fin's oral presentations were all well prepared with perfect grammar and good pronunciation. Fin's workbook was done in an exemplary way to maximize its use as a learning tool. Fin frequently submitted it and completed all corrections wherever necessary. Fin has strong *kanji* reading and writing skills and incorporated *kanji* in written work. Fin produced a beautiful brush work of the character "spring" at the calligraphy workshop. It is noteworthy that Fin regularly worked with the language lab assistant for extra practice and verifying work. It's been a pleasure having Fin in class all year.

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

4 - First Year Japanese



Ghalleger, Finian Aeary-Allister Mathison

A00375380

Last, First Middle

Student ID

**January 2019 - March 2019: Precalculus I**

4 Credits

**DESCRIPTION:**

Faculty: Tim Wilson

This course is a college-level introduction to algebra. Students were given weekly homework that was not required to be turned in, while weekly quizzes over the homework were administered in class. A midterm, literally given in the fifth week of the quarter, was given over the first half of the material. The final exam was given in two pieces, a take home final that reviewed the first half of the course's material, as well as an in-class final covering the newer material from the second half of the course. Students covered the following material in this course: 1. Review of Fundamental Geometry - coordinate geometry, inequalities, and factoring polynomials; 2. Functions - domain, graphs, transformations, and one-to-one functions and their inverses; 3. Polynomial and Rational Functions - linear functions, quadratic functions, zeros of polynomials, and rational functions and their uses.

**EVALUATION:**

Written by: Tim Wilson

For the remainder of this evaluation, I will refer to Finian as Fin, as he prefers. During Winter 2019, in my precalculus course, Fin demonstrated overall excellent and exceptional work. In most of his assignments, Fin used correct math notation proficiently. He used correct mathematical procedures proficiently in virtually all the problems, and he can develop and correctly interpret math models with ease (proficiently). Fin demonstrated an outstanding understanding of functions. He used logical and critical reasoning skills proficiently on virtually all problems in this course. Fin communicated his mathematics exceptionally well on all the problems in this course.

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

4 - College Algebra



Ghalleger, Finian Aeary-Allister Mathison

A00375380

Last, First Middle

Student ID

## **January 2019 - March 2019: Japanese - First Year II**

4 Credits

### **DESCRIPTION:**

Faculty: Tomoko Hirai Ulmer

The main topics of the winter quarter were adjectives and a new verb form called the *te*-form. The class covered Lessons 5-7 of *Genki I: An Integrated Course in Elementary Japanese* by Eri Banno et al. Students learned how to conjugate adjectives and verbs as well as how to use them in actual sentences. The course work included memorizing dialogues from the textbook and performing three creative skits with a set of required words and expressions. Students learned *katakana* as well as 43 *kanji* characters. They also created a menu for an imaginary restaurant, wrote a post card from a vacation destination of their choice as well as an essay entitled "My Favorite Restaurant." The students regularly submitted workbooks for review. They took two chapter tests and adjective, verb, and *kanji* quizzes.

### **EVALUATION:**

Written by: Tomoko Hirai Ulmer

Finian, who uses he/him pronouns, achieved the class objectives by thoroughly completing all required coursework and by demonstrating strong command of the grammar and sentence structures covered in class. He had perfect attendance. He actively participated in class and regularly scored highly on tests and quizzes. All his oral presentations were well prepared and performed. He has good pronunciation. Finian's diligence was evident in the workbook. His written work was well composed with correct grammar. His restaurant essay, menu and postcard were visually appealing and showed accurate use of *katakana* and *kanji*. He has strong *kanji* reading and writing skills. Finian spent many hours at the language lab for extra practice and studying. He has strong overall proficiency.

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

4 - First Year Japanese



Ghalleger, Finian Aeary-Allister Mathison

A00375380

Last, First Middle

Student ID

**September 2018 - December 2018: Japanese - First Year I**

4 Credits

**DESCRIPTION:**

Faculty: Tomoko Hirai Ulmer

The objectives of the class were: (1) an overview of the language, (2) basic verb forms and sentence structures and (3) *hiragana* proficiency. The class covered Lessons 1-4 of *Genki I: An Integrated Course in Elementary Japanese* by Eri Banno et al. The lessons included greetings, telling time, shopping, ordering at a restaurant, talking about what one does or did as well as where things are. Students memorized four dialogues from the textbook and presented two skits with a set of required expressions. They learned all *hiragana* letters within the first few weeks, studied 29 *kanji*, and were given three writing assignments.

**EVALUATION:**

Written by: Tomoko Hirai Ulmer

Finian, who uses he/him pronouns, had perfect attendance and achieved the course objectives by demonstrating strong command of the grammar and expressions covered in class. He was highly engaged throughout the quarter, participated well in class activities, and completed all required course work thoroughly. His dialogues were accurately presented and his skits showed good use of the required elements. He worked diligently on workbook assignments and regularly scored highly on tests and quizzes. Finian has excellent overall proficiency and is ready to move to the next level. It is noteworthy that he spent many hours at the language lab with the Japanese assistant for extra opportunities to improve the language skills.

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

4 - First Year Japanese



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Last, First Middle

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## **September 2018 - December 2018: Integrated Natural Science**

12 Credits

### **DESCRIPTION:**

Faculty: Nancy Murray, Ph.D. and John Kirkpatrick, Ph.D.

Integrated Natural Sciences is a program that combines general chemistry and general biology, providing a rigorous and intensive foundation in the natural sciences. It is intended for students who are interested in pursuing more advanced coursework in biology, chemistry, and other sciences. This interdisciplinary program focused on transformations of matter and energy in and between living and nonliving systems. This provided students an opportunity to gain an understanding of biological and chemical processes on a variety of scales. Students engaged with these themes using an experimental approach to develop critical and quantitative reasoning skills.

The autumn quarter included lecture, team work, laboratory activities, and field trips. Student work was both qualitative and quantitative, and included maintaining laboratory and field notes, solving problem sets in and out of class, and in-class quizzes.

Using the text *Biological Science*, 6<sup>th</sup> ed., by Freeman, students studied the basic tenets of evolution, mitosis and meiosis, Mendelian genetics, DNA replication, transcriptional regulation (prokaryotic and eukaryotic), translation, and developmental biology. Students were assessed based on their performance on weekly quizzes and homework assignments, workshop sessions and laboratory reports. In the lab, students acquired bench skills in data collection and analysis, aseptic technique, bacterial growth and antibiotics, polymerase chain reaction (PCR) and restriction digest.

Chemistry in the autumn quarter covered many of the essential concepts for college-level work, including dimensional analysis, unit conversion and significant figures, & SI units; the nature of atoms, molecules, and ions; stoichiometry; reactions in aqueous solutions; thermochemistry and calorimetry; electronic structure, orbitals, and the nature of energy and light; and properties of the elements. These topics were examined in lecture, through individual and group problem-solving, and through an assortment of laboratory activities including qualitative analysis, calorimetry, titration, and spectral analysis. Evaluation of students is based on their conceptual understanding of these concepts as well as their ability to apply them to solve questions quantitatively.

### **EVALUATION:**

Written by: Nancy Murray, Ph.D. and John Kirkpatrick, Ph.D.

#### **Chemistry**

Finian Ghalleger, who goes by Finn, earned full chemistry credit in the fall quarter of Integrated Natural Sciences. Based on the results of their question sets, quizzes, lab and workshop exercises, Finn demonstrated a very good knowledge of the chemistry concepts covered this quarter.

Finn was a welcome and engaged member of the class. Finn worked well in groups and demonstrated excellent teamwork skills. Our weekly quizzes, designed to show how students are keeping on top of the material, showed that Finn was not only keeping up but had a strong ability to apply concepts to solve problems, both quantitative and qualitative. Finn has shown that they are capable of success in chemistry and is prepared for further work in the field.

#### **Biology**



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Finn's performance in the biology part of this program was consistently excellent. They completed all of the 9 quizzes and Finn's excellent scores reflect a deep understanding of the material. Of note was their strong final quiz score (87/90). During group workshop sessions, Finn was active in discussing difficult concepts and ideas with his peers. Finn was also a very diligent student who faithfully attended class lectures and workshops and always completed assignments on time. At the lab bench, Finn showed a strong ability to apply theoretical concepts to the lab setting. They submitted both the lab write-ups. Finn demonstrated a strong ability to compile and analyze experimental data.

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

6 - General Chemistry with Laboratory

6 - General Biology with Laboratory



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## **June 2018 - September 2018: Geometry**

4 Credits

### **DESCRIPTION:**

Faculty: Neal Nelson, Ph.D.

Students in this summer course studied Euclidean and non-Euclidean geometry from the text *Foundations of Geometry* (2nd edition) by Gerard A. Venema. The course was a combination of lecture, discussion, and problem solving in two 3.5 - hour class sessions each week for six weeks. Students were expected to complete readings and assigned problems in preparation for discussion, questions, presentations, and problem solving during class sessions. The course was an axiomatic approach to geometry based on a foundation of set theory and real numbers and with a strong emphasis on developing and writing good mathematical proofs. Students studied all or parts of chapters 1-6 of the Venema textbook (with some individual variation depending on student background) covering logic and proofs, incidence geometry, foundational axioms, and then neutral geometry, Euclidean geometry, and non-Euclidean geometry. Some material in chapter 10 on the axiomatic basis of transformational geometry was also covered. Students were encouraged to expand their conceptual and historical understanding of the evolution of geometry as well as improve their skills in writing mathematical proofs. Students were evaluated on their attendance, active participation, demonstration of knowledge during discussions and presentations, and their portfolio of completed problem solutions and final essay.

