

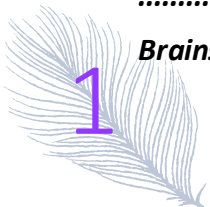


Fairhaven College Student  
Handbook

# 2024-2025

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## INTRODUCTION TO FAIRHAVEN STUDENT HANDBOOK

Every educational institution has its own culture, process, and order. Therefore, Fairhaven maintains several practices, procedures, and policies that are relevant to members of our community of scholars.

Some of these requirements and considerations stem from regulatory requirements at the University and State-level; many are self-generated and imposed in practical service to the mission of a dynamic interdisciplinary studies program.

This handbook is intended to resource you, a new member of our Fairhaven community, so that you may successfully navigate the curriculum, learning experience, and student life at the College.

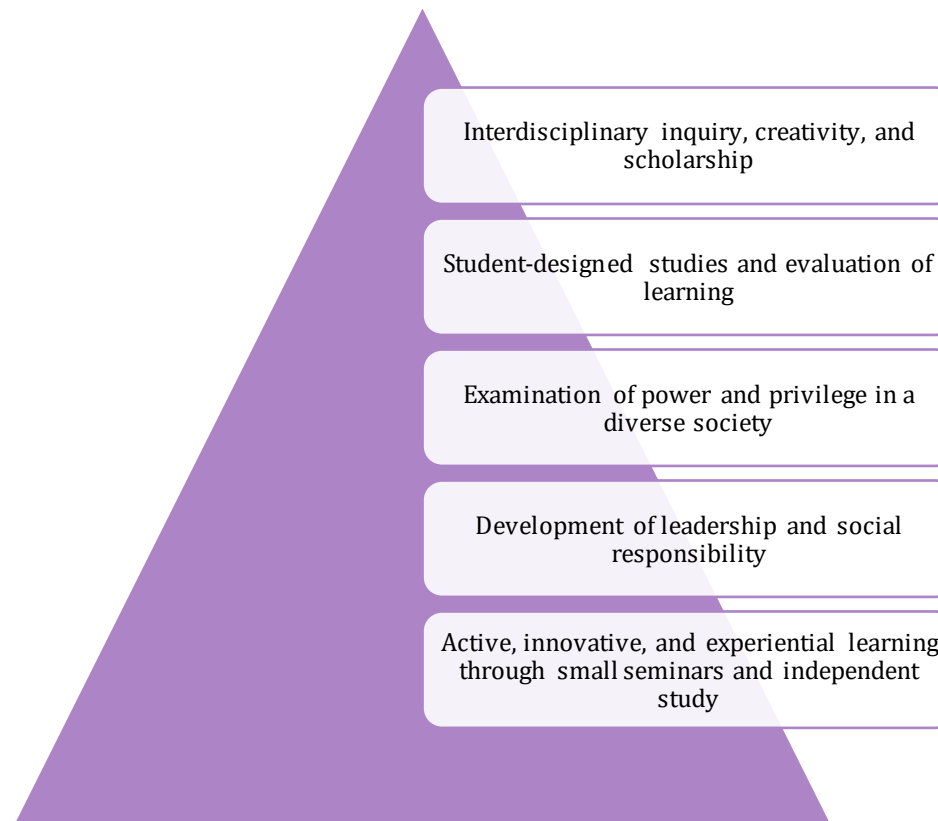
Much of what you will do at Fairhaven College with your education is self-directed, interdependent, and individualized. The challenge of this type of educational environment requires a participant to internalize their locus of control: We expect you to be an active partner in your learning journey and to continue developing personal responsibility around your academic endeavors.

Many significant choices and opportunities await you on your educational pathway at Fairhaven. This handbook provides an academic planning framework you may return to throughout your time at the College.



## FAIRHAVEN COLLEGE MISSION STATEMENT

Fairhaven College cultivates critical consciousness through transformative, creative, inquiry-based learning to empower students to pursue social, economic, and environmental justice. Our students practice accountability and leadership in their quest for critical interdisciplinary understanding by developing their own areas of study. Our collaborative learning community is defined by **five attributes**. Our curriculum is designed, both through *process* and *content* to demonstrate these attributes.



## UNIVERSITY GRADUATION REQUIREMENTS

- Minimum of 180 quarter credits
  - *If you have transferred from a semester system, your credits will be recalculated for a quarter system.*
- Minimum of 45 credits earned from Fairhaven/Western Washington University
- At least 60 credits of study in courses 300-level or above
- Completion of at least 3 points of upper-division writing proficiency (at Fairhaven, this is satisfied through FAIR 403A)
- Fairhaven Core Curriculum
  - *Remember that you are completing the Fairhaven Core Curriculum in lieu of the General University Requirements (GURs) regardless of your major choice. You may be required to take prerequisites or other courses that are also General University Requirements (GURs) depending on major or coursework requirements.*
- Approved Academic Major
  - *Interdisciplinary Concentration, Interdisciplinary Concentration: Law, Diversity and Justice, and Upside Down Major are all approved academic majors at WWU in addition to the remaining majors in the University Catalog.*
- Completion of at least 25 credits under the “FAIR” rubric
- Completion of at least 50 credits outside the “FAIR” rubric (transfer credits may count toward this requirement)
- 2.0 or higher cumulative GPA in A-F graded coursework
  - *Although your official WWU transcript will not show a cumulative GPA, the University will calculate your internal GPA prior to graduation. You must maintain a cumulative GPA of 2.0 or higher in order to graduate.*



FAIRHAVEN COLLEGE CORE CURRICULUM

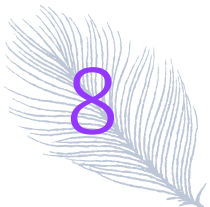
STAGE 1: EXPLORATORY STUDIES		
Course Number	Course Title	Credits
FAIR 101A	Intro to Interdisciplinary Study (required first term of enrollment)	1 credit
FAIR 201A	Critical and Reflective Inquiry (required first term of enrollment)	5 credits
FAIR 202A*	Humanities and Expressive Arts I*	5 credits
FAIR 203A	Social Relationships and Responsibilities (recommended within first two terms)	5 credits
FAIR 206A*	Science and Our Place on Planet I*	5 credits
FAIR 301A	Writing Portfolio and Transition Conference	3 credits
FAIR 3XX or 4XX*	Humanities and Expressive Arts II*	4-5 credits
FAIR 3XX or 4XX*	Society and the Individual II*	4-5 credits
FAIR 3XX or 4XX*	Science and Our Place on the Planet II*	4-5 credits





