



Twiddy, Katrina May

A00357513

Last, First Middle

Student ID

DEGREES CONFERRED:

Bachelor of Arts

Awarded 16 Jun 2023

TRANSFER CREDIT:

Start	End	Credits	Title
01/2012	06/2020	30	Olympic College
01/2012	06/2020	15	Olympic College
01/2013	12/2014	15	South Puget Sound Community College

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/2020	12/2020	4	Creative Writing: The Personal Essay, When You Got Something to Say <i>4 - Creative Writing: Personal Essay</i>
09/2020	12/2020	4	Leading Self: Purpose-Driven Leadership <i>4 - Business Management</i>
09/2020	12/2020	4	Psychology and Neuroscience of Leadership <i>4 - Business Management</i>
01/2021	03/2021	4	Creative Writing: Indigenous Speculative Fiction <i>2 - Literature: Indigenous Speculative Fiction</i> <i>2 - Creative Writing</i>
01/2021	03/2021	4	Leading Others: Building Capacity In Others <i>4 - Business Management</i>
01/2021	03/2021	4	Positive Organizational Psychology and Behavior <i>4 - Organizational Psychology and Behavior</i>
03/2021	06/2021	12	Native Pathways Program: Seascapes and Landscapes (Olympia) <i>4 - Environmental Humanities</i> <i>4 - Native American and Indigenous Studies</i> <i>4 - Environmental Science and Traditional Ecological Knowledge Systems</i>
09/2021	12/2021	4	Arts and the Child: Early Childhood (A) <i>4 - Early Childhood Education, Arts, and Human Development</i>
09/2021	12/2021	4	Cornerstone: Foundations for a Liberal Arts Education <i>2 - Introduction to Research</i> <i>2 - Academic Writing</i>
09/2021	12/2021	4	Creative Writing: "Savage Conversations" <i>2 - Literature: Indigenous Poetics</i> <i>2 - Creative Writing</i>
01/2022	03/2022	8	American Frontiers: Homelands, and Borderlands <i>4 - Cultural Studies: Indigenous and Immigrant Placemaking</i> <i>4 - ArcGIS Training: StoryMaps</i>



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EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
01/2022	03/2022	4	Beginning Weaving: Coast Salish Style <i>4 - visual arts</i>
03/2022	06/2022	8	The Power of Stories: Language, Communication, and Leadership for Creating Change <i>4 - Storytelling Process and Practice: Literature, Narrative, and Communication Studies</i> <i>4 - Education, Leadership, and Cultural History Through Storytelling</i>
03/2022	06/2022	4	Processing Our Wool: Relating with Indigenous and Modern Fibers <i>4 - Visual Arts</i>
06/2022	09/2022	8	Principles of Management <i>8 - Principles of Management</i>
06/2022	09/2022	4	Cartography of Self: Exploring the Labyrinth using Applied Psychology <i>4 - Introduction to Counseling</i>
09/2022	12/2022	8	Introduction to the Nonprofit Sector and Grant Writing <i>4 - Nonprofit Administration (Certificate Sequence)</i> <i>4 - Grant Writing (Certificate Sequence)</i>
09/2022	12/2022	4	American Indian Treaties: Historical and Contemporary Analysis <i>2 - History</i> <i>1 - Federal Indian Policy</i> <i>1 - Native American and Indigenous Studies</i>
01/2023	03/2023	8	Personality and Social Psychology: Who Do You Think You Are? <i>4 - Personality Theory</i> <i>4 - Social Psychology</i>
01/2023	03/2023	4	Statistics I <i>4 - Statistics</i>
04/2023	06/2023	8	Positive Psychology and Well-Being Theory <i>4 - Positive Psychology and Well-Being Theory</i> <i>4 - Health Psychology</i>
04/2023	06/2023	4	Achieving the Ideal? A Sociological Study of How Criminal Justice Works ... and Doesn't <i>4 - Sociology and Criminal Justice</i>

Cumulative

180 Total Undergraduate Credits Earned



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When I enrolled for the Fall quarter of 2020, I hadn't the slightest idea of what direction my academic path would take. The only thing I knew for certain was that I wanted my education to open the opportunity for a higher wage at a job that I could have some level of enjoyment at. Specifically, I wanted a job that afforded me an office with a window. I realize now that it was okay to be vague with what I wanted because I needed the academic, professional, and life experiences I've had in the meantime to figure out what comes next.

Before transferring to Evergreen, I heard great things about the cultural studies and I was sold. I come from an Indigenous background with cultural disconnects in my family and I needed to create space in my life for this major piece of my identity to flourish. I took a handful programs that were affiliated with the Native Pathways Program and they were some of my very favorites. Through these teachings, I discovered that I am more deeply rooted in my ancestral lands and the Earth than I was aware of. Another area of study that grabbed my interest was Federal Indian Policy. As a tribal person, it's my duty to advocate for social justice so that the generations ahead of me have an equal opportunity to thrive in the dominant culture, while preserving traditional ways of life.

During my time at Evergreen, I built upon my strengths and challenged my weaknesses. I've always been a passionate writer but reserved by nature. The faculty encouraged me to share my stories with the class and with world. Public speaking has invited growth and has helped me build confidence in owning my narrative. Another great challenge of mine was Statistics. In the past, I've counted myself out of any sort of mathematical disciplines, but I chose this class because I thought it would exercise the other areas of my brain. Somehow, I got through it. This reflects the perseverance I have within and that I have more strength than I give myself credit for.

Entering my final year of my undergraduate program had me excited, but I also wondered, "What's next?" I took a class that focused on Applied Psychology and this pointed me in the right direction. I've always felt drawn to analyzing, understanding, and helping people. In the future, I will use this as the foundation for my life's work.

I am extremely grateful for my experiences at Evergreen. I stepped outside of my comfort zone, developed agency for my own education, and I became part of a larger community. I'm a Greener for life.



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April 2023 - June 2023: Achieving the Ideal? A Sociological Study of How Criminal Justice Works ... and Doesn't

4 Credits

DESCRIPTION:

Faculty: George S. Bridges, Ph.D.

This course focused on the principle, equal justice under law, guiding our government's enforcement of laws and civil rights. The principle expresses an ideal pursued by our federal, state and local courts. The specific issue we studied is whether the ideal is achieved.

Over many decades, examples abound suggesting that access to equal justice is limited, not accessible to all. In the 1960s and 70's, civil rights activists were punished as criminals for exercising their constitutionally guaranteed rights to public protest. Since the 1980s, prison populations have grown exponentially with racial and ethnic minorities disproportionately among those incarcerated. And since the 1990's, media outlets have repeatedly documented the brutal and unwarranted treatment of Black Americans by law enforcement.

The class explored two critical areas of criminal justice: 1) policing and 2) the charging and prosecution of criminal cases. Students reviewed original research, met with guest speakers who are practicing professionals and academic scholars, and viewed documentaries on these subjects.

The course pursued four learning goals for students. The first was developing a deep understanding of the process of criminal justice in the U.S. The second was developing analytical skills in evaluating knowledge drawn from academic writing, original research, and documentaries. Third, students formulated and discussed questions about our system of criminal justice, its limitations, and possible approaches to justice reform. Fourth, students strengthened their skills in communicating the depth, breadth and synthesis of their learning.

Class sessions were structured as seminars in which we reviewed prominent historical, sociological and legal studies of crime and punishment along with the challenges and experiences of justice reform movements. Students prepared weekly "5 minute essays" on their observations and learning in addition to 3 substantial essay assignments. The essay assignments asked students to draw from seminar discussions and the assigned readings, videos, speakers, and lectures in responding to prompts about contemporary issues in criminal justice.

Students reviewed, and discussed the following materials:

Bayley, David, "Law Enforcement and the Rule of Law," in Kubrin and Stucky, pp. 138-148.

Bridges, George S., Joseph G. Weis, and Robert D. Crutchfield, 1996, Criminal Justice, Thousand Oaks, Ca.; Pine Forge Press

Coates, Ta-Nehisi, 2015, "The Myth of Police Reform," The Atlantic.

Cole, George, "The Decision to Prosecute," in Bridges, et al., Criminal Justice, pp. 257-265.

Cullen, Francis T. and Karen E. Gilbert, "Criminal Justice Theories and Ideologies," in Kubrin and Stucky, pp. 5-13.

Davis, Angela J. 2016, "Arbitrary Justice," C-Span Interview.