### **EVALUATION:**

Written by: Neal Nelson, Ph.D.

Finian successfully completed the requirements for the summer Geometry course and demonstrated a fairly good understanding of the geometry material covered during the quarter. Finian worked mostly independently and with the Quantitative and Symbolic Reasoning Center for student support on Geometry reading, study, problem solving, and portfolio of problems and proofs. Finian's portfolio of work was done with beautifully typeset work. The proofs badly needed hand-drawings of the geometrical structures for clarity of presentation, but the work showed careful attention to the standard of step-by-step reasoning. There were mistakes and misunderstandings, but most proofs were either generally correct or on the right track. Problems and proofs in the earlier part of the quarter were better and Finian achieved only a taste of the final Chapter 6 topics on hyperbolic geometry. Finian was capable enough that classroom participation in the latter part of the quarter would have easily helped fix misunderstandings and mistakes in the portfolio work. Overall, Finian showed a developing mathematical maturity along with good mathematical insight and awareness of the importance of attention to details.

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

4 - Geometry



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## **June 2018 - September 2018: Discrete Math**

4 Credits

### **DESCRIPTION:**

Faculty: Brian L. Walter, Ph.D.

In this course, students studied standard topics of Discrete Mathematics, including propositional logic, predicates and quantifiers, proof techniques, set theory, functions and relations, combinatorics, and probability. The text used was Ensley and Crawley's *Discrete Mathematics*. Students were evaluated on the basis of their work on daily homework assignments and two written exams.

### **EVALUATION:**

Written by: Brian L. Walter, Ph.D.

Finian, who goes by Finn, did a great job of preparing for class, and he engaged productively in small group work and class discussions. His final portfolio showed the full effort he put into completing the homework, resulting in clear, careful work on the assigned problems. Finn's exams included some correct work on each topic and very good work on several topics, showing his nicely developing grasp of the subject.

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

4 - Discrete Mathematics



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## **June 2018 - September 2018: Accessible Algebra: Building Math Foundations for Successful High School Education and Beyond**

4 Credits

### **DESCRIPTION:**

Faculty: Melissa Nivala, Ph.D.

This one quarter individual learning contract (ILC) entitled **Accessible Algebra: Building Math Foundations for Successful High School Education and Beyond** is designed to fulfill the Master's in Teaching mid-level math "other math" endorsement. The primary objectives are 1) to understand what inequities and oppressive structures impede a student's confidence and success in formative math education, 2) to create teaching material and resources appropriate for middle school students to learn Algebra, 3) learn the material necessary to pass the Washington State NES 203, and 4) develop teaching strategies that will help a student relate their math studies to their education as a whole for an integrative, successful educational career and quell math anxieties. The primary text will be *Rethinking Mathematics: Teaching Social Justice By the Numbers* by Eric (Rico) Gutstein and Bob Peterson. Additional texts will be chosen to supplement designated themes and topics to cover in accessible education.

### **EVALUATION:**

Written by: Melissa Nivala, Ph.D.

Finian, who goes by Finn and uses he/him pronouns, proposed this ILC in Accessible Algebra with a background in a variety of mathematics and social science courses, and with the goal of moving forward into a masters in teaching program. Throughout the quarter, Finn maintained close communication with me via email and his final portfolio was very organized and submitted on time.

Finn wrote 4 papers: "The (Dis)Functionality of American Education Part 1: Neutrality is not Neutral", "Ways we Change Our Brain: Good for School, Bad for People", "Integrating Math in School and Life", and "Two Kinds of Teachers: A Personal Survey in Summer 2018" (approximately 1,000 to 2,000 words each). His papers tackled difficult and pertinent issues in math education such as bias, cultural influence on math curriculum, math anxiety, teaching pedagogies, accessibility, and inclusive practices in the classroom. Each of these papers was excellent: they were well written, insightful, showcased critical thinking and incorporated thoughtful connections between the theories being presented and Finn's own personal experiences and goals as an educator. The papers all included citations and a bibliography: Finn makes very constructive use of the references in the papers, inserting relevant quotes and key concepts in context throughout.

Finn also created workshops for use in the classroom entitled "Family Math History", "Accountable Accounting", "Odd Probabilities", and "Making Metropolis". These workshops blend culture studies, genealogy, financial literacy, and social science with algebra and statistics. They are very creative, open-ended and interesting, and are an excellent illustration of how the theories laid out in his papers can be applied directly in the classroom. Due to their inventive and exploratory nature, the questions are understandably vague at times. Moving forward, these workshops would benefit from a clear list of the common core standards aligned with each assignment or question. It will also be important for Finn to pretest these (and any other) curricular ideas and use the feedback to iteratively improve the activities.

Finn is a very responsible and capable student. His learning plan throughout the quarter was highly organized and well executed. Finn's work in researching, summarizing, and applying accessibility practices clearly showcases his passion for and strong abilities in teaching mathematics. He is encouraged to continue this important work, and to pursue a graduate program in mathematics



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education. It is clear from this ILC that Finn will make an excellent educator and be an asset to any mathematics classroom.

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

4 - Math Education



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## **April 2018 - June 2018: Latin American Women Writers**

16 Credits

### **DESCRIPTION:**

Faculty: Alice A. Nelson, Ph.D., Latin American Literature, Feminist Studies, Spanish Language

**Program Description:** This program explored novels, poetry, short stories and *testimonios* by Latinx, Latin American, and Caribbean women writers (indigenous, mestiza, Afro-Latina), largely in English translation. Topics included: border identities and intersecting oppressions, legacies of colonialism and slavery, collective memory, resistance to authoritarianism, cultural resilience, language, spirituality, migration, and projects for social change. We situated our literary analysis within the historical and political events that shaped each text, examined a broad array of aesthetic approaches, and explored each author's critiques of masculinist narratives that justify domination and exclude women's voices, particularly those of women of color. In addition, we questioned the categories in the program's title: Who counts, and to whom, as "Latin American," "women," or "writers"? Students gained skills in textual analysis and analytical writing, completed some creative work, and participated in two field experiences (one in Seattle, the other in Shelton). In addition to this 12-credit program core, students participated in one of two 4-credit options: project work focused on a topic of the student's choosing or an advanced Spanish language class. A typical week included 3 hours of lecture, 3 hours of workshop, 5 hours of seminar discussion and synthesis work, and 3 hours of either project work or Spanish class.

**Readings:** Gloria Anzaldúa, *Borderlands/La frontera*, Rigoberta Menchú with E. Burgos, *I, Rigoberta Menchú*; Rosario Castellanos, *The Nine Guardians*; Carmen C. Esteves and Lizabeth Paravisini Gebert, eds, *Green Cane and Juicy Flotsam: Short Stories by Caribbean Women*; Conceição Evaristo, *Ponciá Vicencio*; Marta Traba, *Mothers and Shadows*; Diamela Eltit, *Custody of the Eyes*; Daisy Zamora, *Clean Slate: New and Selected Poems*; Dionne Brand, *In Another Place, Not Here*, and short selections by Cristina Peri Rossi, Pía Barros, Clarice Lispector, and Pedro Lemebel. **Films:** *Ixcánul* (Dir. Jayro Bustamante); *Precious Knowledge* (Dir. Ari Luis Palos); *Nostalgia de la luz* (Dir. Patricio Guzmán); *Made in LA* (Dir. Almudena Carrecedo).

**Assignments/Writing:** Fifteen written seminar briefs (1-2 pages each) posed analytical questions and commentary on the readings. Two synthesis essays (3-5 pages each) offered comparative analysis and integration of program materials. Personal narrative and creative writing assignments explored diverse types of writing in order to increase students' rhetorical flexibility. Two reflection exercises on field trips integrated community-based learning with ongoing program themes.

**For students choosing the project work option, additional assignments included:** preparation of a project prospectus, a 3-5-page book response, a final project paper (4-8 pages for first- and second-year students; 7-12 pages for juniors and seniors), and a final oral presentation.

**For students choosing the Advanced Spanish option, additional assignments included:** weekly grammar homework, weekly literary readings (short stories, poems, selections from core readings above in Spanish), two compositions (2-3 pages each), a creative *microcuento*, an individual presentation, and a collaborative final presentation.

### **EVALUATION:**

Written by: Alice A. Nelson, Ph.D., Latin American Literature, Feminist Studies, Spanish Language

Finian Ghalleger, who goes by Finn and uses he/him pronouns, has had a very successful quarter in *Latin American Women Writers*, showing steady intellectual engagement with our program activities. He brings an abiding interest in psychology and human behavior, a deep curiosity about our program materials, and genuine care for his communities. He completed assignments with high standards, was



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an active participant in class discussions, and produced insightful written work throughout the term. As a result of his conscientious efforts, Finn has earned full credit for the quarter.

Finn consistently attended seminar prepared for substantive discussion of the material, and his seminar briefs posed interesting, well-developed questions and comments for our consideration. One standout noted that, although the stories in *Green Cane and Juicy Flotsam* expose structures of hardship and trauma, they also, importantly, opened paths of healing. Over the course of the quarter, Finn skillfully drew classmates into our discussions, listened attentively, solved technological problems, and reported back after small group work on several occasions. Finn also did a very good job co-facilitating a seminar on Brand, designing a set of activities that elicited focused commentary from the group. In these ways and more, Finn contributed steadily to the collaborative work of our program.