## STAGE II: CONCENTRATED STUDIES

Major Option	Required Coursework	How to Declare
<b>Option A: Western Major</b>	Consult WWU Catalog/DegreeWorks for major requirements	Consult WWU Catalog to locate major declaration criteria
<b>Option B: Fairhaven Interdisciplinary Concentration</b>	FAIR 303A, Concentration Seminar, 5 credits  FAIR 401A, Senior Project, 0-18 credits  Coursework detailed on the concentration course list generated in FAIR 303A	Fill out the <a href="#">Online Major Declaration Form</a> by filling out Section 1 with relevant information. Indicate in the “Student Comments” that you are declaring the Interdisciplinary Concentration major. At the bottom, input Emily Marrs’s email in the “Email to:” box ( <a href="mailto:herolde@wwu.edu">herolde@wwu.edu</a> )
<b>Option B.2: Fairhaven Interdisciplinary Concentration: Law, Diversity &amp; Justice</b>	FAIR 303A, Concentration Seminar, 5 credits FAIR 401A, Senior Project, 0-18 credits FAIR 311B, US Legal System, 5 credits FAIR 322K, Intro to Legal Analysis, Research and Writing, 5 credits  FAIR 412E, Advanced Topics in Law (4-5 credits) <b>OR</b> FAIR 334F, International Law (5 credits)  FAIR 334C, International Human Rights (5 credits) <b>OR</b> FAIR 393B, Rights Liberties and Justice in the US 5 credits)  FAIR 422K- Advanced Legal Writing and Analysis (5 credits)	Fill out the <a href="#">Online Major Declaration Form</a> by filling out Section 1 with relevant information. Indicate in the “Student Comments” that you are declaring the Interdisciplinary Concentration: Law, Diversity and Justice major. At the bottom, input Emily Marrs’s email in the “Email to:” box ( <a href="mailto:herolde@wwu.edu">herolde@wwu.edu</a> )



<b>Option C: Upside-Down Degree Program</b>	<p>An approved completed ATA or AAS Degree from a Washington State Community or Technical College</p> <p>Fairhaven Core Curriculum</p> <p>Courses to enhance focus of ATA/AAS</p>	<p>Sign the letter of agreement with WWU Admissions at time of acceptance</p> <p>Fill out the <a href="#">Online Major Declaration Form</a> by filling out Section 1 with relevant information. Indicate in the “Student Comments” that you are declaring the Upside-Down Degree Major. At the bottom, input Emily Marrs’s email in the “Email to:” box (<a href="mailto:herolde@wwu.edu">herolde@wwu.edu</a>)</p>
<b>STAGE III: ADVANCED STUDIES</b>		
<b>Course Number</b>	<b>Course Title</b>	<b>Credits</b>
FAIR 403A** (WP-3)	Advanced Seminar	4 credits

\*Courses marked with a single asterisk are satisfied for students transferring into Fairhaven College with a Direct Transfer Associate of Arts Degree (AA-DTA or AAS-DTA) from a Washington State community or technical college. Other students transferring coursework into Fairhaven College’s program will receive individual transfer credit evaluations at the time of enrollment.

\*\*FAIR 403A, Advanced Seminar, is required of all graduating Fairhaven College students, regardless of major. This course satisfies WWU’s graduation requirement of 3 points of writing proficiency.



## FAIRHAVEN COLLEGE ADVISING

Students at Fairhaven College are given multiple advising and mentorship resources at this institution.

A professional Academic Services Manager oversees the complex system of advising at Fairhaven. The Academic Services Manager advises new students regarding credit evaluation, degree planning, processes, narrative assessment, and programs and services in the community outside the college. The Academic Services Manager regularly reviews the academic progress of each Fairhaven student and works with faculty advisors, support personnel, and students to promote retention and satisfactory academic progress. A team of staff, including the Enrollment and Orientation Manager and the Curriculum and Records Manager supports this ongoing advising program.

All Fairhaven students are assigned a Faculty advisor upon their first term of enrollment. The role of the faculty advisor is to mentor, advise, question, recommend resources, and ultimately, oversee and approve the student's satisfaction of degree requirements for graduation. The faculty advisor is a useful resource for facilitating connections for students with other departments and classes on campus; the advisor can also be an influential and important advocate for students seeking internships, study abroad recommendations, exceptions to policies, and graduate school information and references. Faculty advisors review each student's writing portfolio, facilitate student transition conferences, and are essential mentors in supporting the development of the student interdisciplinary concentrations.

Fairhaven College is a deeply relational program: We value the resources and support that often emerge from peer relationships. Therefore, your peers will also provide you with insight and reflection opportunities along the development of your academic journey in the form of small interest groups at critical junctures in the curriculum, participation in transition conferences, and other avenues for interaction to support your learning.

## EXPECTATIONS OF FACULTY ADVISOR

You can expect them to ask you hard questions about the academic choices you propose.

You can expect them to help you see options and choices from angles you can't.

You can expect them to have regular office hours when you can meet or consult with them about your academic plans and questions. Office hours are posted on faculty office doors & change quarterly.

Your Faculty Advisor reviews your faculty and self-evaluations quarterly and has access to your record of academic progress at the college and the university.

Your Faculty Advisor can help you assess your readiness for different stages of Fairhaven's Core Curriculum such as the Writing Portfolio, Transition Conference and Interdisciplinary Concentration.

Your Faculty Advisor can give you advice about academic resources and student life.

Your Faculty Advisor serves on your Transition Conference (in FAIR 301A).

Your Faculty Advisor reviews your Writing Portfolio (in FAIR 301A) and Summary & Evaluation (in FAIR 403A).

Your Faculty Advisor may serve on your Concentration Committee or may sponsor Independent Study Projects.

And, of course, your Faculty Advisor may teach your classes.

## FACULTY ADVISOR EXPECTATIONS OF ADVISEES (STUDENTS)

They will expect you to be an involved and aware participant in your educational planning.

They will expect you to stay in touch with them and approach them when you need help or advice.

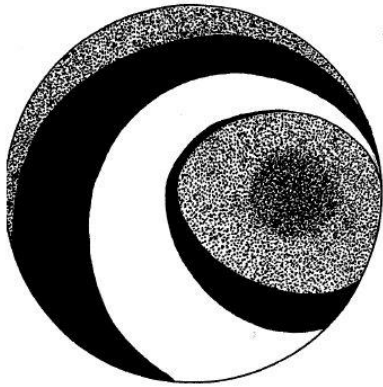
They will expect you to acknowledge the complications of scheduling and plan for meeting times.

They expect you to keep track of your academic progress and general requirements.

## CHANGING YOUR ADVISOR

You may view your assigned faculty advisor at any time by logging into DegreeWorks through the MyWestern portal.

Throughout your academic journey, you will encounter and engage a variety of faculty mentors. You are initially assigned a faculty advisor to receive general academic guidance at Fairhaven College. This is not a legally binding relationship, of course. If you are considering changing your faculty advisor, here is how to do it: Talk to each other. Tell the advisor you are shifting and get an agreement from your new advisor they consent to adding you to their advising roster. Make sure to email your new advisor to confirm they are willing to serve in that role. Once you receive their affirmative email, please send that on to the Curriculum and Records Manager with your request.



During the Transition Conference process, you will have the opportunity to seek additional faculty mentors to support you as you begin concentrating in your major. Fairhaven students will sometimes elect, through the design of the interdisciplinary concentration major(s) to ask one faculty to serve as both their Chair and their faculty advisor. This is optional, yet possible. This is another time when students may change advisors following the communication process outlined above.