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Dunlea, R. R., 2022, "No idea whether he's Black, White, or purple: Colorblindness and cultural scripting in prosecution," Criminology, 60:237-262.

Durkan, Jenny, 2019, 'Response to Court-Ordered Consent Decree.

Goldstein, Hermann, "Policing in a Free Society," in Kubrin and Stucky, pp. 61-73.

Holder, Eric, 2014, "Shifting Law Enforcement Goals to Reduce Mass Incarceration."

Heumann, Milton, "Prosecutorial Adaptation to Plea Bargaining" in Bridges et al., pp. 265-267.

Kutateledeze, Bessiki, et al., 2016, "Opening Pandora's Box: How Does Defendant Race Influence Plea Bargaining?," Justice Quarterly, 33:3:398-426.

Kubrin, Charis and John Stucky, 2013, Introduction to Criminal Justice: A Sociological Perspective, Stanford, Ca.; Stanford University Press.

McDonald, William, F, "The Prosecutors Domain" in Bridges et. al, Criminal Justice, pp. 245-252.

New York Times, "Black People Are Charged at a Higher Rate Than Whites. What if Prosecutors Didn't Know Their Race."

Packer, Herbert, "Two Models of the Criminal Process," in Kubrin and Stucky, pp. 27-39.

Office of the Attorney General, 2021, "AG Ferguson charges three officers in the killing of Manuel Ellis."

PBS, 2021, Philly DA, Episodes 1- 7

Sessions, Jeff, 2017, Speech on Efforts to Reduce Violent Crime.

Spohn, et al. "Prosecutorial Justifications for Sexual Assault Case Rejection: Guarding the Gateway to Justice," in Kubrin and Stucky, pp. 157-173.

Sullivan, Ronald, 2016, "Justice is a Decision."

U.S. Department of Justice Civil Rights Division and U.S. Attorney's Office, Western District of Washington, 2011, "Investigation of Seattle Police Department," pp. 1-7.

U.S. Department of Justice and City of Seattle, Summary of Consent Decree Agreements.pdf.

Warren, Patricia et al., "Driving While Black: Bias Processes and Racial Disparity in Police Stops," Kubrin and Stucky, pp. 127-137.

Weisburd David and John E. Eck, "What Can Police do to Reduce Crime, Disorder, and Fear?," in Kubrin and Stucky, pp. 115-126.

EVALUATION:

Written by: George S. Bridges, Ph.D.

Katrina entered our class this quarter with interests and experiences in the legal process, seeking to advance her knowledge of the justice system. She attended class sessions held on campus in-person and those held virtually online. Further, she successfully completed the three main writing assignments and most of the short weekly essays describing her personal learning. Finally, Katrina contributed



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actively to our discussions, periodically questioning and commenting on the issues and material we were studying.

Over the course of the quarter, Katrina expanded her understanding of the legal process. Despite carrying a heavy load of courses along with many personal responsibilities, she engaged the readings, lectures, and documentaries we studied. Further, she listened attentively to the remarks of our guest speakers – all practicing professionals in criminal justice or academic scholars. Katrina's written work effectively documented her knowledge about the issues and research we discussed and evaluated.

The three main writing assignments in the class took the form of expository essays in which students were expected to respond to specific prompts about problems in our legal system. Their task was to incorporate the findings of published social science research along with their observations of documentaries and the remarks of guest speakers in their essay responses. Katrina's essays were among the strongest and most clearly written in the class. They conveyed her 1) understanding of the policies and practices of justice officials, 2) knowledge about the research and documentaries we studied, and 3) grasp of social science explanations of issues like the police use of deadly force or the dramatic expansion of prosecutors' power in criminal justice over the past 50 years.

An example taken from our final assignment illustrates the clarity and thoroughness of her written work along with the depth of her thinking about prosecutorial decision-making:

"Each prosecutor's role is somewhat different, based on the individual organization's expectations. Prosecutors have the discretion to decide whether to file charges in the cases they receive. This decision gives them the authority to enforce some laws more strictly and to overlook other violations. This is a problem because unlike police officers, the prosecutor's decisions aren't open for review. When a case arrives on the prosecutor's desk, they must assess the value of a case – deciding if it's worth pressing charges, which charges should be brought upon the defendant, and who is eligible for a plea agreement. The prosecutor directly impacts the workload of the courts, the jails, and other correctional agencies involved in the legal process. The prosecutor is the Gatekeeper.

This role is always open to negotiation. Jon Tunhiem, Thurston County Prosecutor, said that the role became more expansive as drug crimes became more widely spread. According to Tunhiem, Therapeutic Court began with a prosecutor's initiative. This is better known as, 'drug court.' In William F. McDonald's article, 'The Prosecutor's Domain,' the expansion of the prosecutor's role diminished the work assigned to the police, the judiciary, the defense bar, and even the correctional facilities. The blurred line between the prosecutor and the judge is also discussed in Milton Heumann's, 'Prosecutorial Adaptation to Plea Bargaining.' Heumann claims that the prosecutor 'sentences' most of the defendants when he offers a plea agreement and imposes sanctions. Heumann also claims that the prosecutor, like many others, can lose sight of the distinction between the roles of the judge and the prosecutor. It is evident that the role of the prosecutor is not clear, and it's even likely that as time goes on, the responsibilities will become even greater."

As the instructor, I appreciated Katrina's presence in the course, her contributions to our seminars, and the strong quality of her writing. And by virtue of her interests, she contributed to our seminars in ways that benefitted the entire class.

I have awarded Katrina full academic credit for the class and encouraged her to consider pursuing post-graduate studies here or at a university of her choosing.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4- Sociology and Criminal Justice



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April 2023 - June 2023: Positive Psychology and Well-Being Theory

8 Credits

DESCRIPTION:

Faculty: Mark Hurst, Ph.D.

Beyond psychology's early focus on pathology and the negative aspects of human experience—what's 'wrong' with us—a new science has emerged over the last 25 years to understand humans at their best. This worldwide collaborative effort has begun to empirically investigate, and experientially increase, what “makes life worth living.” The objectives for this half-time 8 credit program included the development of an advanced body of knowledge (and experience) regarding the positive aspects of human existence, as well as specific strategies for achieving the self-efficacy, hope, optimism, self-regulation, and resilience that serve positive emotion, positive character, positive institutions and communities, and positive organizational scholarship. To the extent that basic psychological processes are shaped by the nuances of nature and nurture, and that living environments create the context for human expression and fulfillment, we broadly examined the science of life satisfaction, applying practical strategies that promote well-being and quality of life in self and narrative, social interactions, in the too often dysfunctional or broken systems we live and work in, across cultures, as well as in the natural world.

Students “lived” much of the material over the quarter (Jigsaw classroom teaching and learning, daily journaling, positive psychology activities, and developing well-being curriculum), devising and discovering ways to apply this new science to personal and professional development. Through the lens of love, work, play, and service to others, they engaged in activities to “cultivate” more of what contemporary scholars have deemed “the good life.”

Resources included: Bonanno's *The end of trauma: How the new science of resilience is changing how we think about PTSD*; Haidt's *The happiness hypothesis: Finding modern truth in ancient wisdom*; Hari's books *Stolen focus: Why you can't pay attention--and how to think deeply again* and *Lost connections: Why you're depressed and how to find hope*; Pennebaker's *Opening up by writing it down: How expressive writing improves health and eases emotional pain*; and Suzuki's *Zen mind, beginner's mind: Informal talks on zen meditation and practice*, as well as journal articles, essays, videos and audios from leading scholars in positive psychology, behavioral economics, and well-being.

EVALUATION:

Written by: Mark A. Hurst, Ph.D.

With her steady performance this quarter, Katrina effectively completed this advanced psychology program, and graduates with a bachelor's degree with these credits. Throughout the quarter, Katrina demonstrated maturing critical thinking, sound writing ability, and the emotional and social intelligence that assist in cultivating a thriving learning community. In this program, we surveyed the vast expanse of psychological science targeting “what makes life worth living.” Katrina entered the program with some psychology coursework, and finished with a broader and deeper knowledge and skill base in psychology for use in future studies and personal and professional goals.

Katrina balances her good intellect with a deep humanity, as she conscientiously invests time, energy, and resources in “serving others” (family, friends, peers, strangers), a main theme of the program. Especially in small group work, I could count on Katrina to offer her own ideas and perspectives, as well as listen to perspectives that were different from her own. Her critical thinking and ability to apply theory to practice helped the program examine complex issues of suffering, stagnation and flourishing. These skills, along with her open-mindedness and active listening led her to be a generative member of this program.