Finn demonstrated a solid understanding of program themes through his synthesis essays, creative writing assignments, and reflection work. Drawing on Anzaldúa, Castellanos, and stories from *Green Cane and Juicy Flotsam*, Finn's first synthesis essay explored how historical power relationships shape identity, and how those historically oppressed work to challenge barriers and seek change. While Finn needed to clarify some points of analysis, his thought-provoking essay built effectively on concepts from Mignolo, with moments of especially eloquent, illuminating insight. Also strong, Finn's second synthesis focused on the concepts of home and memory in Evaristo, Eltit, and Barros. Here, although Finn needed to define his terms a little more thoroughly, he perceptively explored systemic forces that cause displacements, both mental and physical. Finn's creative writing was beautifully done; his meditation on unearned advantage and disadvantage, titled "Father," was especially powerful, full of gallows irony and impactful imagery. His field trip reflections, too, were nicely written, thoughtful and engaging.

For his project, Finn read and analyzed four young adult texts by US Latina women writers Sandra Cisneros (*Woman Hollering Creek, House on Mango Street*) and Gabby Rivera (*Juliet Takes a Breath, America*). His solid 11-page final essay offered insightful comparative analysis of these works, both in terms of their potential to challenge dominant narratives by centering historically marginalized characters and of their opening processes of identification and empathy for a wide range of readers. Finn took an original approach, drawing from evolutionary biological and psychological theories of pattern recognition and exploring motivations for media consumption, though these theoretical lenses were not always clearly connected to his analysis. Nevertheless, Finn's work was lively and thoughtful, and his essay profited greatly from his deep engagement with the revision process.

Though he struggled with time constraints, dedicating more time to frameworks than texts, Finn's oral presentation was mostly effective; he was poised and spoke clearly and with enthusiasm. One classmate remarked: "Very interesting topic! So much great info! I appreciated learning about 'patterns' as an explanatory tool." Clearly, Finn furthered his skills in literary analysis, writing, and public speaking through his work on this project.

Overall, Finn has had a solid quarter, expanding his knowledge of Latin American women writers, intersectional feminism, and literary analysis through his steady engagement. It has been a pleasure working with him, and I would welcome the opportunity to do so again.

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

- 4 - Multicultural Literature: Latin American Women Writers
- 4 - Intersectional Feminist Studies
- 4 - Analytical and Creative Writing
- 4 - Project: US Latina Women Writers (Sandra Cisneros, Gabby Rivera)



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## **January 2018 - March 2018: Algebraic Thinking**

4 Credits

### **DESCRIPTION:**

Faculty: Allen Olson

This course is a college-level introduction to functions. Students work with graphical, numeric, symbolic, and verbal expressions of linear, quadratic, and exponential functions. Emphasis is placed on rearranging symbolic representations, identifying relevant parameters, finding output values, and using inverse functions to find input values for specified outputs.

Students work in collaborative environments to practice skills in class and complete weekly homework assignments, weekly quizzes, and an in-class final exam.

### **EVALUATION:**

Written by: Allen Olson

Finian, who goes by Finn, Ghalleger took this course to reinforce math skills. Finn is a strong, motivated student and clearly demonstrated mastery of all the material in this course. Finn's work was consistently among the best in the class including work on the final exam which contained only two small errors. Finn also made valuable contributions in class by helping other students and asking useful questions. Finn is clearly capable of doing even more complex work than was required in this course and is well-prepared for further study in mathematics.

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

4 - College Algebra



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## **January 2018 - March 2018: The Graphic Novel**

8 Credits

### **DESCRIPTION:**

Faculty: Steve Blakeslee

In "The Graphic Novel," students explored a range of book-length, comic-art narratives representing diverse periods, perspectives, styles, and subject matter—from the woodcut novels of the 1930s to contemporary graphic memoirs, reportage, and fiction. Students carefully examined each text at multiple levels of composition from single frames to the work as a whole, and read selected theory and commentary as well. The overall goal was to develop an informed and critical perspective on this powerful medium.

Program activities included seminars, workshops, lectures, and films. Students wrote responses to the texts, kept reflective journals on their learning, pursued drawing experiments, prepared book summaries for the program's bibliography, and completed a modest final project—either a short research paper or a comic of their own making.

Texts: Scott McCloud, *Understanding Comics*; Lynd Ward, *Gods' Man*; Alison Bechdel, *Fun Home*; Roz Chast, *Can't We Talk About Something More Pleasant?*; Joe Sacco, *Palestine*; Eleanor Davis, *How to Be Happy*; Linda Medley, *Castle Waiting*, Vol. 1; Jim Woodring, *The Frank Book*; Gene Yang, *American Born Chinese*; and one additional graphic novel of the student's choice.

### **EVALUATION:**

Written by: Steve Blakeslee

(Note: This student has requested the use of he/him pronouns.)

Finian, who goes by Finn, was a thoughtful and conscientious member of "The Graphic Novel." He attended 15 of our 19 class sessions, submitted all of his work on time, and participated fully in workshops, small-group meetings, and drawing experiments. In our full-group seminars, Finn frequently helped to lead the discussion with his questions and observations. In his response papers, Finn explored a variety of comics-related issues, including prevalent themes, authors' intentions, and stylistic choices—the latter exemplified by his careful catalogue of Linda Medley's uses of spot blacks in *Castle Waiting*. Occasionally a particularly apt phrase jumps out of these papers, as when Finn characterizes Joe Sacco's *Palestine* as "up close and national." This quarter Finn also maintained a steady journal practice, averaging four entries per week. Finally, for our program bibliography he wrote an informed and engaging summary of *I Saw It*, Keiji Nakazawa's early memoir of the Hiroshima bombing.

For his final project Finn wrote a paper that explored a number of psychological concepts as a means of shedding light on both the creation and reception of comics as an art form. Here he reviews the traditional elements and principles of fine art and examines their import for artists who aim to steer their readers and viewers toward (or away from) particular interpretations of the work at hand. Finn draws on a number of lively sources in order to introduce interesting conceptual tools, such as the psychophysical chain, sensory infidelity, visual dissonance, and three-dimensional projection ("a tendency to see objects and patterns as three-dimensional when certain visual cues are present"). In a subsequent draft Finn could strengthen this treatment by sharpening his thesis and by providing concrete examples, drawn from specific comics, that illustrate these principles in action. However, this draft was a nice start on a complex topic and provided an opportunity for Finn to further his investigation of the comics medium.

I enjoyed working with Finn this quarter and wish him the best with his future pursuits.



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

5 - 20th-Century and Contemporary Literature

2 - Writing

1 - Comic Art: Theory and Practice



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## **September 2017 - December 2017: Asian/American: Pop Culture Crosscurrents**

12 Credits

### **DESCRIPTION:**

Faculty: Kristin Coffey, Ph.D. and C. C. Herbison, Ph.D.

This program began with two fundamental questions—"What is an Asian/Pacific Islander American?" and "What is popular culture?"—that led us to (1) an exploration of the major historical, cultural, social, and political contours of the Asian/Pacific Islander American experience, and (2) an immersion in critical theoretical perspectives on culture in general, and popular culture in particular. We devoted the remainder of the quarter to an examination of the complex, and frequently vexed, ways in which Asians/Pacific Islanders and Asian/Pacific Islander Americans have been represented in U.S. popular culture and, more importantly, how members of those communities have become active producers of popular culture. Our approach throughout the quarter was interdisciplinary, multi-layered, and transgressive in its insistence on an intertextuality that moves beyond the commonly interrogated categories of race, gender, and class. Students participated in weekly book seminars and writing workshops; screened and analyzed fiction and documentary films; submitted weekly book annotations; posted weekly to their individual pop culture blogs; and produced multiple drafts of a major formal writing assignment that showcased their expository and creative nonfiction writing skills. Field trips included visits to Pacific Northwest locations with Asian/Pacific Islander historical and cultural connections.

Program texts included *Dark Blue Suit* (Peter Bacho), *Donald Duk* (Frank Chin), *Paper Bullets: A Fictional Autobiography* (Kip Fulbeck), *Asian American History: A Very Short Introduction* (Madeline Hsu), *When the Emperor Was Divine* (Julie Otsuka), *We Should Never Meet: Stories* (Aimee Phan), and *Wild Meat and the Bully Burgers* (Lois-Ann Yamanaka). Program films included *Ghost in the Shell*, *History and Memory*, *Better Luck Tomorrow*, *I'm the One That I Want*, *The Great Pinoy Boxing Era*, *The Debut*, *The Beautiful Country*, *Mississippi Masala*, *Kumu Hina*, *Banana Split*, and *The Birth of the Dragon*.

### **EVALUATION:**

Written by: C. C. Herbison, Ph.D.

Finian (who prefers they/them pronouns), a valuable member of our learning community, experienced a somewhat uneven quarter in terms of performance. They consistently displayed a deep passion for Asian/Pacific Islander American topics this quarter. However, due to a series of unanticipated challenges, attendance and meeting submission deadlines were major challenges for them. Finian consistently displayed respect for faculty and peers, and always worked well in collaborative activities. They contributed frequently to class discussions in both large and small group settings, and always provided critical perceptions on the topic at hand.

Finian is a strong academic writer who constantly strives to further sharpen their skills. They submitted most of their seminar book annotations and all of their written assignments (topic proposal, annotated bibliography, two interim drafts, and a final draft) related to his final creative project. For their final projects, students began with a definition of "home" and then explored the ways in which Asian/Pacific Islander American popular culture has helped them gain a deeper understanding of that "home": in Finian's case, that "home" is storytelling. Although their final paper was not as focused or as well developed as it could have been, it is clearly grounded in a deep understanding of Asian/Pacific Islander American culture in general, and Pilipinx culture in particular.