## ADVISING APPOINTMENT PREPARATION CHECKLIST

We recommend you take the time to connect with your faculty advisor at least once each quarter to discuss your academic goals and progress. There are many ways to deepen your relationship with your faculty advisor: Visit with them during a College advising day program or related event, take a class they are teaching, or ask them to sponsor one of your Independent Study Projects. The best way, however, to receive comprehensive and dedicated advising is to make an advising appointment. Faculty are available during their quarterly office hours, and often by appointment. Here are some checklist items we recommend reviewing prior to your faculty advising appointment:

- Log in to your DegreeWorks through MyWestern prior to your advising appointment to monitor your progress through the Fairhaven Core Curriculum. Note which core, major, and minor classes remain.
- If you are curious about a major other than the Interdisciplinary Concentration, Interdisciplinary Concentration: Law, Diversity and Justice, or Upside Down, you should run a “what if” scenario in DegreeWorks to note what courses would be required to complete those plans of study.
- Looking for help with major choice? Your faculty advisor is a great resource. Consider doing some independent work on the “brainstorming major options” worksheet located in this handbook.
- Looking for help crafting an Independent Study Proposal? Consider doing some independent work on the “brainstorming your independent study proposal” worksheet located in this handbook.
- Take a beat to prepare: Sometimes we forget questions in the moment! Take some time prior to your appointment to write down questions and notes you plan to cover with your faculty advisor.

## WRITING PORTFOLIO AND TRANSITION CONFERENCE

FAIR 301A: The Writing Portfolio and Transition Conference course is required for all Fairhaven College students and serves two primary objectives:

The first objective is to facilitate an opportunity for you to cultivate a collection of your academic writing to reflect on your skills and abilities that contribute to your overall studies. This reflection is meant to guide you to consider the skills and practices you need to develop or master to best prepare you to successfully finish your degree and consider avenues for post-graduate life.

The second objective of this course is to facilitate connections between you and faculty to further explore your remaining undergraduate educational plans, and beyond. This course serves as a prerequisite for those who opt to take FAIR 303A, the Concentration Seminar.

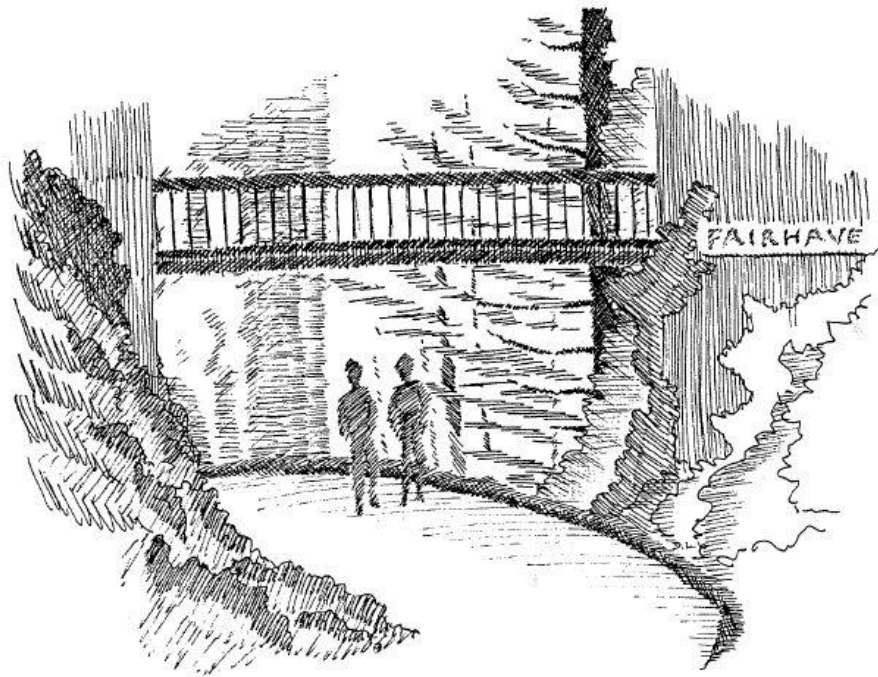
## COMPONENTS OF A WRITING PORTFOLIO

The writing portfolio is comprised of a cover sheet, a written introduction, a copy of your writing plan developed in FAIR 201A, and three pieces of college-level writing generated in the last three years. The three papers must be from at least two different courses and instructors. All papers must be typed, free of error and without handwritten comments in the margins. Submission instructions will be available via Canvas when you take FAIR 301A.

After you submit your Writing Portfolio, your faculty advisor will review it. Your advisor will base their evaluations on the quality of your writing's substance, structure, and style. In addition, your faculty advisor will consider whether your papers show consistency in performance or growth and development in skills. Your faculty advisor may make additional recommendations for you to consider in the development of your college writing skills, such as coursework, independent study projects, or campus resources.

## TRANSITION STATEMENT

The transition statement is a double-spaced approximately two-page essay that describes your educational interests, academic exploration thus far, and initial thoughts on your future educational plans, whether that be a concentration and/or major. You are asked to provide this statement to your transition committee in preparation for your transition conference. For those who will continue with a concentration, this transition statement can be considered the start of your rationale for the concentration document you will work on in FAIR 303A.



## TRANSITION CONFERENCE

The transition conference is a collaborative process that provides assessment and review of your past academic and lived experiences to develop a plan for the direction of the remainder of your undergraduate studies. Marking your "transition" from "exploratory" to "concentrated" studies, this is your opportunity to discuss plans for your major or your Interdisciplinary Concentration with people who care about your education and have some experience to share.

## CHOOSING A MAJOR

Choosing a major and completing that plan of study is an evolving process in the lifecycle of a Fairhaven student. Depending on your pathway leading to Fairhaven, you may have a noticeably clear idea of what you have come here to do, or you may still be curious, unsure, and exploring. All those experiences are valid in an interdisciplinary liberal arts environment.

Even after you have decided upon a major (or if, for example, your major is already known—such as the Upside-Down Major), the challenge and opportunity that lies ahead is in the choices you will make to individualize any eventual plan of study to reflect your passion, purpose, and strength as an interdisciplinary scholar.

While most Fairhaven students pursue an Interdisciplinary Concentration major, there is a healthy contingent of students for whom majors available through other departments at WWU ideally suit the interests and overall outcomes of what those students want to learn and do. Fairhaven students pursuing majors in other WWU departments still complete the interdisciplinary Fairhaven Core Curriculum and may take advantage of other opportunities, such as Independent Study Projects, to enrich their major and degree experience.

Upside-Down majors begin at Fairhaven with a completed AAS or ATA degree which will comprise the specialization of their bachelor's degree. However, through completing the interdisciplinary Fairhaven Core Curriculum, the 60 credits of upper division coursework, and any desired additional minor programs at the university provides students in the Upside-Down program with myriad options for customizing their academic plan at Fairhaven. Independent Study Projects are available to all Fairhaven students, including Upside-Down majors.

## MAJOR/CONCENTRATION REFLECTION

Contemplating your major is important and deserves time, attention, and intention. Here are some reflective questions to get you started in this process.