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Katrina documented her learning well in written assignments, submitting work that was detailed, organized, and impactful in style, tone and message. This was most evident in Katrina's journal summaries, and integrative writing, that addressed the individual, social and cultural beliefs and practices that result in suffering or well-being.

As the main assignment, students were asked to journal every day for eight weeks and provide a precise weekly 300 word summary of their experiences of the readings and their lived experience. Katrina found this assignment to be an opportunity to document her openness to the world, and continue her personal growth work. It was enjoyable to read, and reflect on, her noteworthy journal summaries that outlined the typical challenges of a fast and complex world (negative self-talk and overthinking, the tug of war between control and belonging, dealing with difficult people, struggles with meaning, self-efficacy, and performance, etc.), but also a growing mastery of using psychological science (savoring, possible selves, goal-setting, self-regulation, resilience, adaptation principle, the virtue of slowness, etc.) in crafting a coherent and relevant sense of self, as well as a noteworthy narrative.

Overall, Katrina is an engaged and productive student. Her efforts this quarter documented many of the character strengths we examined in the program, including hope, courage, love, curiosity, love of learning, perspective and perseverance, gratitude, teamwork, social intelligence, humility, compassion, and self-regulation. She completes this program with fundamentally strong cognitive skill, improved writing ability, and a prosocial interpersonal skill, and is fully capable of advanced work.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

4 - Positive Psychology and Well-Being Theory

4 - Health Psychology



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January 2023 - March 2023: 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 and incorporated statistical concepts. In addition, students chose a study that was of interest to them and presented it in class to the group. This was augmented by a written discussion of the same study. 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

Katrina Twiddy completed the requirements of this introductory statistics course, doing consistently good work. Her homework and labs were all done very clearly and completely. Katrina presented an article that discussed rates of home ownership among native peoples in America. This topic was of particular interest to Katrina as she is a member of that community. She explained that low home ownership in this community is at least partly due to the poverty rates experienced there. In her write up she noted that value of the way the data was presented, in graphs and tables that made it clearer to understand the scope of the issue. She also pointed out that the data for the article came from reliable, government supported sources. For her assignment, Analyzing a Study, Katrina chose a study entitled "The Great Resignation" that considered why workers have left their jobs voluntarily in 2021. The study was conducted by the Pew Research Center. Katrina detailed how the study was done, and noted that while the exact size of the sample was not indicated, and several other issues were a bit vague, the source of the study's information helped to carry its validity. As evidenced by her work in this class, Katrina is well prepared to do more advanced work in statistics.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Statistics



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January 2023 - March 2023: Personality and Social Psychology: Who Do You Think You Are?

8 Credits

DESCRIPTION:

Faculty: Mark A. Hurst, Ph.D.

At adulthood, a human has already spent decades defining and characterizing attributes, beliefs and preferences of the individual they call "ME." Where do I get the ideas I have about "who I am?" Am I more nature or nurture? Is the self malleable or fixed? The concept of self can be beneficial as an ally, or a confounding negative force—but how can we know which it is to be?

All students in this half-time program examined the psychological research over the last 60 years, that helps describe, explain, predict and modify aspects of the self. They explored topics such as theory of mind, self-concept, self-esteem, self-awareness, self-efficacy, identity, social comparison and impression management, self-deception, self-serving biases, escaping the self, self-control, and the contemporary dilemma of "self as a value base," as well as the evolutionary, genetic, neural, trait, belief/attitude, learning, social, and cultural influences that affect the makeup of each individual and the complex and evolving "story" that every human crafts over the lifespan. Additionally, students read deeply and broadly about McAdams' 30 years of research on the Life Story Model of Identity. All of this work addressed implications for essential functions of the self in the domains of work, love, play, and service to others, as well as Eastern and Western perspectives on the self. Finally, students had the opportunity to ask questions in Zoom sessions with two of the greatest psychological scholars of the past half century (Aronson and McAdams), after reading their work.

Reading for the program included the following texts: McAdams, *The Redemptive Self: Stories Americans Live By*; Tavis & Aronson's *Mistakes Were Made, But Not By Me: Why We Justify Foolish Beliefs, Bad Decisions, and Hurtful Acts*; Wilson's *Stranger to Ourselves: Discovering the Adaptive Unconscious*; and Eberhardt's *Biased: Uncovering the Hidden Prejudice That Shapes What We See, Think, and Do*; as well as journal articles and essays by Roy Baumeister, Dan P. McAdams, and William James.

Assignments included the completion of book notes, self-assessments, Jigsaw Classroom learning and teaching in Expert and Home groups, a creative piece of art representing a narrative of the student's life (using McAdams' Life Story Model of Identity) and completing a detailed Life Story Interview with someone they knew well.

Students enrolled in the 12-credit section of the program were also required to identify a specific topic area within social or personality psychology, and to work with faculty in identifying relevant psychological science to examine, and then complete a term paper and presentation to the entire program on their independent learning.

This program is relevant for careers in psychology, sociology, education, media, journalism, government, criminal justice, law.

EVALUATION:

Written by: Mark A. Hurst, Ph.D.

Katrina performed well in this program, completing all assignments, and earning full credit. In her critical thinking, writing, and active class participation, Katrina demonstrated that she is an intelligent, engaging, and conscientious student. Katrina's ability to examine program content was well documented in functionally sound writing, producing assignments that were detailed, organized, and influential in their



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message. This was most evident in Katrina's comments on the program materials as they relate to development of a self with unity and purpose, especially in a culture that has become more complex, faster, and somewhat fractured. Katrina's papers on program texts demonstrated an advanced ability to assimilate and accommodate information from diverse sources as she builds a deep and broad knowledge and skill base in psychology.

As an example of Katrina's strong cognitive abilities and close reading of program material, she wrote an outstanding "review," of Stanford scholar Jennifer Eberhardt's book "Biased: Uncovering the Hidden Prejudice That Shapes What We See, Think, and Do," to flex her muscle in social influence strategies (considering source, message, audience factors) that we covered this quarter:

Jennifer Eberhardt's book, *Biased*, is a persuasive and eye-opening read that forces the audience to take inventory of their own implicit biases. Throughout the book, Eberhardt weaves her own lived experiences, the personal stories of others, and the science that explains behavior. Beginning with the irony of her own Black child needing an explanation that not all people who are Black look alike, she provides the science behind the theory that people find it easier to recognize faces of those of their own race, and why the faces of "others" may seemingly blend. This backs up the idea that people hold an unconscious bias to like those who are familiar to them.

The book goes on to provide the relevant history of implicit racial bias and uncovers the fact that it exists in every setting imaginable. From elementary school to traffic stops, to the professional world, down to where people reside and raise their families. The topic of racial bias is difficult to talk about but *Biased* provides the research that tells why we are obligated to open up the conversation.

"When people focus on not seeing color, they also fail to see discrimination" (Eberhardt, p. 218). This quote leaped at me because it's worth acknowledging the tragedies of history to prevent them from repeating. Something that can be learned from this book is to celebrate the things that make different groups unique and try do better for the next generation. I will teach my daughters that Black lives matter and the fight is a matter of life and death. It's important to never ignore, nor minimize another's struggle because ultimately, racial bias can take somebody's life. And it does, all too often. Eberhardt's book provides various examples of the way police interact with the BIPOC population, as well as how the general population is conditioned to negatively view people who are blessed with dark skin.

The real message of the book can be summed up with Eberhardt's quote, "We all have the capacity to make change – within ourselves, in the world, and in our relationship to the world" (p. 300). The first step to changing implicit biases to acknowledge and accept it. The change starts within the walls of our own mind. Once this is accomplished, the message can be spread, and the quality of life can be improved for everyone. It's possible!

The major assignments of the quarter were: 1) to produce a piece of art that reflected aspects of one's "self," as well as their "story," based on program content (McAdams' Life Story Model of Identity, etc.); and 2) document a Life Story Interview (based on the Foley Center model) of a person they know in written or recorded form.

Katrina's creative project culminated in the presentation of a beautiful collage of images that was representative of her self and story, symbolically including key characters, events, and core values and beliefs. Katrina's art work hinted at program content dealing with adversity, contamination sequences, new opportunity, powerful sources of meaning, and generativity. It was very enjoyable to look at this work, and consider the description, which clearly demonstrated some of the key psychology concepts we



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covered this quarter. Katrina then had the opportunity on the last day of class, to engage with several classmates in examining the “chapters” of their lives so far, as well as key scenes (high and low points, turning points, wisdom events, challenges, memories, personal ideologies, and the future).