Finian and classmates were required to create and maintain, over a ten-week period, individual blogs devoted to Asian/Pacific Islander American popular culture. As a major project for this program, student blogs featured academic and creative writing, sound and images, and other material that, in combination,



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traced a quarter-long evolution of students' understanding of, and appreciation for, Asian/Pacific Islander American history and culture. Blog postings included a research log for students' final creative papers, analyses of program readings and films, lecture and discussion notes, observations on historical and contemporary Asian/Pacific Islander America, and personal reflections. Finian's regular postings demonstrated a continuing sophisticated understanding of Asian/Pacific Islander American popular culture. Overall, this was a successful quarter for Finian, in spite of the challenges over which they had little control. They possess strong academic skills and a level of persistence that will enable them to get back on track and complete a successful undergraduate journey toward graduation from Evergreen.

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

- 4 - Asian American Literature
- 2 - Asian American History
- 2 - American Popular Culture Studies
- 2 - Creative Writing
- 2 - Critical Research



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## **June 2017 - September 2017: Book Arts**

6 Credits

### **DESCRIPTION:**

Faculty: Steven Hendricks, M.F.A.

Book Arts was a program for artists, writers, and craftspersons—and anyone who loves books. Students approached the book arts from different angles: as writers, digital designers, fine-printers, bookbinders, and artists.

In the first five-week session, students learned the basic skills of the fine craft of letterpress printing. Steeped in lore, letterpress printing is a fantastic skill for poets, writers, graphic designers, lovers of typography, book artists, artists, and printmakers. Drawing on Evergreen's huge collection of mid-century metal type, students learned to design, hand-set, and print their own projects on Evergreen's Vandercook printing presses.

At the same time, students learned how to complete small scale or personal self-publishing projects in book form. Working with professional design tools (Adobe InDesign and Photoshop), students designed and printed their own chapbook or book length work.

Readings familiarized students with the history of books and the contemporary poetics of the book form.

### **EVALUATION:**

Written by: Steven Hendricks, M.F.A.

Finian (Fin) completed excellent work this summer session in the program Book Arts. Fin proved to be a meticulous and ambitious typographic designer when working on her digital book project and letterpress prints. Her InDesign digital book design project was lengthy and challenged her to build a multi-section anthology adhering to conventions of page design, managing images, titles, and other design attributes. The result was elegant.

On the letterpress, Fin was immediately engaged in the material processes and new design challenges, embracing the conventions and artful possibilities of the technology.

All of Fin's work showed her dedication to language, ideas, and communication as the foundation of design and the essence of book arts.

### **SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 6**

6 - Book Arts



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## **April 2017 - June 2017: Writing and Resistance**

16 Credits

### **DESCRIPTION:**

Faculty: Amanda Davidson and Justin Hocking

### **OVERVIEW**

Writing and Resistance, a literature and creative writing program, was organized around the following questions: How do writers respond to political crises? How might we cross-pollinate personal and political writing, and to what effect? And what roles do imagination and hope play in galvanizing social action? During this ten-week program, students read broadly and engaged in self-directed research in support of a final creative project. In class, dynamic writing exercises broadened our range of tactics for engaging the blank page and the political arena. We occasionally incorporated simple movement practices to get into the writing zone.

### **READING AND ANALYSIS**

Program readings spanned (and sometimes combined) fiction, poetry, nonfiction, and performance writing to examine past and present creative strategies for writing and resistance. The readings and guest speakers explored the permeable boundaries between journalism, activism, and creative writing. We considered the role of literature in a variety of cultural contexts, from historical resistance to fascism in Europe to present-day writing about the U.S. criminal justice system. Throughout these investigations, we tracked shifting frames of gender, class, and racialization, considering how the literature in question mediates difference and affinity, empathy and anger, individual experience and collective aims. Through critical and creative investigation of these texts, we examined literature's potential for bringing unimaginable processes to a human scale. Program readings including the following: Writing and Resistance Program Reader edited by Hocking & Davidson; The Revisionist by Miranda Mellis; The Great Derangement by Amitav Ghosh; Angels with Dirty Faces: Three Stories of Crime, Prison, and Redemption by Walidah Imarisha

### **GUEST LECTURES**

The program featured a number of guest speakers whose work engaged with the program's core questions, and who offered students concrete writing and research strategies, as follows Svetlana Kitto—oral history; Micah White—writing and organizing; Tim Smith-Stewart—multi-media performance; Meehan Crist—lyric essays and journalism.

### **CREATIVE WRITING**

As a culminating project, students undertook focused research and crafted a 10-12 page writing project around an issue—and in the genre(s)—of their choosing. Starting with a project proposal, students performed oral histories and created reading lists in support of their projects, including one research-based primary source text, one text for aesthetic inspiration, one visual image, and several others. A series of eight short writing installments challenged students to further investigate their chosen sources via oral histories interviews, creative bibliographies, and ekphrasis prompts.

In service of ongoing refinement of their final project drafts, students participated in weekly workshop sessions devoted to giving support and constructive feedback on each other's creative work. In the course of the quarter, each student had the opportunity to receive detailed feedback from instructors and classmates twice. In the first round, students read aloud 3-5 pages from their Final Project and gave each other verbal feedback. For the second round of workshops, students were invited to bring a full draft



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(10-12 pages) of their final projects. In addition to submitting their own work, students offered structured, written feedback on each other's drafts.

## CLASSROOM COMMUNITY

**Seminar:** On Tuesday afternoons, seminars met in small groups of 10-12 members. Students turned in weekly Seminar Tickets, containing written reflections on the assigned readings in preparation for critical discourse with their peer groups.

**Creative Commons:** On Wednesdays and Thursday mornings, students undertook an array of live art/writing engagement, including: a) writing prompts and exercises, b) presenting brief works-in-progress to one another, c) "open-mic" readings, and d) attending art lectures and other on-campus series.

**Practica:** Thursday afternoons were devoted to learning a variety of creative and political tactics, including oral history, zine-making, erasure and college poetry, publishing, online protest, sign making, ritual, public speaking, performance and spectacle in the public sphere.

**Field Trip:** A two-night writing retreat to Ft. Worden strengthened our individual and community-based practices.

**Group Project:** To develop their collective praxis, students were challenged to make meaning and effect change by creating and executing a collaborative final project.

## EVALUATION:

Written by: Amanda Davidson

Finian Ghalleger was a good student in the program, completing the assignments with high quality work and demonstrating a strong grasp of key capacities in literary analysis and creative writing. He conducted self-directed research in support of an outstanding creative project, and made valuable contributions in seminar and writing workshops. He came to class well prepared, and his overall attendance and participation were strong. Finian successfully met all the requirements of the program.

## CREATIVE WRITING AND RESEARCH

For his self-directed creative writing project, Finian commenced work on a book, structured in an epistolary form as letters to his children. The letters share common elements—numbered and titled with each kids' term of endearment; an opening salutation; the body of the letter; a sign off with a variation of dad. Repetition of—and, in some cases, deviation from—these common elements begin to signify; there is no term of endearment, for example, for the child who committed an act of aggression. The relationship in each letter varies, as each of the speaker's relationships with his adopted children is quite different.

Each letter ends with the phrase: "And so I have failed you." Yet even in repetition, meaning varies widely based on context. At times, Finian uses the phrase to take society to task; for example, in one letter, "failure" points to performing the "Hollywood movie 'obscenely positive and forgiving' trope," instead of letting the son see and understand the full extent of the narrator's experience, pain, and rage.

To inform their creative projects, students conducted primary and secondary research, writing creative bibliographies for text and image sources, and conducting original oral history interviews. Finian read a selection of texts from the twentieth century, and analyzed the racist framing of Asians and Asian-Americans and the genesis of persistent racist stereotypes and practices. Finian also drew inspiration from contemporary writings by writers of color, including *Between the World and Me* by Ta-Nahisi



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Coates, which informed Finian's project both in terms of its epistolary form, and its taking to task of racism in America.

#### READING AND ANALYSIS

Finian was an astute reader of course materials. Students wrote weekly seminar tickets analyzing assigned texts; Finian turned in most of these seminar tickets, and his responses demonstrated careful readings and synthesis of the assigned material.

#### CLASSROOM COMMUNITY

Finian was a generous participant in small group discussions. During writing workshops, Finian came prepared with written feedback and engaged his peers' work with generosity.

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

8 - Creative Writing

8 - Literature



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## **January 2017 - March 2017: Counting on the Brain**

14 Credits

### **DESCRIPTION:**

Faculty: Nancy C. Murray, Ph.D. and Sara J. Rose, Ph.D.

The Counting on the Brain program was a full-time, interdisciplinary program designed to provide an introduction to neuroscience combined with algebraic reasoning applied in the sciences. Student learning goals included development of analytical and critical thinking, quantitative reasoning, reading, and writing skills. Weekly activities included lectures, presentations, labs, workshops, and seminars. Students were required to submit weekly homework assignments, lab and workshop reports, and seminar papers and to contribute actively to the learning community.

*Introduction to Neuroscience:* Students learned about the function of the brain's cellular computers: neurons. Specifically, they learned how neurons differ from other cells, how they generate electrical signals, and how they communicate with one another via synapses. They then investigated how neurons cooperate in circuits by studying sensory systems: vision, touch, audition, and olfaction. Students also studied learning and memory and development of the vertebrate nervous system. Cellular and molecular mechanisms were emphasized alongside the physics and mathematics of neurobiology. Strong emphasis was placed on developing students' critical thinking and quantitative skills in order that they be prepared to undertake future scientific programs.