- What stands out about your education to this point? What has been meaningful? What has not worked the way you wished it had?
- Who played an influencing role in your learning and what role did they play?
- What specific events stand out for you along the way? What experiences have contributed most to or inhibited your learning?
- What have you discovered about yourself as a learner? Where and how do you learn best? What learning experiences have you found frustrating or difficult?





## BRAINSTORMING MAJOR OPTIONS

*These prompts are intended to help you organize reflections around how to match your interests and passions with your academic pathway. These can be used for exploring major options, but also for planning quarterly schedules or exploring minors, as well.*

What are your favorite academic subjects? What classes brought out your academic strengths? Weaknesses? Think about the content *and* the environment.

	Subject/Course	Learning Environment
Strengths		
Weaknesses		

Reflect on your interests, passions, personal projects, work, and volunteer experiences. What did you find enjoyable? What did you find challenging? What types of activities motivated you easily? What types of activities do you not enjoy doing?

Favorite Experiences	Least Favorite Experiences
<p data-bbox="205 407 499 440">What motivated you?</p> <p data-bbox="205 743 537 776">Why did you enjoy this?</p>	<p data-bbox="814 407 1142 440">What demotivated you?</p> <p data-bbox="814 743 1199 776">Why did you not enjoy this?</p>

What do you see yourself doing for work in the future?  
Do you know what education you need to pursue these career options?

Possible Career	Education Needed

## INTERDISCIPLINARY CONCENTRATION VERSUS WWU MAJOR



Each option has particular advantages. A departmental Major provides a program of study designed by specialists in a recognized discipline. The Fairhaven Concentration offers students maximum flexibility to tailor a program of study to their individual academic, vocational, and/or personal goals. In some instances, students elect to double-major in both a departmental Major and the Fairhaven Concentration.

The Concentration generally requires more self-appraisal than a major, is inherently interdisciplinary, and places chief responsibility for its design and development in the student's hands. Other important considerations between a major or a Concentration include vocational implications and necessary preparation for post-graduate studies or advanced professional work. In either case, consultation with faculty (culminating in the Fairhaven Transition Conference) is a necessary first step in identifying the program or path that best fits a Fairhaven student's needs and aspirations.

## INTERDISCIPLINARY CONCENTRATION

There are several conceptual approaches to designing your Concentration. Some students integrate fields normally represented by two or more departments. For instance, a student interested in history, literature, political science and philosophy might use the label "History of Ideas" to integrate those areas. Another approach might result if you are interested in a topic that requires detailed study of areas not normally related. Using this approach, a student might design a Concentration in "Water Resources Management" requiring work in chemistry, geology, natural resource management, public policy, and law.

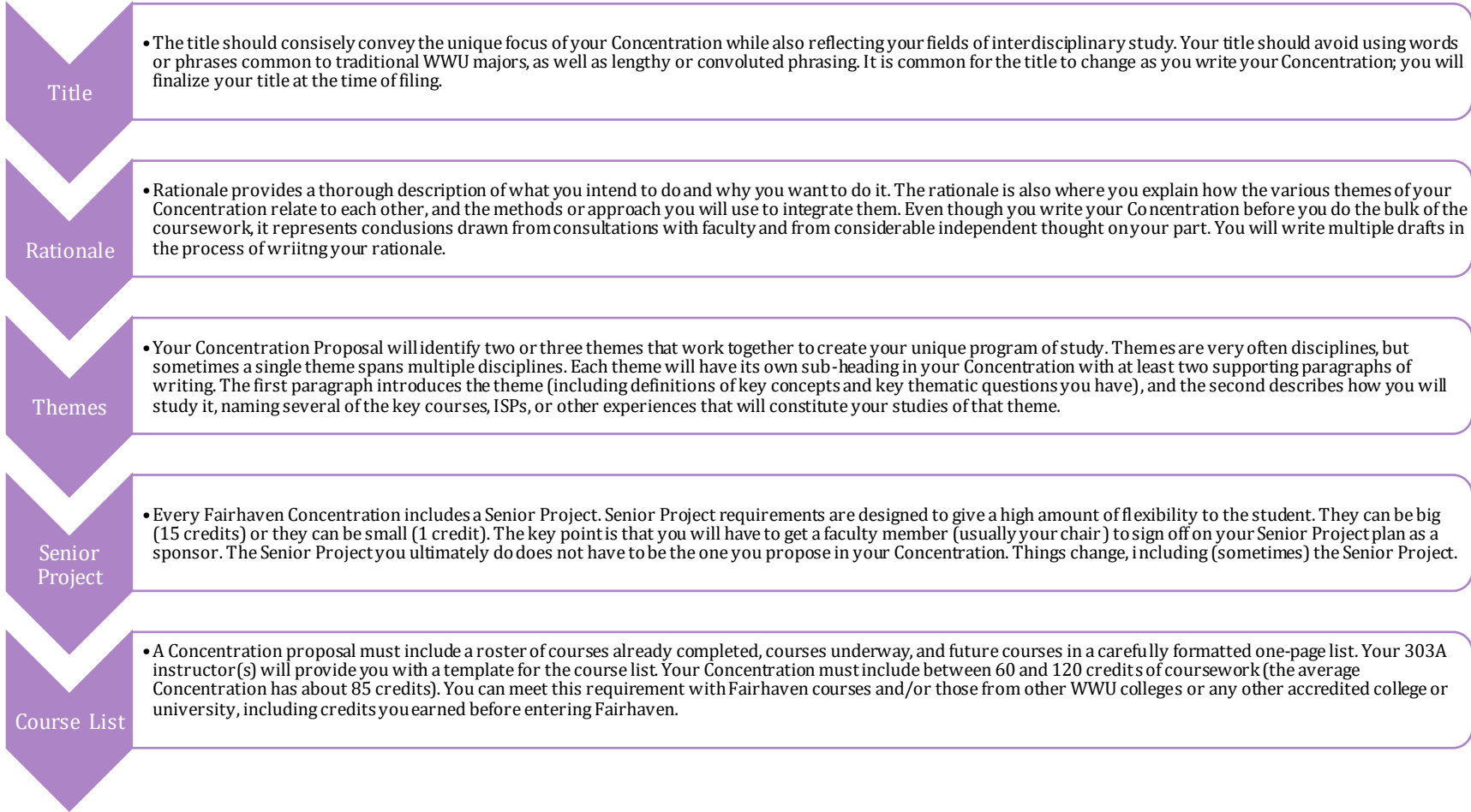
You may also find it advantageous to design a Concentration even though your academic interests center on one discipline. The requirements of a Major do not always allow students the freedom to pursue issues that overlap with other disciplines. For example, an Economics major raises sociological, historical, and political questions that students might explore in depth via a Concentration; students in the arts might supplement their creative work with specialized study in literature, perception, communication theory, or natural history; Education students can construct programs of related studies, applied activities, and tutoring experiences in addition to the required professional teaching certification courses offered by the School of Education.

Students must have completed FAIR 101A, 201A, 203A and 301A before taking 303A.