Katrina documented wonderful growth in her knowledge and skill regarding Life Story Interviewing in examining the “narrative identity” of a close friend. Katrina utilized many of the standard questions developed by McAdams and his team, and documented the settings (both geographical and ideological), key and influential characters and events, and transitions and turning points that have shaped this largely agentic and generative narrative. The content she covered conveyed many aspects of McAdams’ story components that we studied this quarter, especially related to themes of challenge and adversity, courage and perseverance, discovery, adaptation, and generativity. It was an authentically effective study of “self and story” that demonstrated Katrina’s ability to accomplish meaningful and powerful undergraduate work.

Katrina is a bright, and positive presence in the learning community. Over the last ten weeks, she established herself as a dedicated and competent student, and a likable and respected peer. Katrina completes this program with good cognitive, writing, and interpersonal skill, and is well on the way to becoming a capable candidate for graduate studies.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

4 - Personality Theory

4 - Social Psychology



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September 2022 - December 2022: American Indian Treaties: Historical and Contemporary Analysis

4 Credits

DESCRIPTION:

Faculty: Kyle Pittman, MPA

In the remote 4 credit course *American Indian Treaties: Historical and Contemporary Analysis*, students explored the historical inception of treaties between American Indian Tribes and the United States federal government. Students were guided through the basic foundations of the historic treaty-making process with Tribes and studied how the treaties have been used to the detriment of Tribes and the modern legal and political interpretation of the treaties. Students examined how these treaties functioned both in the past and how they continue to form the basis for asserting Tribal sovereignty today. The course also examined Indigenous perspectives of these matters to articulate the continuing political agency of Indigenous Peoples in what is now the United States that has existed since time immemorial. Students utilized digital tools such as textual analysis and mapping applications to analyze treaties and related documents to better grasp the patterns and meanings behind these documents through visualization and developed novel interpretations which were produced in a final analytical essay that examined one or multiple facets of American Indian treaties and the treaty-making process with Tribal Nations.

EVALUATION:

Written by: Kyle Pittman, MPA

Katrina Twiddy fulfilled the learning objectives for this course and was a strong student, having been regularly present and attentive during class meetings. Katrina participated with the learning community by offering insightful contributions in discussion threads, making critical evaluations in reflection papers, and engaging in collaborative class activities focused on exploring comparisons and textual analyses of American Indian treaties. Katrina was successful in completing the majority of the course assignments.

Katrina was able to make a fair assessment of the different aspects of American Indian treaties by completing all three assigned quizzes. In the first quiz, Katrina succinctly explained both the concept of treaty agreements and the treaty-making process between tribal nations and the United States, effectively articulated the modern political status of American Indians as citizens of tribal nations, and described some of the cultural differences (practices, values, and politics) between Indigenous Peoples and colonizing European powers. In the second quiz, Katrina was approaching an understanding of the political inheritance the United States received from Britain, adequately described the international legal framework (philosophies, doctrines, theories) that contextualized Indigenous Peoples within colonial states such as the Doctrine of Discovery and Manifest Destiny, exceptionally described the role that treaties played in defining the relationship between tribes and the United States in the 20th Century, and fairly recognized how the end of treaty-making with tribes changed the relationship between them and the United States. In the third quiz, Katrina identified all of the canons of Indian treaty construction, eloquently described how language was a barrier for treaty negotiations, and demonstrated a strong familiarity with the differences between treaties from various regions around the United States and with modern battles over treaty rights in the mid-to-late 20th Century.

Katrina also completed a final analytical essay about the signing of the Treaty of Point No Point of 1855 and both its historical and contemporary impacts on the tribal signatories. Katrina successfully contextualized the treaty within the political landscape of 19th Century Pacific Northwest Politics. Katrina used the treaty to evaluate the costs of signing it with the benefits of using it to protect traditional



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practices such as hunting, fishing, and gathering that the treaty specifically stipulates for these tribes. This was an effective analysis showing a strong grasp of the concepts discussed in this course.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

2 - History

1 - Federal Indian Policy

1 - Native American and Indigenous Studies



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September 2022 - December 2022: Introduction to the Nonprofit Sector and Grant Writing

8 Credits

DESCRIPTION:

Faculty: Doreen Swetkis, Ph.D. and Allison Shirk, M.Ed.

This course is the first offering for the Certificate of Nonprofit Administration and is taught as two separate modules within one 8-credit program. Introduction to the Nonprofit Sector, occurred in the first 5 weeks of fall quarter, and Grant Writing, was taught the second 5 weeks of fall quarter.

Interest in the nonprofit sector has intensified as the sector's importance and distinctiveness receives recognition as a unique area of study and practice. Introduction to the Nonprofit Sector provided a context to help students more clearly understand the conditions observed either working in a nonprofit organization today, in the future, or in studying or collaborating with nonprofit organizations. The students participated in several workshops and case analyses, presented a recent nonprofit story from the news, completed a community analysis, and conducted and analysis of a nonprofit organization of their choosing and presented their findings to the class.

Grant Writing provided a context to help students create a compelling strategy to secure support for a charitable project or organization of their choice. Specifically, students wrote a complete grant proposal using a standard grant application form that described the qualifications of the organization, presented research to provide context to the issue that the organization is addressing, developed a project budget that connects project activities to expected outcomes, described the project with a work plan and timeline, and presented a clear evaluation plan to determine project success. Students had the opportunity to engage in peer review and receive individualized feedback on their writing while strategizing their approach with their cohort.

This class is a part of a series of courses that comprise the Nonprofit Administration Certificate sequence.

EVALUATION:

Written by: Doreen Swetkis, Ph.D. and Allison Shirk, M.Ed.

For the Introduction to the Nonprofit Sector module, Katrina did well overall and fulfilled most of the learning objectives for the course: 1) learn about the strengths, weaknesses, opportunities and threats/challenges of doing nonprofit work in a contemporary context, 2) incorporate passion and values into career goals, 3) gain knowledge of service learning as a pedagogy and practice, 4) find in yourselves and in others the capacity for social action and change, 5) begin to understand characteristics of organizations that impact mission such as design, culture, and relationships, 6) develop transferable professional skills, and 7) improve reflective writing, working in teams, and presentation skills.

Katrina attended and participated in many class sessions, which was an assignment in this module. Katrina had limited contributions to discussions, seminar, workshops and role plays, but Katrina's participation was thoughtful and respectful. Katrina missed some class sessions, and completed excellent written make up work regarding the topics covered in the missed classes. The second assignment was an informal presentation of a recent news story on a nonprofit organization, and submission of the talking points for that presentation. Katrina made an excellent choice of article and did a great job pulling out the struggles of the organization. The third assignment was a community analysis on whether there was enough support to open a legal aid clinic in Pacific County, WA. Katrina's analysis was a good effort, and uncovered important information relevant to Katrina's recommendation.



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The final assignment was an organizational analysis and slide presentation on a nonprofit organization of Katrina's choosing. Katrina submitted an excellent analysis; it was a thorough discussion of the organization's mission, history, structure, and finances. Katrina's video presentation was informative and professionally delivered, and the slides were a good balance of visuals and text.

For the Grant Writing Module, Katrina fulfilled the learning objectives for the course. Katrina identified and crafted an appropriate, sequential, consistent, and logical presentation of grant narrative elements and ideas. Katrina also developed a writing approach, style, tone, and format targeting a specific audience. Katrina attended every class and participated in discussions as a valued member of the cohort.

Katrina demonstrated excellent writing and presentation skills, choosing a grant proposal to develop critical housing on the Skokomish Indian Tribe reservation. Katrina's background knowledge and research skills shined in this project. Katrina expertly developed a case for support using academic citations and clear background information on the community need to be addressed. The project budget was detailed. It is expected that Katrina will continue to be successful in the skill of grant writing.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

4 - Nonprofit Administration (Certificate Sequence)

4 - Grant Writing (Certificate Sequence)



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June 2022 - September 2022: Cartography of Self: Exploring the Labyrinth using Applied Psychology

4 Credits

DESCRIPTION:

Faculty: Penelope Partridge, M.A., LMFTA

This course approached core questions of lifespan-based career planning using the Myers-Briggs Type Inventory and a series of art-therapy-based inquiries. Using coaching and counseling techniques as a frame, students practiced communication exercises for supporting themselves and others in the process of integrating authentic purpose into career planning. Students also learned to use technical devices provided by the U.S. Department of Labor in order to support an understanding of emergent career trends. Working as a synchronous group and in asynchronous dyads, students explored the question: What gives me the most vitality and how can I integrate more of it into my life? Labyrinthine dynamics and patterns of growth were examined, as well as the history and use of career counseling in schools.