Text: *Counting on the Brain* (Custom published).

*Algebraic Thinking with Scientific Reasoning:* Curriculum and pedagogy in select topics of college algebra and pre-calculus were presented to support further studies in pure mathematics as well as introductory level chemistry, biology, and physics. Emphasis was placed on symbolic algebraic manipulation, scientific and quantitative reasoning, and critical strategic thinking in problem solving with the concepts in application. The topics covered in lectures, workshops, homework, and exams were: basic properties of algebraic simplification, scientific notation, unit conversion and dimensional analysis, linear functions, quadratic functions, optimization and the quadratic equation, exponential functions, logarithmic functions, modeling data with functions, intersections of functions, and reading and creating graphs of functions generally and in context-rich application. Students worked with these topics algebraically, graphically, numerically, and verbally, and collaborative learning was emphasized. Students' learning in math was supported by occasional lectures and in-class reflective discussion of metacognitive topics such as development of scientific and quantitative cognitive abilities, the difficulties encountered in learning symbolic and quantitative topics, application of problem-solving strategies, and how to accommodate feedback of various forms into further learning opportunities. Students who successfully complete the math portion of the program will be prepared for precalculus I.

Text: *OpenStax College, College Algebra* (1st Ed.) by Abramson et al. (2015)

For seminar, students read the following texts: *The Tell-Tale Brain* (V.S. Ramachandran), *The Emperor of Scent* (Chandler Burr), *Tales from Both Sides of the Brain* (Michael Gazzaniga), *The Future of the Mind* (Michio Kaku) and *Free Will* (Sam Harris). For each text, students were required to submit a written summary and prepare specific passages for discussion, as well as writing on a selected theme from the text.

Laboratory exercises included osmosis, olfaction, sensory reflexes, brain and eye dissection, EEG recordings, human vision correction and the lens equation, and linear functions applied to spring deformation. Students were required to maintain a scientific notebook and analyze data. The



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mathematics laboratory activities scaffolded conceptual understanding of the collection of quality data, use of functions to model data, and regression of function models onto data in spreadsheet programs.

**EVALUATION:**

Written by: Sara J. Rose, Ph.D.

Finian, who goes by Finn, enrolled in Counting on the Brain to strengthen his math foundation and fulfill prerequisite knowledge requirements. Finn encountered challenges requiring balancing the workload of the program with health concerns, and proved to be quite successful in catching up on any material in this regard. As a student in general, Finn is clearly capable to tackle difficult concepts and a challenging workload. Finn utilized tutoring, study groups, and resources on campus to ensure academic success, and proved to be a competent student with a sharp mind adept at critical problem solving and quantitative reasoning. Finn made great advances in his resiliency and confidence in math, and possesses a solid foundation for moving forward with success in further studies in college-level math and science.

Algebraic Thinking for Science: Finn completed an overall very strong quality of work in conceptual and quantitative understanding in the math topics. The student completed 8 of the 9 homework assignments with consistently good scores, and engaged with nearly all of the curricular materials. Finn entered the program without a strong math background, and strengthened and refined this base in regard to key concepts, critical thinking, and context-rich concept application. This translated well to performance on high-risk assessments, with exam scores indicating a very strong level of mastery of the individual topics covered as well as an equally strong synthesized understanding across the topics in application. Finn worked extremely well in the math workshop groups, and effectively articulated the concepts and strategies to enrich classmates' learning.

Introduction to Neuroscience: Finn did well in his study of neuroscience. His exam and quiz scores, while somewhat variable, reflect an overall good understanding of the material. Finn is very generous by nature and shared his knowledge of material related to the content with the rest of the program. He was also always willing to lend a hand to a classmate. During class, he was engaged and often asked questions to clarify or add to the discussion. In addition, on several occasions, he suggested and/or posted links to related material on the program website for his classmates to access. Finn's success in this program indicates he is capable to be successful in future science programs.

Science Laboratory: In the lab, Finn showed himself to be a capable bench scientist. He worked with his partners to collect data and when something went sideways, took it in stride. His lab write-ups were generally complete and accurate. He actively engaged in all the hands-on aspects of the labs and workshops and worked well with his lab partners. Finn engaged successfully in both of the context-rich math labs of the program, easily translating the concepts to data collection and analysis in the lab situation.

Seminar: Finn completed 5 of the 7 seminar summary and discussion assignments. The student's work clearly indicated that he thoroughly read the selected text, and that he thought critically about the content as it relates to the content of the program and in meaningful ways to his life experiences. Finn's work for the two longer writings shows that, while lacking some cohesiveness, he is a competent writer overall who is able to tease out relevant themes and synthesize ideas from the readings, as well as critically examine theses put forth. In class, Finn consistently spoke frequently and with confidence, and could listen with respect in both small and large group seminar discussions. Finn frequently contributed alternative views which challenged his classmates to consider different perspectives.



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**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 14**

- 5 - Algebraic Thinking for Science
- 4 - Introduction to Neuroscience
- 3 - Seminar and Expository Writing
- 2 - Science Laboratory



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## **September 2016 - December 2016: Introduction to Woodworking**

4 Credits

### **DESCRIPTION:**

Faculty: John Shattuck

*Introduction to Woodworking* is intended to introduce the beginning woodworker to the tools, materials, processes and joinery commonly found in the fabrication of artisan furniture and case work. The beginning project will consist of a small rectilinear three dimensional construction in the form of a curio cabinet, reliquary, shrine, tansu, or tool box, employing joinery common to artisan furniture. These will be constructed from a hardwood species common to the western United States. Introduction to Woodworking is a skills based course focused on the fundamentals of tool use, aesthetic and working properties of wood, methods of work, both physical and mental, and an introduction to design considerations in artisan woodworking. Students completing Introduction to Woodworking should leave with a basic understanding of the working properties of wood, methods of furniture construction, safe hand and machine tool use, and skills necessary to produce additional works in wood.

### **EVALUATION:**

Written by: John Shattuck

Finian designed and fabricated a small spice cabinet using a combination of eastern and western maple. Having passed proficiencies over the summer quarter in Nomadic Instruments, Finian added to their skill set: experience with dovetail joints and box joints; through mortise and tenon joinery; greater proficiency in the use of bench chisels; sketching and drawing plans to scale; and designing to a specific purpose, place and theme. Finian demonstrated flexibility in problem solving, increased confidence in their work, and trust and commitment to the design/fabrication process. Finian demonstrated perseverance in the face of unexpected challenges, developed creative solutions to said challenges, and gained an appreciation for the aesthetic and working properties of wood, figured western maple in particular. Finian has expressed an intention to continue working in wood in the future and has the requisite mindset and foundation in fundamental skills needed to do so. Finian passed all course requirements and expectations.

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

4 - Introduction to Woodworking



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## **September 2016 - December 2016: Scientific and Artistic Inquiry**

16 Credits

### **DESCRIPTION:**

Faculty: Lisa Sweet, Carri J. LeRoy

The first term of this two-quarter, full-time program examined the similarities and differences between scientific inquiry and artistic practice, through weekly seminars, lectures, field, lab and studio practices, and essay writing.

The histories of science and art were covered by *A People's History of Science* by Clifford Conner, and Larry Shiner's, *The Invention of Art*, respectively. Students read selected chapters each week, and faculty presented lectures to supplement Shiner's account. Students demonstrated their learning and comprehension from the reading assignments in two ways: participation in large and small group seminars and by completing weekly writing assignments. The concise, formal essays allowed each student to address ideas from the texts and from other aspects of the program that were personally interesting for each student.

Readings in Walter Dodd's text *Freshwater Ecology: Concepts and Applications* provided background and context for an introduction to freshwater ecology. Students learned about basic hydrology, watersheds, stream ordering, the global water cycle, physical parameters (current, light, substrate, temperature), aquatic organisms (algae, fungi, nematodes, mollusks, insects, crustaceans, and amphibians). Ecological concepts like species interactions, food webs, trophic structure, diversity, ecosystem function, carbon and nitrogen cycling, trophic cascades, nutrient limitation, and conservation biology were covered in an aquatic context. Lab and field activities complemented lectures and gave students hands-on experiences with hydrological measurements, trigonometric calculations, organic matter processing, dissecting and compound microscopy, aquatic macroinvertebrate collection and identification, and meiofaunal collection from mosses. Quantitative data analysis was conducted on two separate experiments performed in the context of this program and basic statistical thinking was introduced. Students were asked to record data and lab entries in a field journal and completed both midterm and final take-home exams covering the main concepts in the program in terms of assessment.

Students gained introductory observational drawing proficiencies (line, value, composition, and siting) in drawing sessions three hours each week. Students completed an hour's worth of drawing outside of class to practice and demonstrate techniques and concepts addressed in class each week. Charcoal and graphite rendering techniques were covered for five weeks each.

### **EVALUATION:**

Written by: Carri J. LeRoy

It was a pleasure having Finian in this program. Finian's attendance was very good and their participation was strong. Finian is a critical thinker, was willing to speak their mind in large groups, and was an effective communicator in small group discussions. Finian turned in all but one weekly essay and each showed that they had carefully read the text. Finian was able to reflect on their thinking and learning in the program in a number of ways. Overall, they met the expectations of work in this program and is ready to continue to study either science or art at intermediate or advanced levels.