# ANATOMY OF AN INTERDISCIPLINARY CONCENTRATION

These are the main components of the concentration proposal, described generally. You will receive a more detailed guide to writing the Interdisciplinary Concentration once you enroll in FAIR 303A.



## UPSIDE DOWN MAJOR



<p><b>180 minimum total credits</b></p>	<ul style="list-style-type: none"> <li>•50 credits graded coursework may be satisfied using transfer courses</li> <li>•≥ 2.0 GPA in WWU graded coursework</li> </ul>
<p><b>Fairhaven Core</b></p>	<ul style="list-style-type: none"> <li>•May be partially satisfied by transfer-in coursework</li> <li>•Some of this is upper-division</li> <li>•Satisfies Writing Proficiency Points</li> </ul>
<p><b>Major Coursework</b></p>	<ul style="list-style-type: none"> <li>•Your ATA or AAS degree represents the focus of your major. For example, Upside Down: Human Services</li> <li>•You may pursue any WWU minors</li> </ul>
<p><b>60 credits upper division coursework</b></p>	<ul style="list-style-type: none"> <li>•300-400 level courses, which may include core classes and ISPs. You will work with your faculty advisor to select upper division to enhance the focus of your ATA or AAS.</li> </ul>

The

usual route to a BA degree explores general liberal arts coursework in the first two years of college study and “major” specialization in the last two years. In the Upside-Down Program, graduates of certain technical or vocational programs reverse this process; completing much of their major in technical academic work at an accredited Washington state 2-year program, then transferring to Fairhaven College to complete their liberal arts coursework. Students complete Fairhaven College’s Core curriculum and enhance the area of their technical degree to complete a Bachelor of Arts degree.

Students admitted to the Fairhaven Upside-Down Program have the opportunity to transfer 90 credits from a technical two-year degree to Western to contribute to the lower division coursework for the Upside-Down Program as their major. If admitted to this program the Western Admissions Office will require official transcripts showing the award of their technical degree and will notify the student of the terms of this agreement before awarding the transfer coursework. If a student enrolled in the Upside-Down Program chooses to transfer out of this program, the student's transferable coursework will be affected, as noted in the Upside-Down Education Contract on file in the Western Admissions Office.

UPSIDE DOWN MAJOR PLAN WORKSHEET

Fairhaven College of Interdisciplinary Studies

UPSIDE-DOWN PROGRAM (7A04 (variable credits))

Major Title (Title of Community College Technical Degree Program):

---

Required Courses				
Course Name	Course #	Credits	G, IP, R (Grade, In Progress, Remaining) Quarter & Year	NOTES

Advisor:

---

Signature & Date:

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## INDEPENDENT STUDY TYPES

<b>TYPE</b>	<b>LEVEL</b>	<b>SPECIAL CONSIDERATIONS</b>
<b>INDIVIDUAL</b>	200, 300, or 400	Prepare the proposal draft ahead of Phase I of registration to maximize time for faculty feedback and approval.
<b>GROUP</b>	200, 300, or 400	Prepare the proposal draft ahead of Phase I of registration to maximize time for faculty feedback and approval. One student of the group must submit the initial ISP proposal for approval and work with their faculty sponsor to provide overrides to additional students joining the group ISP.
<b>INTERNSHIP</b>	200, 300, 400, or 401A	Internships may require additional research and preparation in order to locate an appropriate site for your experiential learning. WWU Career Services Center, faculty advisors, and staff advisors are all resources to network you to internship opportunities. A site supervisor will provide the majority of your ongoing feedback and support during an internship. Your site supervisor may present a report of your progress to your faculty sponsor as a form of evaluation. Internships for credit may be paid or unpaid. Prepare the proposal draft ahead of Phase I of registration to maximize time for faculty feedback and approval.
<b>SENIOR PROJECT</b>	401A	The senior project is a type of ISP required of all students completing the Interdisciplinary Concentration major. You will draft an idea for this project in FAIR 303A and complete this ISP during your final year of study. Some types of senior project require consecutive quarters of ISP for preparation. Consult with your chair early and often.
<b>INTERNATIONAL</b>	200, 300, or 400	Prepare the proposal draft ahead of Phase I of registration to maximize time for faculty feedback and approval. Contact Education Abroad and alert the department of your plans in advance of Phase I of registration to clear any precautionary paperwork.

## INDEPENDENT STUDY LEVELS AND CREDITS

Credit Assignment Formula: Each credit proposed for an Independent Study Project is assumed to count for three hours of work per week. For example:

CREDIT AMOUNT	AVG HOURS PER WEEK	AVG HOURS PER QUARTER
1	3	30
2	6	60
3	9	90

Numbering and leveling: Individual or group ISPs may be taken at the 200, 300, or 400 level depending on the student's background, abilities, and the nature of the project. The following table describes each level of ISP:

LEVEL	DESCRIPTION
<b>FAIR 200</b>	ISPs at this level are exploratory, and can be used to venture into fields in which you have not yet developed any expertise. These may include introductory internships and practica.
<b>FAIR 300</b>	ISPs at this level assume some prior learning in the field, and a growing comfort with the vocabulary of the discipline. The proposal should include a clear statement of the critical perspectives you will bring to the activity. "Keeping a journal" is not usually sufficient demonstration of learning for this level ISP, although a journal may be a source of data to be mined, along with other data, for thoughtful reflection, interpretation, analysis, and integration.
<b>FAIR 400</b>	ISPs at this level assume significant prior learning in the field and facility with the vocabulary of the discipline. In addition to the guide lines for the 300 level ISP, a proposal at this level should indicate how you will bring multiple perspectives to your study, which may include the critical contexts in which the activity takes place, e.g. contested issues in scholarly literature or political controversies in the community. These ISPs may include advanced or intensive internships or practica.
<b>FAIR 401A</b>	Senior Project: Independent study required of students completing an Interdisciplinary Concentration. Sponsorship and prior approval of Concentration chair is required. Senior projects may encompass advanced or intensive internships or practica.

## INDEPENDENT STUDY PROJECT BRAINSTORM WORKSHEET

*By thinking through these components of an ISP project, you will be able to draft a comprehensive proposal for faculty review.*

What are you interested in learning more about?

How will you accomplish your goals? What resources will you use (books, professors, films, field trips, etc)?

What are the different components of that goal? Break it down into specific tasks.

How will you demonstrate your learning (research paper, artwork, performance, film, journal, etc)?

What do you want to have learned or accomplished by the end of the quarter?

How will your work be evaluated?

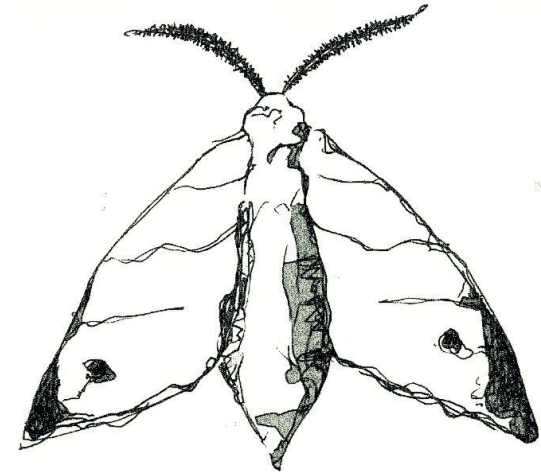
Describe your prior background in this subject. If you have none, that is okay (this will help you determine level of the ISP—lower-division, or upper-division)

How will your faculty sponsor be involved and what kind of support do you need from a faculty sponsor?