EVALUATION:

Written by: Penelope Partridge, M.A., LMFTA

Katrina brought presence and vitality to our program this quarter and has been a pleasure to share community with. From the first session, they showed a readiness to participate and engage with other students and invest in the work of becoming a stronger and more self-reflective helping professional and service-oriented member of society.

Katrina completed assignments with efficiency, honesty, and depth. They set clear goals early on in the quarter and wrote about the importance of fostering purpose throughout the career and lifespan. They communicated well and completed assignments on time. Katrina brought forth insightful and creative responses in an assignment that asked students to illustrate a visual representation of their career journey. Their vibrant and compelling artwork showcased the playful and vibrant nature that they brought to our collective art explorations. Katrina was also deeply intentional about the work of the class and showed respect and consideration for the content and work of the group. At the end of the quarter, Katrina submitted a compelling synthesis video that included insights on academic work completed during the program.

Katrina excelled in completing the summer curriculum of The Cartography of Self and showed personal responsibility and a commitment to our learning community through great attendance, active participation, and excellent quality of work. I look forward to seeing where Katrina's wonderful gifts take them.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Introduction to Counseling



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June 2022 - September 2022: Principles of Management

8 Credits

DESCRIPTION:

Faculty: Cynthia Kennedy, MBA

This course was designed for students who either are, or plan to be, in the position of managing their own work groups, heading up large companies, starting businesses, managing non-profits, or serving in government. It was taught online through the Canvas virtual learning environment and Zoom video-conferencing. It introduced the basic language, concepts, tools and problem-framing methodologies that are needed to develop management skills. We explored such topics as the theory and history of organizational thought, the importance of human relations skills, the role of organizational culture, and the complexities of managing diverse populations. We also looked at communication skills, leadership and decision-making. Students also explored their own leadership strengths using Gallup's Clifton Strengths Leadership Assessment tool. Recent writings in management literature that helped us better understand the current field of knowledge included: *Leadership and Self-Deception*, written by the Arbinger Institute; *Dare to Lead*, by Brene Brown, and articles from management journals such as *Harvard Business Review* as well as online lectures and TED talks.

EVALUATION:

Written by: Cynthia Kennedy, MBA

Katrina is a good student who has earned full credit for her participation in our class. She attended class sessions regularly and fully prepared; she engaged in all class activities, showing a true interest in management theory and applications. All of her writing assignments showed that she had read and thought about the text, films and other readings, and that she was able to make connections between theoretical concepts and real world applications. She worked well with her peers, and our small group online context allowed her to really critique and examine issues that mattered to her. Her discussion forum comments helped keep the conversations on-track while inviting others into the dialogue with good questions. Her final portfolio of assignments is a well-organized articulation of the management themes outlined in the program summary; it showcases her knowledge and makes clear her hard work and dedication to her learning.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

8 - Principles of Management



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March 2022 - June 2022: Processing Our Wool: Relating with Indigenous and Modern Fibers

4 Credits

DESCRIPTION:

Faculty: Susan Pavel, Ph.D.

All peoples have an original calling to fulfill, a gift that is meant to be shared within the circle. We consider people from many viewpoints, which include fungi, plants, animals, and humans. During our course of *Processing Our Wool: Relating with Indigenous and Modern Fibers* we will be introduced to the various fibers, whose gifts we will begin to understand and synthesize onto themselves and our connections to others. These fibers were and are materials used to create Coast Salish Wool Weavings, the Native regalia of our region. Our course will identify indigenous plant and animal fibers as well as pick, clean, card, mix, and create finished rolags. These finished rolags can then be used to spin into yarn. The materials will either be sustainably harvested, provided for during our course, or made available for purchase.

EVALUATION:

Written by: Susan Pavel, Ph.D.

Katrina was a student who successfully completed all the stated objectives for the class. She learned that "processing wool is a major task with many steps and now I see how hard this can be." Even though it was difficult she went above and beyond and cleaned an entire half of a fleece that required extra time and effort to complete. This demonstrated tenacity and perseverance, while not a stated objective, a trait that will serve her in her future endeavors. She also hopes to "share my knowledge and help another person if they had questions." The desire to share her knowledge will also help connect her with other like-minded fiber enthusiasts.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Visual Arts



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March 2022 - June 2022: The Power of Stories: Language, Communication, and Leadership for Creating Change

8 Credits

DESCRIPTION:

Faculty: Rebecca A. Chamberlain, M.A.

This intensive program explored the power of stories to change the world. Storytelling is not only entertaining but also a practical tool for communication, empowerment, and leadership. From traditional myth-tellers to the role of storytelling in the modern world, stories are fundamental to being human. How and why do we tell them? How do stories help us navigate our lives? This program offered a foundation in both theory and practice as we explored storytelling and wordplay in a variety of interdisciplinary and professional fields and from diverse cultural, artistic, and social perspectives as we use the art of storytelling to build bridges, cultivate understanding, and create community.

Through guided and supported practice, we unlocked the imaginative and literary skills of the storyteller. We cultivated stories, strategies, and structures for making change as we practiced oral, written, and visual communication skills. Participants developed stories for oral presentation, crafted written narratives, and focused on an area of professional practice, service, or leadership as they explored the uses of storytelling as a practical art for transformation, healing, well-being, education, advocacy, social and organizational change, and community-building, as well as for sustaining cultural and family groups, self-reflection, and entertainment through diverse performance, literary, or technological genres and mediums.

We also explored how stories function in oral cultures where language and myth are grounded in a relationship between humans and the natural world. From science, to story, to sustainability, to social and environmental resilience, to leadership and community service, participants will share stories in a variety of settings as we ask: How can stories, ancient and modern, help us understand and respond to the challenges we face in a quickly changing world? Our studies reached beyond the program as we worked with and learned from other communities through activities such as field trips, community events, and collaborations with other programs.

Assignments Included: 1) Attendance and participation; 2) Class journals and notes; 3) Learning Goals; 4) Five synthesis essays; 5) Telling a personal story and writing a personal essay; 6) Performing and writing an explication of a fictional story; 7) Developing a major project and presentation; 8) Evaluations.

Texts Included: Meg Bowles, et. al. *How to Tell a Story: The Essential Guide to Memorable Storytelling from The Moth*; Rebecca Chamberlain, editor, *Program Reader for The Power of Story: Language, Communication, and Leadership for Creating Change*; Nancy Duarte, *Resonate: Present Visual Stories That Transform Audiences* Erica Helm-Mead, *The Moon In The Well: Wisdom Tales to Transform your Life, Family, and Community*; Sean Kane, *Wisdom of the Mythtellers*; Nancy Mellon, *Healing Storytelling: The Art of Imagination and Storytelling for Personal Growth*;

Guests Included: Joe McHugh, American Family Stories; Erica Helm Mead, MA, LMHC; Roger Fernandes (Lower Elwha, S'Klallam Tribe) and Fern Renville (Dakota); Yvonne Peterson (Chehalis), Gary Peterson (Skokomish), and *Indigenous Storytelling*, the workshops and events with the South Sound Storytelling Guild, and Evergreen Graduates who use stories as cultural and environmental educators and artists.

EVALUATION:

Written by: Rebecca Chamberlain



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Katrina was an intelligent, independent learner who was interested in how leaders use stories, and how stories convey a love of family, culture, and place. She attended 16 out of 20 classes and demonstrated strong time management and organizational skills, turning her work in on time and earning 99.27% on her online and written work. Her learning goals included developing her leadership and communication skills and cultural fluency. She offered thoughtful comments in seminars, workshops, and class discussions. Katrina wrote five academic essays that demonstrated a solid understanding and synthesis of readings, and themes. She worked effectively in writing and project peer-editing groups as she gave and received feedback.

Katrina worked to develop her abilities as a storyteller, refining her performance and oral presentation skills. She participated in improvisation and storytelling workshops. She told personal stories, including a personal essay, "Fight or Flight", about life on the Skokomish reservation. She developed an excellent performance of an ancient Skokomish creation myth that she told with confidence and grace. Her explication of the myth included an understanding of the cultural, symbolic psychological, and social motifs, respect for the generations as individuals mature from children into grandparents, the symbol of the Skokomish dog salmon or chum, traditions of resilience and renewal, and love of family and community. She was one of four students who told her story for a public performance of Indigenous stories.