Finian completed most of the required essays for the two major texts used in this program. Finian's essays often grappled with interesting issues raised by the readings and were consistently couched in issues of present-day injustice. From the essays, it was clear that Finian had done the reading and spent time thinking deeply about the issues raised. Finian made an excellent effort to turn in essays that were spell-checked, proofread, and on time. They has a strong academic writing style and went beyond



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summarizing to synthesizing points from the readings. Finian's essays were generally interesting to read and highlighted the depth of their thinking about the material. In addition, Finian was often able to connect several disparate points to make a novel argument. Although Finian's essays were generally strong, they did not work consistently toward improving their writing this quarter. Feedback given on essays was similar on most essays throughout the quarter and consistently encouraged them to strengthen topic sentences, organize paragraphs around single themes, provide more evidence to support claims, and write stronger introductions and conclusions. Finian completed 7 of 8 essays on time, and they learned to become more proficient at paraphrasing key concepts and citing their sources explicitly. We asked for a wholesale revision of one essay mid-quarter, and although Finian turned in a new draft that relied less heavily on direct quotes, it was clear that more effort could have gone into the revision to improve the overall essay.

Finian was consistently an active participant in seminar discussions throughout the quarter, so it was evident that they had read the material and was prepared to have engaging discussions with their peers. They often made contributions to whole-group discussions, and was an active presenter when summarizing small group work.

Finian's work in drawing was very good. They were especially strong in charcoal drawing where they used line, value and composition effectively. Finian contributed fine insights on the Walker essay in a seminar. Graphite rendering proved more challenging – and indeed represented a significant shift from charcoal. Finian brought a good-faith effort to developing rendered images; they had some difficulty translating observations of 3D forms into 2D images, and being resourceful, tried to use 2D images to support their observations.

The assessment of learning in freshwater ecology was performed through two take-home exams, and the evaluation of scientific journal entries from each field and lab experience. Finian's work on a take-home midterm exam showed mastery of the majority of the information. Finian was able to perfectly answer questions about watersheds, stream order, organic matter dynamics, aquatic-terrestrial interactions, and use trigonometry to solve problems. On a final exam, Finian scored perfectly on questions dealing with organisms' life requirements, species interactions, trophic pyramids, Liebig's Law of the Minimum, global amphibian declines, foundation/keystone/ecosystem engineers, and dimensional analysis. They did not demonstrate complete comprehension of questions dealing with biological aspects of the River Continuum Concept, or trophic cascades. Finian's work on a final take-home exam showed overall mastery of the freshwater ecology material presented this quarter. An assessment of field journal entries showed engagement with the lab and field activities. Their field/lab journal entries consistently included the date, title, group members, weather conditions, goals of the experiment, detailed methods, data collected, and conclusions. They were able to complete expected pre-lab assignments and submitted an organized field/lab journal. Although all required elements were included, each entry was very brief and could have been expanded.

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

- 4 - History of Science
- 4 - Art Appreciation
- 4 - Introductory Observational Drawing
- 4 - Introduction to Freshwater Ecology



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## **June 2016 - September 2016: Writing Well: Clarity & Style**

4 Credits

### **DESCRIPTION:**

Faculty: Sara Huntington, M.A., M.L.S.

This class provided students with a common language and technical background for addressing issues of clarity, concision, and coherence in writing. Students learned an approach to writing and editing that is guided by the idea of audience, by the view of writing as a persuasive act, and by an understanding of style as the range of choices available in different rhetorical contexts. We began with a review of sentence grammar that focused on clauses and phrases. In the context of mastering clarity, students practiced editing techniques for identifying nominalizations and overly abstract prose. Working with samples of professional writing, students learned how to use agent-action analysis, how to begin and end sentences and paragraphs, and how to coordinate and balance the parts of longer sentences. As they mastered the aesthetics of elegance, students mimicked the syntax of sentences with left-branches and right-branches, with internal coordination and with patterns of parallelism. They linked their reading to their writing practice, and began to understand that writers learn to write through emulation of authors they admire. During part of each class, students presented examples of their own writing and writing that they had encountered in their reading, giving original and revised versions. For their individual projects, students chose a piece of their own writing to edit and rewrite; and they worked on new pieces of writing that grew out of course content—short stories, Academic Statements, and academic research.

Texts: *Style: Ten Lessons in Clarity & Grace* by Joseph Williams; *The Writing Life* by Annie Dillard; *Artful Sentences: Syntax as Style*, by Virginia Tufte.

### **EVALUATION:**

Written by: Sara Huntington, M.A., M.L.S.

As an experienced writer, Finian (Finn) quickly grasped the essentials of sentence grammar and became adept at diagnosing and revising passages that were wordy, overly abstract, and composed without attention to sentence shape and reader expectations. Finn was an insightful editor of both professional prose and the work of classmates. Finn also became strikingly more adept at revising their own prose, learning how to detect patterns that work against clarity and especially attending to wordiness and academic language that undermined their desire to connect more substantively with readers. As Finn mastered the principles of clarity, they pursued two writing projects: the first, the academic statement; the second, a projected novel-length letter to Finn's adopted son, which is modeled after *Between the World and Me* by Ta-Nehisi Coates. Both of Finn's writing projects presented Finn with the challenge of how to strike the right tone, which Finn explored through word choice, sentence structure, and narrative shape. Finn presented successive drafts of their academic statement, which became more succinct and polished. In terms of personal narrative, Finn struggled courageously (as successful writers must) with how much detail to include, with the tyranny of chronology, and with narrative scope. In an important way, Finn's two writing projects merged as they explored—implicitly and explicitly—institutional racism, gender bias, and class, all deeply emotive and politically charged issues that Finn is striving to represent in their own style and voice.

During this class, Finn transitioned from a writer with a good grasp of the technical aspects of writing to one who understands that voice is an effect of craft—and that craft emerges from an ability to fuse style and syntax. In this sense, Finn is well-situated to make substantive progress on their goals.

Finn was gracious to others and curious about their work. As an editor Finn exemplified an ability to translate unclear writing into more readable prose by relying on our shared language about style and



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syntax. Finn was a joy to have in the class, where Finn contributed substantively to a group ethos of shared work.

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

4 - Rhetoric and Composition



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## **June 2016 - September 2016: Photography, Beginning Color**

4 Credits

### **DESCRIPTION:**

Faculty: Hugh Lentz, M.F.A

This course was an introduction to the color photography process of printing from color negatives. Students had workshops and introductions to basic camera function, film exposure and development, the color spectrum of natural and artificial light, color theory, and the mechanics of the color darkroom. Students were encouraged to develop their technical and conceptual skills by way of shooting assignments and weekly critiques of their prints. Each learned to evaluate the technical merits of a print, articulate the visual language of a photograph and scrutinize images in order to understand of what's at work in a picture. Throughout the session we looked at the work of artists using color photography, attempting to understand the nature and motivation of extended thematic work. For the end of the class, each student selected their strongest photos for critique and also led the class critique and discussion of another student's final work.

### **EVALUATION:**

Written by: Hugh Lentz, M.F.A.

Finian (Fin) did tremendous work in this class, making the most of all the information and ideas that the class had to offer. While coming into this class with experience in photography, Finian nevertheless pushed to improve in every aspect. With each week I saw Fin make better use of color and further build upon existing camera skills with the intelligent and thoughtful manner in which pictures were shot. Finian shot significantly more film than was required and the benefit of this is obvious—Fin's camera work improved, increasing sensitivity and use of ambient light, and ended with a surplus of interesting photos. When looking through Fin's work, I was impressed with how carefully pictures were framed and composed—there's real attention paid to everything in the frame. Fin carefully works the situation, taking many pictures while trying different angles and perspectives. Through spending a huge amount of time in the darkroom and maintaining a very high standard of work, Fin has become an excellent color printer. Fin demonstrated darkroom abilities with dodging and burning which brought out and balanced the information that was obscured by a contrasty situation or a dark scene. Fin's a fussy printer, learning to make minute but necessary exposure and color corrections until the print is looking right. Fin's eye for the subtleties of color and value has become very precise when printing and Fin uses the light in the picture as a guide in making printing decisions. During our final critique, Fin led the discussion of another student's work, making insightful comments about his pictures in general and pointing out specific details that could be improved upon. Fin made lots of smart observations and it was enjoyable to listen to—Fin can be very charismatic. Fin created striking photographs and made excellent progress in this class.

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

4 - Color Photography



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**June 2016 - September 2016: Nomadic Instruments: Stringed Instruments for the Traveler**  
**4 Credits**

**DESCRIPTION:**

Faculty: John Shattuck

This course will introduce students to the art of Luthiery (stringed instrument construction). Stringed instruments have long been a mainstay of traveling musicians from the minstrels of the middle ages to the touring singer-songwriters of the current era. We will be studying the origins, evolution and construction of stringed instruments in the context of their use and portability. Topics of study include the "anatomy" of stringed instruments; properties of materials used in construction; tone woods; neck and fingerboards; scale lengths; adhesives; inlay techniques; strategic use of grain pattern as design and structural elements and surface preparation and finishes. Using primarily local materials, students will construct one of the following: a travel guitar, pineapple ukulele, or teardrop mandolin.