## NARRATIVE EVALUATIONS

There is no single way to write a good evaluation. The course, your experience, your style, and your needs all contribute to your self-assessment goals. The advice below is only that – advice. Do not follow it slavishly or respond as if it were an outline to be followed. And do not assume that you must touch on all of the points mentioned. **A good evaluation selects the most important results of the learning process, and from this selection much else is evident.** Give time and thought to what you write and care to how you write. A sloppy, careless self-evaluation filled with misspellings, incomplete sentences, and half-thoughts leaves a poor final impression even if you did very well in a course of study.



Try to write in a way that communicates information about the content of your experience with the course or independent study. Do not just speak in abstractions and personal feelings such as, “*This class was extremely important to me because through discussion and the readings my thinking developed immensely.*” What subject? Which discussions? What did you read? Think about what? Developed from where to where? **A reader who does not know what the class studied should be able to gain an idea from your self-evaluation.** One should be able to form some judgment about how well you understand a subject from what you say about it, not merely that you claim to understand it. In other words, BE SPECIFIC, BE SPECIFIC, BE SPECIFIC, BE SPECIFIC, BE SPECIFIC, and, finally, BE CONCRETE.

## NARRATIVE EVALUATION PROMPTING QUESTIONS

- This is a \_\_\_ credit class, or about \_\_\_\_\_ of my study time this quarter. Did you give it that much time?
- What do you now understand best about this subject? Least well?
- What are your strongest and weakest points as a student? What did you do to improve the weak points? What will you do next?
- What do you need to learn next about this subject? What personal learning goals do you have, both immediate and long-range consideration?
- What was most satisfying about the class? Most frustrating? What is your responsibility for each?
- Has the course irritated you? Stimulated you? Touched you personally? Has it made you uncomfortable about yourself, about society, about the future, about learning? Are you the same person who began the class ten weeks ago? What's different?
- What did you expect to learn? What did you actually learn?
- How is the material expanding your horizons, stretching your mind and belief systems, challenging your former opinions, and having relevance to your daily life?
- Were there any themes or topics that particularly interested you most? Why? Which questions excite an interest for further inquiry?
- What stimulated your thinking most? Did films, guest speakers, field trips, or other activities enhance your learning? How?

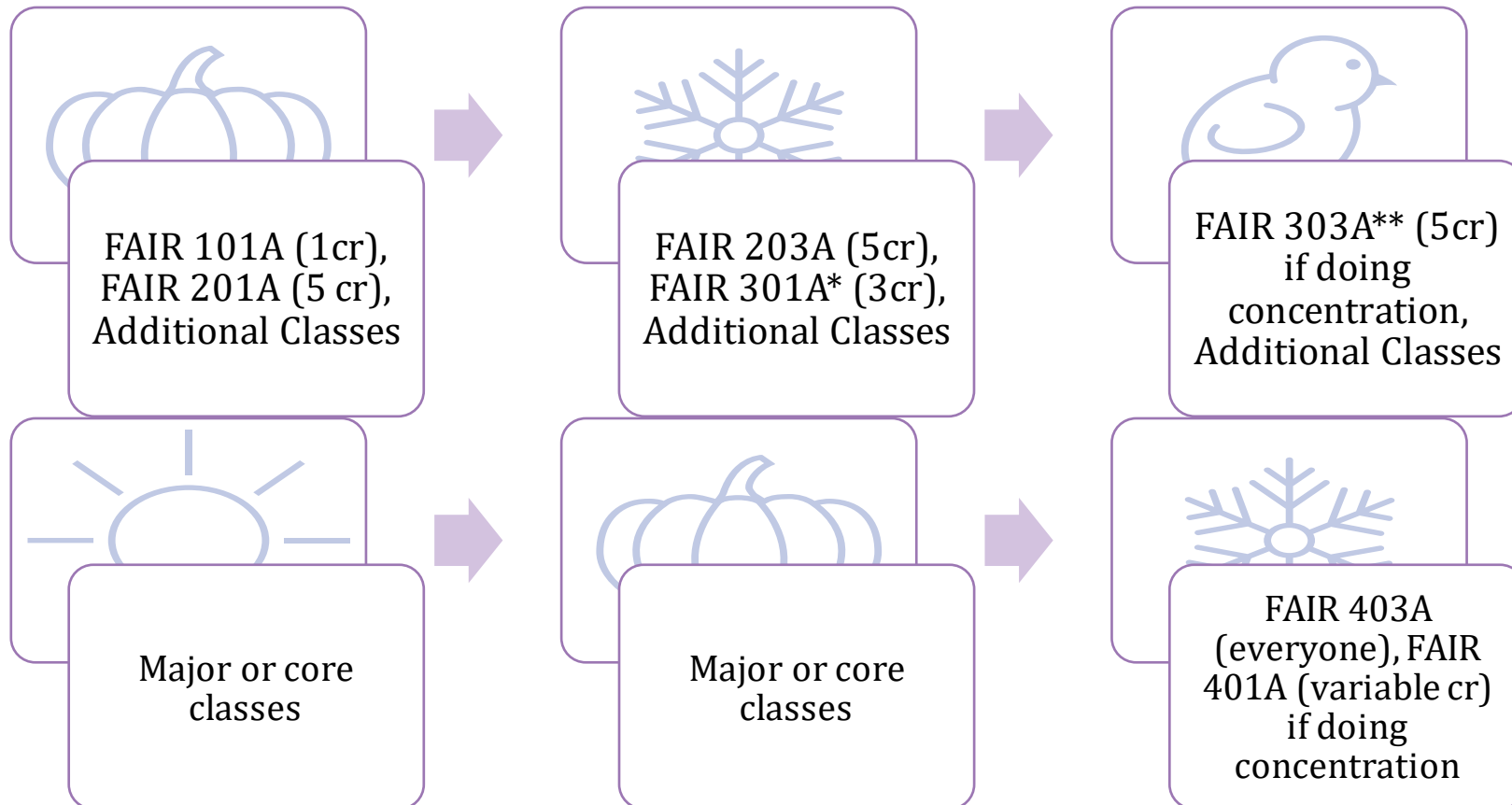
NARRATIVE EVALUATION ADDITIONAL PROMPTING QUESTIONS

<p><b>Cognitive</b></p>	<p>What are your <b>new understandings and knowledge</b>? What is the <b>most important</b> single piece of knowledge gained? What will you <b>remember in a year</b>? Five years? How has your knowledge grown? <b>Changed</b>? Become sounder?</p>
<p><b>Skills</b></p>	<p>What <b>new skills were gained</b>? What <b>old skills improved</b>? Speak to your ability to <b>solve problems, think, reason, research</b>. Did you actually use these skills? What skills do you need to <b>develop next</b>?</p>
<p><b>Judgement</b></p>	<p>Do you understand <b>the difference between process and content</b>? Can you apply principles? To other classes? Life? If you took the class again, <b>what would you do differently</b>? Has your way of <b>thinking changed</b>?</p>
<p><b>Affective</b></p>	<p>Did you change? How about your <b>beliefs or values</b>? Was the class <b>worth your time</b>? Do you <b>feel good</b> about it? What is the single most important thing <b>you learned about you</b>? Evaluate your participation in discussion. Did you discuss and <b>learn with other students</b>? How has the course altered your behavior? <b>Did you grow</b>? Shrink? Stagnate? Float?</p>