Katrina's major project for the quarter was a PowerPoint presentation on "The Power of a Vote" and the complex assimilation tactics of the US government in determining the roles of tribal members and direct descendants. Katrina argues for the honor and importance of voting among tribal members to build the community. Her excellent presentation to the class was provocative and demonstrated Nancy Duarte and Marshall Gantz's principles of how to tell stories of self, us, and now, and how to use stories and give presentations that engage and inspire audiences.

She demonstrated an excellent understanding of how stories convey resilience, inspiration, memory, emotion, and meaning. She learned about the power of stories, strategies, and structures to create change. She learned about personal stories and folktales, community stories, essential stories, the important role of stories to shape culture and identity, how stories document history, and the symbolic and psychological importance of stories to create meaning. Katrina has built a strong foundation for her future work.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

- 4 - Storytelling Process and Practice: Literature, Narrative, and Communication Studies
- 4 - Education, Leadership, and Cultural History Through Storytelling



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January 2022 - March 2022: Beginning Weaving: Coast Salish Style

4 Credits

DESCRIPTION:

Faculty: Susan Pavel, Ph.D.

Coast Salish Wool Weaving is the indigenous weave style to the people of the Salish Sea. This area encompasses the coast of North America from the Bute Inlet in British Columbia South through Western Washington and north of the Columbia River in Oregon. We learned about the historical and contemporary significance that these weavings bestow both upon the weaver and the recipient. We understood what Hereditary Chief of the Squamish Nation Janice George said: "weaving is part of the Salish tree of life; from the roots of this tree grow the teachings that form the Coast Salish worldview." In this beginning weaving course, students learned about the traditional Coast Salish two-bar loom with floating third bar. They were introduced to mathematical concepts that are inherit in the geometry of weaving. By the conclusion, students successfully warped the loom and started and finished a small twill pattern weaving, then gifted it away per the established indigenous protocol.

EVALUATION:

Written by: Susan Pavel, Ph.D.

Katrina successfully accomplished the objectives of the class. Coast Salish Wool Weaving is an art form that requires a person to acknowledge the content, what we are doing, distinct from the context, who we are being. She was "very proud of my/her finished products and the personal gifts that they have turned into." She demonstrated hard work by diligently working on her weavings and unweaving when mistakes were made. All students make mistakes and she handled it with grace and patience. She also exemplified the overarching goal of the class as "one of the easiest things I did during this course was to visualize who I was making each project for and keep the positive energy going into it by taking a step back from it when I needed to." She effectively finished two weavings with the expressed intent to have a loom built for her and continue the weaving journey.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - visual arts



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January 2022 - March 2022: American Frontiers: Homelands, and Borderlands

8 Credits

DESCRIPTION:

Faculty: Kristina Ackley, Ph.D., and Zoltán Grossman, Ph.D.

In the second quarter of this two-quarter program, students explored the juxtaposed themes of Borderland and Homeland, Empire and Colony, and the Indigenous and Immigrant experience. We used historical analysis (changes in time) and geographic analysis (changes in place) to critique these themes.

We studied how place and connection are nurtured, re-imagined and interpreted, particularly in Indigenous, Latinx, Asian, and other recent immigrant communities. We heard the life stories of local individuals and communities to understand their narratives of relationality, assimilation, resilience, and survival. Students engaged with the material through seminars, lectures, guest speakers, films, workshops, written assignments, team projects, and presentations, and developed skills in writing, research, synthesizing information, and public speaking.

We explored the local place-based history of Indigenous and immigrant displacement and revitalization in downtown Olympia. We focused on the Deschutes River Estuary, the site of the displacement of a Coast Salish village, Chinatowns, and a community removed for the damming of Capitol Lake. The program collaborated with the Art Forces organization in the "Olympia's Hidden Histories" project, to develop self-guided digital walking tours of downtown Olympia that tell the stories of this creation of a settler colonial landscape, and contemporary revitalization efforts. Workshops trained students in the use of the web-based ArcGIS StoryMaps platform.

Required winter quarter books included: *Messages from Frank's Landing: A Story of Salmon, Treaties, and the Indian Way* (Charles Wilkinson); *Removing Barriers: Restoring Salmon Watersheds through Tribal Alliances* (Conceptualizing Place students); *Yakama Rising: Indigenous Cultural Revitalization, Activism, and Healing* (Michelle Jacob); *At America's Gates: Chinese Immigration during the Exclusion Era, 1882-1943* (Erika Lee); *Wisdom Sits in Places: Landscape and Language Among the Western Apache* (Keith H. Basso); and *Spirit Run: A 6,000-Mile Marathon through America's Stolen Lands* (Noé Álvarez).

EVALUATION:

Written by: Kristina Ackley, Ph.D.

Katrina Twiddy was enrolled in the second quarter of this two-quarter program. Katrina completed excellent work and has a strong understanding of the juxtaposed themes of Frontier and Homeland, and the overlap of Indigenous and Immigrant experiences. Katrina met all program expectations.

Katrina was fully engaged in the program and kept in communication with faculty under the remote learning guidelines in this hybrid program, where students attended lectures by zoom as well as in-person seminars, workshops, and a computer lab. Katrina had excellent attendance and participated in all program activities - faculty lectures, films, workshops, and guest speakers.

Katrina was a quiet but attentive participant in the weekly seminar on the readings, offering several insights that often raised the discussion to a higher level of analysis. Students wrote synthesis papers every other week integrating our seminar readings with other class activities, organized under weekly themes. Katrina submitted all the required papers and wrote excellent seminar response papers that illustrated strong growth in critical thinking skills and the beginnings of a perceptive analysis. In a discussion of Basso and Lee (two texts initially seemed vastly different topics), Katrina developed an insightful synthesis that focused on the power dynamics of settler colonialism, writing, "These topics vary



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greatly, however, they are both groups who have been impacted by the borders and restrictive policies set in place by the United States government.” Katrina also discussed the themes of the program and linked to a creative parallel, concluding, “What happened there, on Angel Island, is a piece of history embedded in the Chinese-American identity, I can only assume. In the same way that what happened in Apache country is a part of their identity and remembering the histories of the land can help guide the future generations in the right direction.” Katrina had good contributions to the online discussion, regularly posting work and responding to other students. Katrina would benefit by continuing to participate in peer learning and building on strong writing skills to develop equally strong verbal communication skills. In the ArcGIS workshop Katrina completed an excellent map of the land areas of the Treaty of Medicine Creek. This map is unique and will add immense value to the downtown Olympia storymap project.

Katrina grew as a thinker and writer on the history of Indigenous and Latinx homelands, the Western “frontier” and borderlands, and their legacy in the present-day United States and the world.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

- 4 - Cultural Studies: Indigenous and Immigrant Placemaking
- 4 - ArcGIS Training: StoryMaps



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September 2021 - December 2021: Creative Writing: "Savage Conversations"

4 Credits

DESCRIPTION:

Faculty: Dawn Barron, MFA

Creative Writing: "Savage Conversations," was designed around LeAnne Howe's *Savage Conversations*, exploring Mary Todd Lincoln's addiction and madness through the ever-present backdrop of President Lincoln's mass hanging of the Dakota 38. Author Philip J. Deloria wrote that the book "...explodes with the stench of guilt and insanity that undergirds the American story...." Students wrote in their chosen genre (prose, poetry, lyric essay, hybrid forms), weaved a time or event in the historical or current American story into their creative works. Students discussed how having conversations about almost anything today can lead to controversy, conflict, and confusion; but creative writers could present information in storied packages, bringing readers into conversations they may not otherwise have. This course examined kaleidoscope perspectives when approaching and choosing topics and themes to write about, considering cultural appropriation, story ownership, and multiple, intersecting historical narratives surrounding pivotal and traumatic events. Students examined Layli Long Soldier's debut book, *Whereas*, where they explored social and cultural histories, paid attention to language, the consequences of words, and created a platform to expose injustices and acts of oppression. Students worked in small groups and as a whole class during seminars. Students participated in a robust Discussion Forum every week, discussing the readings, sharing ideas, and creating a community of learners, and writers. This was a writing intensive course, focused on different genres of poetry. Students turned in weekly writing assignments, self-reflection assignments, and a final creative writing essay project.