**EVALUATION:**

Written by: John Shattuck

Finian entered class with minimal experience working wood. By the end of the course, Finian had consistently demonstrated an openness to the process, flexibility in their approach to their project, and improvised solutions to unexpected developments and altered their plan set as needed. Finian's work is precise and careful in its execution. Finian easily passed proficiencies on the general and specialty machinery and processes necessary to fabricate their ukulele and demonstrated skill and patience in their use. This resulted in work of exceptional quality. Finian presented in class as an island of calm in the face of the sometimes uncertain nature of working with specific wood species, wood grain idiosyncrasies, and with processes to which Finian has recently been introduced. In addition to the skills Finian demonstrated as a woodworker and beginning Luthier, Finian exhibited the following characteristics: persistence, patience, active listening, careful analysis, and effective problem solving. Finian easily met all course expectations and requirements.

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

4 - Nomadic Instruments



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## **June 2016 - September 2016: Beginning Drawing: Grounds**

4 Credits

### **DESCRIPTION:**

Faculty: Jonathan A. Happ

Beginning Drawing: Grounds is an experimental introduction to observational drawing for students interested in representational image making. Quite different than the vision of daily life, observational drawing is looking with a critical eye to investigate and expose relationships behind our surroundings. While exercising foundational drawing skills, we worked towards developing personal imagery and an ability to articulately examine creative work through dialogue and critique.

Throughout this course, our primary method of investigation used the varied terrain of the Evergreen State College campus grounds. As a result, this course involved extended periods of walking, standing, carrying supplies, and general exposure to changing weather and the elements.

By fostering observational skills, students learned to recognize and translate: line, shape, form, weight, texture, value, and atmosphere; perspective and related visual phenomena; and an understanding of the principals behind two-dimensional organization. This course also challenged students to push the traditional understanding of materials, consider alternative image making methods, and introduced color. In order to better understand contemporary concerns with landscape image making today, students researched and studied from historical work of the past two centuries of landscape representation.

### **EVALUATION:**

Written by: Jonathan A. Happ

Motivated and hard working, Fin is an exceptional student. Fin was always in attendance and prepared for the lesson, consistently providing insightful comments and critique that exhibited a mature level of self-awareness. Fin is accessible and willing to discuss anything, ask questions, or provide personal insight.

Over the course Fin's confidence in drawing developed into a clear and concise manner of expression through observational drawing. Particularly, the forest drawings consisted of inventive mark making to describe texture and form. Not afraid to get involved with a complex problem or experiment, Fin's experimental materials drawing project went through a lengthy process to obtain drawing material and was executed with a notable refinement of handling. The biggest hindrance to the work, primarily early on, was an incomplete or rushed process. Great strides were made, particularly, again, the experimental materials drawing took a much slower watercolor-like process. Fin took the initiative to research this process beforehand, resulting in a more successful drawing.

To best develop the work, Fin should continue to draw from any sources found intellectually or emotionally interesting, and further study art history. I feel confident Fin could tackle a larger scale project - perhaps a series around a theme that incorporates color.

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

4 - Fine Art: Drawing



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## **March 2016 - June 2016: Awakening the Leader Within**

4 Credits

### **DESCRIPTION:**

Faculty: Dariush Khaleghi, MS, MBA

We need a new generation of leaders and game changers. The notion of leadership that once resonated with greatness no longer inspires new dreams, compelling visions, and revolutionary actions. The unethical behavior, self-indulging decisions, and ego-driven conduct of many contemporary leaders have eroded the society's trust in their corporate, public and political leaders. There is an urgent need for conscious and principled leaders who are driven by a set of universal virtues, a strong moral compass, and a deep desire to serve a global society and a sustainable world. This course teaches students critical concepts and skills to examine their passion and purpose, develop vision, mission, values, and a plan of action to serve their communities. This course provides students with the opportunity to reflect, collaborate, and learn through individual and group activities including self-evaluation, cases, discussions and seminars, and team projects.

### **EVALUATION:**

Written by: Dariush Khaleghi, MS, MBA

Finian was a deep and thoughtful learner. Finian did an excellent job in this course. Finian completed the course learning objectives and earned full credit. Finian had perfect attendance and completed all the assignments on time and with good quality. I really appreciated watching Finian assume full responsibility for the hard work needed to gain personal growth according to principles taught in this course. Finian participated collaboratively and respectfully in groups and seminars. Finian was an engaged student and made great progress towards personal and professional goals during this course.

For the final project, Finian presented and discussed, "The Global Revolutionaries." The presentation was powerful and insightful. Finian presented with clarity and confidence. Finian did a great job overall and met the course objective and requirements, producing excellent work, displaying skills, knowledge, and effort to move on to more advanced work in this area.

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

4 - Business Management



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## **March 2016 - June 2016: Drawn from Life**

16 Credits

### **DESCRIPTION:**

Faculty: Bob Haft, MFA

*Drawn from Life* was an entry-level arts program for freshmen interested in the history of art, exploring what it means to make art and to be an artist. It was primarily designed for students interested in art but who had not previously had any prior experience of it. To achieve the program goals we studied the history of Western Art, learned the basics of making two varieties of visual art (basic drawing skills and the basics of black-and-white photography), learned to critique one-another's art, listened to guest lectures by visiting artists working in a variety of media, viewed two films, and read and had seminars on books which dealt with art theory and practice.

For the art history portion of the program, students read E.H. Gombrich's comprehensive text on art of the Western world, *The Story of Art*. The text was augmented by weekly lectures which covered material both in and outside the book; lectures were followed by weekly workshops designed to help students recall necessary vocabulary, as well as artists' names and styles. Students took three short exams (which included written and visual components) which were drawn from the text and lectures.

The studio art portion of the program was split into two sections. The first four weeks included a figure drawing component, during which students worked with graphite and charcoal, drew from live models and were introduced to the concepts of contour line drawing, proportion, shading, and placement of figure on the page; outside of class, they were also expected to make five drawings a week in a sketchbook, working on assignments intended to build upon the skills to which they had been introduced in class. During the second five weeks, students learned the basics of working with a 35mm camera, film exposure and development, and the process of making enlargements and discussion them intelligently with others; they were required to expose and develop at least five rolls of film and produce work for each of our three critiques.

Readings outside the art history component were designed to introduce students to ideas about art and the lives of artists from novelists and working artists; they included the following texts: *Seeing is Forgetting the Name of the Thing One Sees*, by Lawrence Weschler; *Concerning the Spiritual in Art*, by Wassily Kandinsky; *Bluebeard* by Kurt Vonnegut; *My Name is Asher Lev* by Chaim Potok; *Cat's Eye* by Margaret Atwood; and a chapter from Ben Shahn's *The Shape of Content*.

To enhance their first-hand knowledge of making, art, students heard guest lectures from six visiting artists about their life and work. They also viewed two films, Herzog's *Cave of Forgotten Dreams* and Zana Briski's *Born into Brothels*, and they took one field trip to Seattle to visit the Seattle Art Museum and the University of Washington's Henry Art Gallery.

### **EVALUATION:**

Written by: Bob Haft, MFA

Finian (Finn) has done an excellent job in virtually all aspects of the program. From a near-perfect attendance record to scoring extremely well on two of the three exams---the third one presenting the only stumbling block this quarter---Finn demonstrated both an active engagement with the program as well as a remarkable ability to retain information presented in lectures and in our art history text. In addition, Finn's highly developed social skills and genuine affability helped create a dynamic in the classroom that was helpful in fostering a sense of community and camaraderie.



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In seminar, Finn was active both as a speaker and a good listener, responding well to what others said (rather than simply speaking to be heard) and showing great familiarity with our texts. I was impressed with Finn's ability to read at an in-depth level and to retain and recall specific passages that supported argument that were presented.

Writing four rather than the required three papers, Finn proved to be adept to expressing ideas and commentary in a clear and logical fashion. The paper on Margaret Atwood's *Cat's Eye* stood out as being the best of the bunch, full of keen insights into the main character and showing a nicely nuanced understanding of some of the book's major themes.

During our studio drawing sessions with a live model, Finn was consistently on-task and on-target as far as pushing oneself to follow the instructions that were given for each of the drawings made. Finn attended each session and did an excellent job of pushing to get outside their comfort zone. Finn showed early on a capability of drawing on a large scale; this helped out considerably in an ability to see and refine both the accuracy and nuances of contour lines. Finn also gained some control of using shading techniques to suggest volume and depth to drawings of the figure.

Finn's sketchbook contains 23 drawings and showed a real dedication to task in completing all the assignments, doing an excellent job with blind and semi-blind contour drawings of hands, and showing improvement in hand-eye coordination and ability to accurately convey the nuances of an organic line. Finn is clearly ready for more advanced study with figure drawing.

In the photography portion of the program, Finn has clearly demonstrated a mastery of both the technical and aesthetic aspects of the medium, exposing and developing three times the amount of film that was required. The work Finn presented at each of our critiques was not only consistently well printed, but was also visually challenging and thought provoking; a self-portrait from the final critique stood out as an extremely powerful image, loaded with content and pathos. In addition, Finn was exemplary in being continually engaged with the process of critiquing work, giving good constructive feedback to others in the program whenever possible.

Finn finishes the program on a high note. Finn is a great student, someone who is capable of getting outside their comfort zone and really pushing themselves academically to get the most out of the program as one possibly could.