## SIX QUARTER PLANS: FASTEST POSSIBLE PATHWAY TO AN INTERDISCIPLINARY CONCENTRATION

### SIX QUARTER PLAN: FALL QUARTER START

**\*\*ALWAYS DISCUSS PLAN WITH ADVISOR BEFORE ASSUMING YOU WILL MEET ALL REQUIREMENTS\*\***

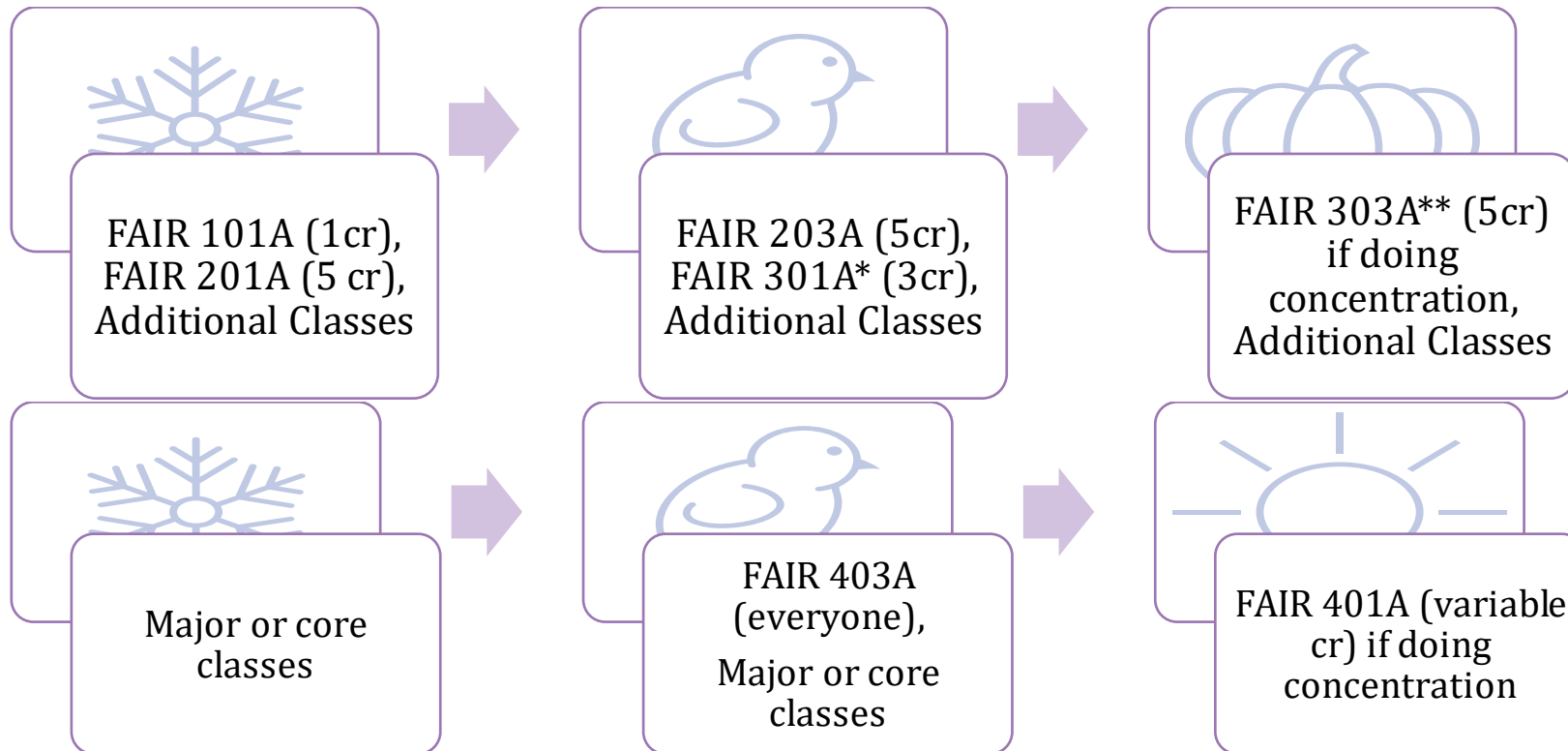


\*Plan to take FAIR 301A @ 80-90 credits in consultation with your advisor

\*\*Students must attend at least three quarters after completion of 303A. 303A is the course where you write your concentration.