EVALUATION:

Written by: Dawn Barron, MFA

In "Creative Writing: Savage Conversations," Katrina actively engaged in class seminars and small group work with an open-mind and positive attitude. Katrina did excellent work critically examining the works of LeAnne Howe and Layli Long Soldier, as evidenced in the reading reflections and mid-term creative writing project, particularly examining the characters within *Savage Conversations*. Katrina contributed to a positive learning community by sharing, listening, and supporting classmates. The final project "Skokomish Creation Story," was a strong display of writing, creativity, and culturally relevant storytelling, with excellent rendering of setting, characters, and overall story arc. Katrina successfully met all requirements for this course.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

2- Literature: Indigenous Poetics

2- Creative Writing



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September 2021 - December 2021: Cornerstone: Foundations for a Liberal Arts Education
4 Credits

DESCRIPTION:

Faculty: Nancy A. Parkes, MFA

The Cornerstone course is designed to help students to explore how to build educational goals and a course of study to use Evergreen to empower lifelong learning and career goals. Students considered the knowledge and skills they brought with them and those they wanted to explore or expand.

We considered contemporary debates about education in a democratic society. Students engaged in guided writing and research projects, self-assessments, and exercises that strengthen academic reading, writing, speaking, note-taking, and time management skills.

Students wrote increasingly focused papers to help them develop their ability to question their writing in academic and other contexts, resulting in an "academic inquiry." The key building for students began with choosing a manageable focus for a short paper, along with the development of library-based research questions. Students shared papers and developed revisions based on peer and faculty feedback.

Students gained hands-on library research tools and became acquainted with the many resources for building study at Evergreen. The course culminated with a public presentation of the research projects.

EVALUATION:

Written by: Nancy A. Parkes, MFA

Katrina Twiddy had a strong first quarter at Evergreen and demonstrated growth in key academic areas. These included research skills, academic writing, and gaining literary skills.

Katrina wrote and steadfastly revised a formal academic inquiry. As her focus, she explored how postpartum depression affects families. As she delved into her research and narrative, Katrina developed a paper that was educational and engaging. This was a solid paper that demonstrated the skills Katrina will continue to bring to her academic work.

She developed a focus for her learning at Evergreen, and beyond. I appreciated that Katrina chose a topic "that has great social significance." She noted, "If I can evaluate the significance of my topic, then I can address my intended audience with that in mind." I expect that Katrina will have a vibrant and focused academic career.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

2 - Introduction to Research

2 - Academic Writing



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September 2021 - December 2021: Arts and the Child: Early Childhood (A)

4 Credits

DESCRIPTION:

Faculty: Hirsh Diamant, Ph.D.

This course introduced students to stages of development, education, and care of children. Lectures, studio arts, research, handwork, and volunteer work with children in the community were aimed at developing students' competency as artists, parents, and educators. Students worked in various art and expressive mediums. For example, students learned about the importance of handwork in early childhood education and completed several handwork projects with yarn. Course requirements included readings, seminars, reflective writing, and weekly art projects. Learning objectives included research in progressive and alternative child development theories; understanding of the importance of festivals and stories in the education of the child; and importance of arts and culture in child's development. To develop cultural competency students participated in an international symposium where they met students from universities in China, India, and Vietnam and shared their respective cultures and aspirations.

Students read from *You are your Child's First Teacher*, by Rahima Baldwin, selected essays from R. Steiner, and other on-line material.

EVALUATION:

Written by: Hirsh Diamant, Ph.D.

Katrina is a good student! Katrina partially completed class assignments and attended most of the classes. Katrina submitted academic work in a timely way and commented on work by other students. Katrina also worked regularly with the art journal gaining skills with art materials, techniques, and artistic expression.

Katrina participated in both in-class and on-line seminars. Katrina's comments to other students were positive and affirming. As the class progressed, Katrina's work showed a good understanding of the course's learning objectives. Katrina consistently showed care in academic work and took lessons from our classroom into their own life and work.

It was a pleasure to have Katrina as a student in class.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Early Childhood Education, Arts, and Human Development



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March 2021 - June 2021: Native Pathways Program: Seascapes and Landscapes (Olympia)

12 Credits

DESCRIPTION:

Faculty: Carmen Hoover, MFA

Native Pathways Program: Seascapes and Landscapes was a program designed to examine the sea and land in relationship to Indigenous communities. By exploring the historical and current usages and issues, including Federal, state, and Tribal laws and policies, treaty rights, and Tribal Sovereignty, the natural environment was posited as an integral piece of Indigenous culture, not separate from the people who live on or from it. We focused on the Pacific Northwest and worked from a place-based framework, studying the impacts of settler-colonialism and the Hudson Bay Trading Company on the land and its original peoples. By comparing archival and contemporary documents, oral stories, origin stories, and case studies, students were exposed to a myriad of perspectives and ways of knowing. Topics included: Food Sovereignty, Environmental History, and Cultural Sovereignty.

EVALUATION:

Written by: Carmen Hoover, MFA

Katrina Twiddy participated in all aspects of this program and contributed to individual and community investigations into landscapes and seascapes in relation to tribal sovereignty and climate change. A range of methodologies were used, including both Western and Indigenous, to investigate issues and practices related to land and sea stewardship.

One of the central activities of the course was to participate in weekly seminar with both a mentorship group and a core investigative group that posted weekly deliverables as a team. Contributing to bioregional intelligence verbally and in writing, Katrina Twiddy provided leadership with additions of summaries, annotations, diagrams, and written responses to the assigned course authors and films.

In addition, everyone met with a core writing group each week to advance and support each other's substantial research paper production. This collection of writing was a blend of formal research and lyric work that tapped into the experience of living on the land and contemplating personal and tribal relationships with water, especially oceanic and river systems. Approaching this work with clarity was a strong outcome.

Demonstration of visual literacy was strong. The presentation of a final visual essay attended to the learning outcomes for every student at the site and contributed to the bonds of academic and tribal exchange in the context of the Pacific Northwest region. This work was detailed, expressive, and inspirational.

One of the central program outcomes was to exercise Leadership and Relational Accountability. To this end, students in the program contributed not only to weekly seminars and writing groups but also to canvas discussions and the Native Pathways Program regional weekend gathering. In this regard, Katrina Twiddy found expressive footing and provided community leadership.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12

- 4 - Environmental Humanities
- 4 - Native American and Indigenous Studies
- 4 - Environmental Science and Traditional Ecological Knowledge Systems



Twiddy, Katrina May

A00357513

Last, First Middle

Student ID

January 2021 - March 2021: Positive Organizational Psychology and Behavior

4 Credits

DESCRIPTION:

Faculty: Dariush Khaleghi, MS, MBA

This course focuses on the study and application of positive individual and group strengths and psychological capacities that can be identified, measured, and developed to improve organizational performance. This course explores the main topics covered in positive psychology and behavior (i.e., strengths, flow, generative interactions, engagement, well-being, and psychological and social capital) that can be applied to everyday challenges organizations face to drive positive workplace behaviors and outcomes. This course will be delivered remotely. The offering will include lectures, workshops, and seminars.

Our approach will emphasize participation in synchronous (Zoom) sessions; however, if students find themselves unable to participate due to technology, caregiving obligations, economic disruption, health risk, or illness, they can work with faculty to pursue alternate options to earn related credit.

EVALUATION:

Written by: Dariush Khaleghi, MS, MBA

Katrina met the course objectives and received full credit. She demonstrated a good understanding of the fundamentals of positive organizations and how to become a positive leader and professional. Her posts were thoughtful and insightful. Katrina also understood the critical role of being a positive professional and leader in creating high-performance organizations. Her final paper was insightful and synthesized her learning from this course. Katrina made progress in this course. Katrina met the basic requirement and demonstrated she could advance in this field of inquiry.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Organizational Psychology and Behavior



Twiddy, Katrina May

A00357513

Last, First Middle

Student ID

January 2021 - March 2021: Leading Others: Building Capacity In Others

4 Credits

DESCRIPTION:

Faculty: Dariush Khaleghi, MS, MBA

The business world has entered a new normal characterized by relentless change, complexity, and continuous disruptions. As a result, the leadership work has shifted from traditional hierarchical practices of leadership to building additional organizational capacity through individual and team development to achieve their missions and objectives. In this course, the focus is on group dynamics and developing leadership capabilities in others (i.e., collaboration, decision making, and team leadership) across the organization. This course uses seminars, group activities and discussions, critical and independent thinking, and reflective writing and presentation to achieve the learning objectives of this course. This course will be delivered remotely. The offering will include lectures, workshops, and seminars.