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

- 6 - Survey of Western Art
- 2 - Beginning Drawing
- 2 - Beginning Black and White Photography
- 4 - Literary Analysis
- 2 - Aesthetics



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## **January 2016 - March 2016: Afro-Brazilian Dance**

2 Credits

### **DESCRIPTION:**

Faculty: Janelle Keane Campoverde

In our **Afro-Brazilian Dance** class, students were encouraged to rely on their own inner authority and classes were designed to increase this ability to sense internally while being led through new, unfamiliar movements. Bridging the connection between kinesthetic, auditory and visual skills was emphasized so as to understand the interdependence of drumming, singing and dancing in Brazilian culture. Utilizing their ability to listen and respond, students integrated dance, song and rhythm to create community expression and understand religious and folkloric forms. Every student reconnected with the innate pleasure of learning through movement. Students experienced playing instruments with Brazilian musicians and applied that to the dances. Finally, they wrote a paper that emphasized creative thinking. Attendance and participation in class was essential and I observed changes in each student's movement as they became familiar with the language of Brazilian dance and rhythm. I will share some observations along with some suggestions for continuing focus.

### **EVALUATION:**

Written by: Janelle Keane Campoverde

Finian was an avid learner in class, easily approaching new movements, songs, and rhythms, and discovering their embodiment of them. Finian was interactive and moved quickly between varying disciplines. I admired Finian's strong ability to enjoy the process of learning. As a result, Finian demonstrated greater clarity, expressiveness, confidence and ease within their dancing and movement.

It was a joy to learn with Finian.

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

2 - Afro-Brazilian Dance



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## **September 2015 - March 2016: Bodies that Matter**

32 Credits

### **DESCRIPTION:**

Faculty: Rita Pougiales, Ph.D., Carolyn Prouty, DVM, Laura Citrin, Ph.D (fall)

The body, in its psychological, biological, and social realms, was at the center of our study in this program. In particular we explored why some bodies “matter” more than others, and the consequence of that difference on health, socioeconomic status, and overall life experiences. We looked specifically at race and gender as key categories by which people are judged and by which society is stratified. Our study integrated current research and scholarship from the fields of psychology, biology, anthropology, feminist epistemology and philosophy, public health, literature, and sociology.

A constant question throughout our study was, how do values and biases regarding the body get embodied in us? To inquire into this question we turned to William Ian Miller’s *Anatomy of Disgust*, Kathryn Geurts’ *Culture and Senses: Bodily Ways of Knowing in an African Community*, and Michel Foucault’s *Discipline and Punish: The Birth of the Prison*. We discovered a close alignment between emotional embodied responses and how those responses maintain assumptions and biases. We approached this alignment as a tangible and embodied source of control and power.

Our studies in physiology focused on fundamental understanding of the impacts that the embodiment of social influences can have on the body. Specifically, we examined how structure relates to function, from the level of cells and tissues, to genetics, to all of the major organ systems of the human body. Using Susannah Longenbaker’s *Mader’s Understanding Human Anatomy and Physiology* as our text, students were also introduced to laboratory and clinical skills including microscopy, dissection, auscultation and urinalysis.

In our study of race we read Ursula Le Guin’s “Those Who Walked Away From Omelas,” historian Matthew Jacobson’s account of the creation of whiteness in his *Whiteness of a Different Color*, sociologist Dorothy Robert’s *Fatal Invention: How Science, Politics and Big Business Recreate Race in the Twenty-first Century* journalist Ta-Nehisi Coates’ personal account of the experience of racism in *Between The World and Me*, novelist Toni Morrison’s *The Bluest Eye*, and Beverly Daniel Tatum’s theory of racial identity formation. We also included supplemental articles and films.

Following our study of race and embodiment, we took up an inquiry into gender. Our three primary texts were Emily Martin’s *Woman in the Body: A Cultural Analysis of Reproduction*, Anne Fausto-Sterling’s *Sexing the Body: Gender Politics and the Construction of Sexuality*, and *The History of Sexuality* by Michel Foucault. Drawing on these and many of our previous readings, we explored the cultural forces that differentiate male and female, the dominance of a binary model of gender, and, more specifically, the link between women’s role in reproduction and her subordinated role in society. We also studied the variation in sexual development inclusive of intersexual persons.

In winter quarter, we introduced the topic of health and wellness. We addressed the relevant physiological material as well as critical analyses of health and medical services as available by race, socioeconomic status, age, body size and gender. We took up the study of nutrition, including a review of macronutrients, and common diseases associated with nutrition, including cardiovascular disease, diabetes, and obesity. For a critical analysis we drew on the authors in *Against Health* edited by Jonathan Metzl and Anna Kirkland, Anne Fadiman’s study of the clash between Hmong and American views of healing in *The Spirit Catches You and You Fall Down*, and *Fat Talk: What Girls and Their Parents About Dieting* by Mimi Nichter. We studied central issues in public health including the social determinants of health, health inequities and their causes, how social stereotyping and stigma lead to poor health and health care, and how social biases influence health care policies. For this we drew on



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writing from Stephen Bezruchka, Bruce Link and Jo Phelan. We also read *Lydia's Open Door: Inside Mexico's Most Modern Brothel* by Patty Kelly.

In addition to reading and discussing these texts, students wrote a weekly seminar paper along with an in-seminar written response to a particular idea in the reading. Both of these writings were intended to help students get ready for our two weekly seminars. They also wrote three integrative essays in which they drew on the work of three or four of our authors to develop their own analysis. These essays were written in two stages. The students wrote a first full draft and then participated in a peer review workshop. They then revised and submitted a final draft.

In winter quarter, students were introduced to ethnographic research, and each conducted a project on a topic of their choice. They went through the steps of writing a proposal, conducting observations and interviews (including transcription), searching for scholarly sources, coding, organizing and interpreting their data, and presentation of their study.

The assessment of student work was based on the academic substance of their writing, their participation in seminar discussions, exams in physiology and nutrition, and their pre and post lab worksheets.

#### **EVALUATION:**

Written by: Rita Pougiales, Ph.D, Carolyn Prouty, DVM, and Laura Citrin, Ph.D (fall)

Finian Ghalleger (Finn) was a bright, enthusiastic and engaged student in Bodies That Matter. Finn brought to the program a strong interest and background in social justice and systems of oppression, particularly around race, gender, and sexuality. In all aspects of the program – from seminar to biology lab – Finn not only pursued their own learning but actively supported their classmates. They helped create an intellectual and supportive culture within the program.

From our first meeting in seminar, they distinguished themselves as a skilled advocate for the use of language and practices that are inclusive and respectful of a wide diversity of identities. They also played a critical role in encouraging all voices — particularly the quieter ones — to contribute to our discussions. Consistently, persistently, as well as kindly and gently, they made sure there was space and time for all, if they chose to speak. Finn was a frequent contributor, sharing insightful comments concerning historical and political perspectives on themes of race, gender, privilege and oppression. Their oral statements reflected a very good understanding of the text under discussion along with their thoughtful analysis. For all of these reasons, Finn was well appreciated by their peers.

In their very well executed seminar papers, Finn consistently made astute and insightful observations; they expressed themselves well and clearly. Their essays were consistently thesis-driven, clearly written and well developed. Their most elaborate writing was in the integrative essays. In their first essay in fall quarter, Finn drew on the works of Ta-Nehisi Coates, Dorothy Roberts, and Robin DiAngelo to articulately describe the history of how race came to be socially constructed for both blacks and whites, and the current systems that reinforce those ideologies. Their second essay skillfully examined how cultural standards and hierarchies are embodied and reinforced through emotions, senses, and social discipline. They made good use of the opportunity to revise their writing, bringing more clarity and organization to their arguments. In winter quarter, Finn again wrote a thoughtful and complex integrative essay on the topic of “culture clash.” At the heart of their thinking was the contrast between assimilation and internalized oppression. They took up internalized oppression as the more useful phrase to explore the way in which the dominant cultural stereotypes can “clash” by undermining -through the experience of contempt - the identity and integrity of some people of color. To develop their argument, they drew on the writings of Anne Fadiman, Michel Foucault, Toni Morrison and William Miller they successfully laid



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out their understanding of power, and how that functions in cultural interactions. Their essay was very well written and well developed, and their writing carried conviction and passion.

In anatomy, physiology and nutrition, Finn did excellent work overall, convincingly demonstrating comprehension of the vast majority of the objectives on their examinations. They confirmed and accelerated their keen interest in learning physiology by unfailingly attending optional workshops, and consistently and correctly answering optional questions on the exams and lab write-ups that demonstrated comprehension of more advanced material. Their lab write-ups were also of excellent quality: timely, correct, thorough and complete. In lab, Finn was a particularly passionate learner, always prepared, curious, and engaged. They clearly enjoyed and they shone at the hands-on learning, particularly the dissections. They were generous in helping their peers to see what they were able to see, with their advanced background in anatomy. Finn took very good advantage of the nutrition journal assignment, and made informed observations about their self-directed diet changes, and their potential health benefits.

In winter quarter Finn conducted an excellent ethnographic project. Their topic was internalized racism and its effect. They began their project doing scholarly research and ethnographic interviews. As the project and their thinking evolved, Finn took up the question of the form in which they should present their findings. Asking such a question is to their credit as they had unveiled not only information from their research, but also the deeply human toll of racism. They turned their research findings into visual images and performance art. They described their decision in their Artist Statement. "Race permeates the very fabric, binding, ink, and pages of our history book whether we notice it oozing out or not. One does not get to know an experience from just reading a book or paper – one must feel it in their heart, mind, body, and soul."

Finn was a diligent, motivated, and fun-spirited student whose love of learning was infectious to our entire learning community. It was a joy to have Finn in our program.

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

- 3 - Concepts in Public Health
- 4 - Expository Writing
- 9 - Human Biology: Introduction to Anatomy and Physiology with Lab
- 3 - Introduction to Ethnographic Research
- 3 - Introduction to Human Nutrition
- 4 - Medical Anthropology
- 6 - Social Psychology of Race and Gender



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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.