Our approach will emphasize participation in synchronous (Zoom) sessions; however, if students find themselves unable to participate due to technology, caregiving obligations, economic disruption, health risk, or illness, they can work with faculty to pursue alternate options to earn related credit.

EVALUATION:

Written by: Dariush Khaleghi, MS, MBA

Katrina met the course objectives and received full credit. She demonstrated a basic understanding of the team process. Her posts were thoughtful and insightful. Katrina also understood the critical role of teamwork and team leadership in creating organizational capacity. Her final paper on conflict reflected her new knowledge and skills in managing relationships. Although Katrina has been making good progress in this course, she needed to be more active in group activities and class seminars. Katrina needs to work harder and be more engaged in the learning process to be able to succeed in this field of inquiry.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Business Management



Twiddy, Katrina May

A00357513

Last, First Middle

Student ID

January 2021 - March 2021: Creative Writing: Indigenous Speculative Fiction

4 Credits

DESCRIPTION:

Faculty: Dawn Barron, MFA

In the course **Creative Writing: Indigenous Speculative Fiction**, students examined the elements of creative writing through the lens of Indigenous Speculative Fiction. Weekly assignments were based around identification and practice using elements such as story, plot, character development, description language, metaphor, diction, and setting by writing reflections and analyses of the texts, *Trinity Sight* and *Mongrels*, as well as short stories in the Indigenous Speculative Fiction, Afrofuturisms, and Science Fiction genres. Students participated in weekly discussions and student led seminars. The final portfolio included all writing assignments, self-evaluations of progress meeting the course learning objectives, and a final project illustrating their knowledge and skill drafting and revising a 7 to 12 page speculative fiction story. The final project was presented in class for practice sharing creative work with a peer audience, and giving and receiving feedback.

EVALUATION:

Written by: Dawn Barron, MFA

In **Creative Writing: Indigenous Speculative Fiction**, Katrina demonstrated understanding and knowledge of the elements of creative writing (plot, story, character, setting, exposition, scene, language, and construction of world building) through participating in all class seminars and discussions analyzing literary works of Indigenous Speculative Fiction and Afrofuturisms. She presented ideas, perspectives, feedback, and questions with a respectful, thoughtful approach, illustrating strong community building and leadership skills. By developing a portfolio of creative works focused on Indigenous Speculative Fiction as a genre of writing, Katrina examined her own cultural and worldview, through both western and Indigenous lenses. Her creative writing was grounded in compelling descriptive language and strong storylines and showcased her excellent skills and abilities to craft fully-realized, strong stories. The Final Project, "Transform," was an excellent example of character development, strong narrative voice, and engaging themes. The example that follows illustrated the strong writing and voice of Katrina:

This is the only home she knows. Once she steps through the doorway, she finds her family in a panic at the sight of a cougar in the living room. She was completely unrecognizable. In a futile attempt to communicate with her sister, she only lets out a small scream. Her dad approaches her with an armload of plates and begins throwing them in her direction, all in an attempt to scare her off. She had no choice but to flee.

Heartbroken and confused, how could her own father not recognize his daughter.

Katrina successfully met all requirements for this course.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

2- Literature: Indigenous Speculative Fiction

2- Creative Writing



Twiddy, Katrina May

A00357513

Last, First Middle

Student ID

September 2020 - December 2020: Psychology and Neuroscience of Leadership
4 Credits

DESCRIPTION:

Faculty: Dariush Khaleghi, MS, MBA, PCC

Organizations fail or succeed because of their leaders. Companies spent an exuberant amount of money to identify, hire, and develop exceptional leaders. This course explores whether great leaders are born or made and what their characteristics are. Understanding the psychology of leadership and the neuroscience of how they think and behave can help facilitate the identification, training, and development of high-potential leaders. This course examines classical and contemporary theories of leadership including, personality and behavioral views of leadership, leadership and motivation, power and politics, and toxic and narcissistic leadership. This class is in an online format where class meetings are conducted via Zoom, and learning activities take place on Canvas. The faculty will offer alternative assignments if conditions or illness prevent students from accessing our synchronous meetings, which will allow students to earn comparable credit.

EVALUATION:

Written by: Dariush Khaleghi, MS, MBA, PCC

Katrina was a good student. She completed the course objectives and earned full credit. Katrina participated in small group and class discussions and seminars. She had good attendance and completed the assignments. Katrina made progress throughout the quarter. Katrina demonstrated the basic requisites for advancing in this field of inquiry.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Business Management



Twiddy, Katrina May

A00357513

Last, First Middle

Student ID

September 2020 - December 2020: Leading Self: Purpose-Driven Leadership

4 Credits

DESCRIPTION:

Faculty: Dariush Khaleghi, MS, MBA, PCC

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 society's trust in corporate, public, and political leaders. There is an urgent need for principled and purpose-driven 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 class is in an online format where class meetings are conducted via Zoom and learning activities take place on Canvas. The faculty will offer alternative assignments if conditions or illness prevent students from accessing our synchronous meetings, which will allow students to earn comparable credit.

EVALUATION:

Written by: Dariush Khaleghi, MS, MBA, PCC

Katrina was a great student. She completed the course objectives and earned full credit. Katrina was an engaged participant. She demonstrated excellent character traits (i.e., persistence and grit) this quarter as she was facing some personal challenges. Katrina demonstrated pragmatic, reflective, and independent thinking skills throughout this course. Her posts were insightful and reflected her progress in this course. Katrina's final paper was excellent. She demonstrated she was ready to excel in this field of inquiry and left no doubt she could advance in leadership work and or studies.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Business Management



Twiddy, Katrina May

A00357513

Last, First Middle

Student ID

September 2020 - December 2020: Creative Writing: The Personal Essay, When You Got Something to Say

4 Credits

DESCRIPTION:

Faculty: Dawn Barron, MFA

Creative Writing: The Personal Essay, When You Got Something To Say was designed for any level writer wanting to study and write personal essays. In this course, students examined the personal essay from cross-cultural perspectives, including their own. This course explored a wide-range of personal essayists, paying close attention to their structure, voice, and purpose. We began the quarter by reading and then writing "open letters," practicing the process of writing (brainstorm, prewriting, research, mind-mapping, story boards, drafting, workshop, revision and editing). Students worked in small groups and as a whole class during seminars. Students participated in a robust Discussion Forum every week, discussing the readings, sharing ideas, and creating a community of learners, and writers. Topics covered voice, tone, syntax, metaphor, POV, narrative structures, dialogue, and ethical issues around writing topics. This was a writing intensive course, with attention to finding or narrowing down topics, strengthening voice, and practicing effective editing and revising. Students turned in weekly writing assignments, self-reflection assignments, and a final Personal Narrative Essay project.

EVALUATION:

Written by: Dawn Barron, MFA

In Creative Writing: The Personal Essay, When You Got Something to Say, Katrina engaged with the writing prompts, readings, and class seminars with respect, deep insights, and a clear understanding of the elements of creative writing. Katrina excelled at creating strong and compelling metaphors and writing vivid descriptions that conveyed powerful imagery. Personal essays rely on voice and tone to create the mood and resonance for the reader; Katrina developed expanded her writing voice during the quarter to fit the intention and content of their essays. Katrina was a strong champion of classmates work during peer workshops and delivered feedback with grace and asked questions with authentic curiosity. "Looking Back and Moving Forward," Katrina's final personal essay project was a strong personal essay, as the opening illustrated: "The Skokomish River is always pushing forward, despite the world around forever changing. In that same way, so am I." Katrina successfully completed all requirements for the course.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Creative Writing: Personal Essay



The Evergreen State College • Olympia, WA 98505 • www.evergreen.edu

EVERGREEN TRANSCRIPT GUIDE

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

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

Educational Philosophy:

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

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

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

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

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

Academic Program

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

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

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

Evaluation and Credit Award:

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

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

Credit is recorded by:

Quarter Credit Hours: Fall 1979 to present

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

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

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

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

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

The college academic calendar consists of four-eleven week quarters. Refer to the college website (www.evergreen.edu) for specific dates.

This record is authentic and official when the Record of Academic Achievement page is marked and dated with the school seal.

All information contained herein is confidential and its release is governed by the Family Educational Rights and Privacy Act of 1974 as amended.

If, after a thorough review of this transcript, you still have questions, please contact Registration and Records: (360) 867-6180.