## SIX QUARTER PLAN: WINTER QUARTER START

**\*\*ALWAYS DISCUSS PLAN WITH ADVISOR BEFORE ASSUMING YOU WILL MEET ALL REQUIREMENTS\*\***

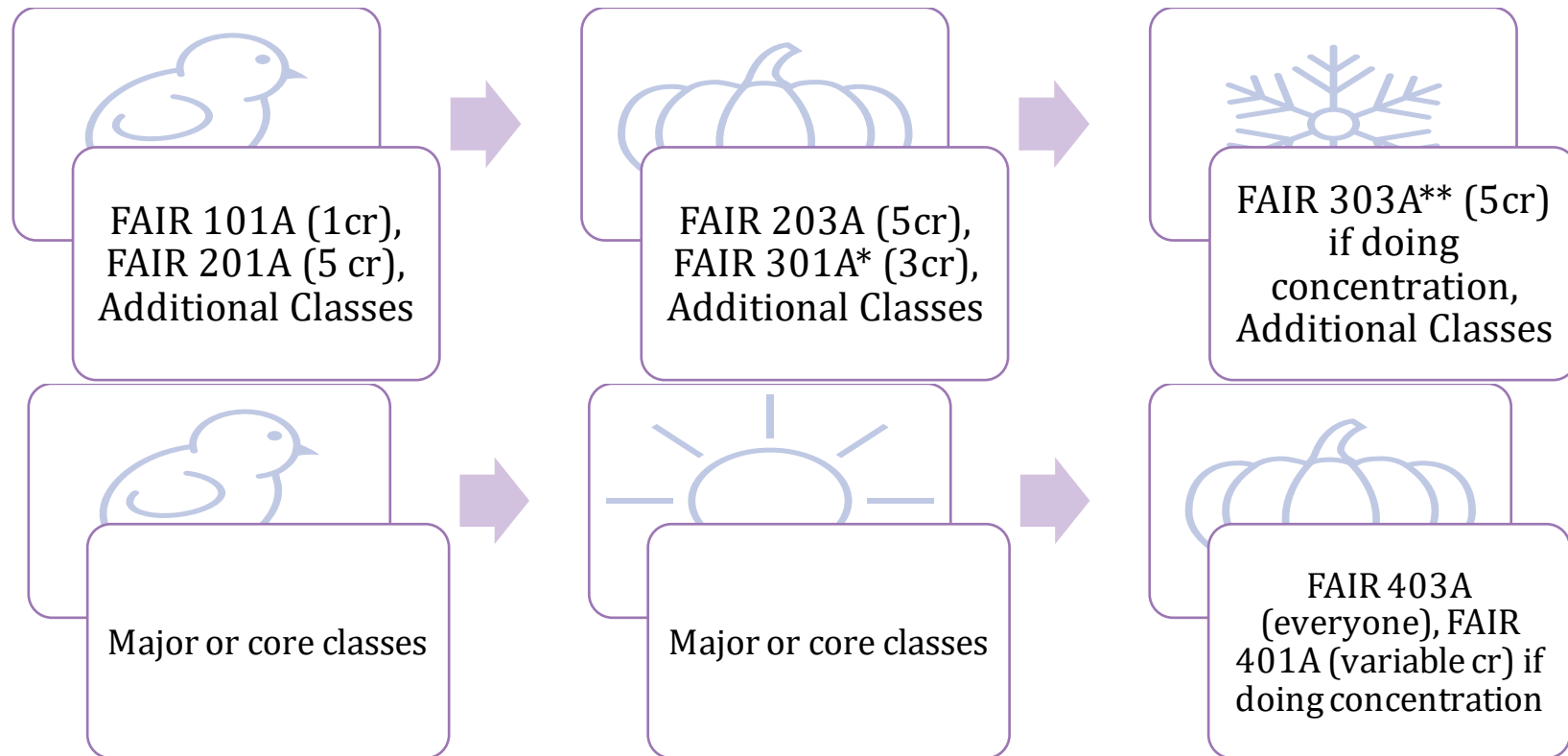


\*Plan to take FAIR 301A @ 80-90 credits in consultation with your advisor

\*\*Students must attend at least three quarters after completion of 303A. 303A is the course where you write your concentration.

## SIX QUARTER PLAN: SPRING QUARTER START

**\*\*ALWAYS DISCUSS PLAN WITH ADVISOR BEFORE ASSUMING YOU WILL MEET ALL REQUIREMENTS\*\***



FAIR 301A and FAIR 303A are not offered in the summer

\*Plan to take FAIR 301A @ 80-90 credits in consultation with your advisor

\*\*Students must attend at least three quarters after completion of 303A. 303A is the course where you write your concentration.

## SELECT FAIRHAVEN COLLEGE RESOURCES

### [WWU Outback Farm](#)

*The Outback Farm is a five-acre farm and experiential learning site on south campus between Fairhaven College and Buchanan Towers. The farm is available for students to learn permaculture practices and teachings, participate in community garden plots and work parties, and more. The farm maintains chickens, a teaching apiary, and a delineated wetland among other features. Explore the farm by taking FAIR 235: Experiential Learning in the Outback Farm.*

### [Salish Sea Recording Studio](#)

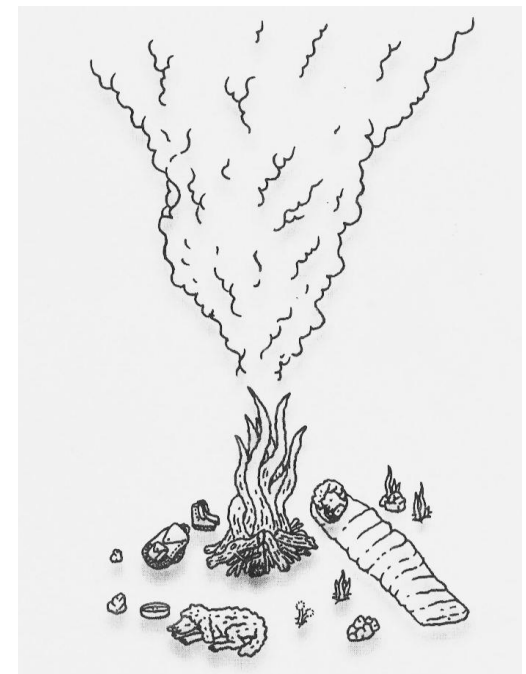
*The Salish Sea Recording studio is located within the first-floor lobby of the Fairhaven College building and consists of a main studio, voice recording room, control room, and lounge. This new studio is expected to open Winter Quarter 2024. Curious about learning to use a recording studio? Take FAIR 270H: Introduction to Audio Recording.*

### [World Issues Forum](#)

*The World Issues Forum is speaker's series hosted at Fairhaven College engaging students, faculty, staff, and community members on global issues. Distinguished guest speakers address urgent global topics including planetary survival, decolonization and anti-racism, human rights; migrations; and the world economy. Looking to incorporate the World Issues Forum into your academics? Try taking FAIR 210A: World Issues.*

### [Adventure Learning Grant](#)

*The Adventure Learning Grant is a \$25,000 stipend awarded annually to a few Fairhaven students so they may travel abroad to enrich their education with intellectual risk, challenge, and adventure by traveling to a place of discomfort. Applicants must be current students, enrolled in at least their second quarter at Fairhaven, have their concentration filed or major declared prior to departure, commit to living internationally for at least 10 months consecutively, and commit to returning to Fairhaven as a full-time student for three quarters (excluding summer) following the 10-month period of the grant. Interested in pursuing the ALG in the future? Talk to your faculty advisor and attend regularly hosted information sessions (typically in fall quarter).*







### Student Development Grant

*The Student Development Grant is awarded from Fairhaven College Foundation funds to assist Fairhaven students with the material costs of academic projects. Maximum funding per grant is \$100. The deadline for these development grants is typically the start of the sixth week of the quarter, or as otherwise advertised.*

### Fairhaven Free Food Pantry

*The Fairhaven Free Food Pantry is located on the third floor of Fairhaven College, across from the main office. It is restocked by community members, faculty, staff, and students for all to use and enjoy. Don't be hungry, don't be shy. Come on by!*

### Interdisciplinary Concentration Library

*A library of Fairhaven student concentrations organized by thematic area is available for you to peruse at your leisure on the corner of the hallway closest to FA 300B/FA 314. We*

*ask that you do not remove documents from the area/floor and return them once you are done. Read the rainbow!*

### Fairhaven Scholars Day

*Each May, Western Washington University hosts Scholars Week. Within that program, Fairhaven College hosts a Scholars Day to highlight the academic and creative works of our students across a full day's schedule of panels, exhibitions, discussions, and keynotes. Faculty nominate student scholars to participate in this event throughout the year. Excited to share your scholarship or creative work? Visit with a Fairhaven faculty member and ask about participating in Scholars Day!*

### Fairhaven Building Computer Lab

*ResTek maintains a general use computer lab for students on the first floor of the Fairhaven College building, in room 107. This lab is open 24 hours a day, seven days a week. A scanner and printer are located in the lab.*

### Fairhaven Commons

*WWU Dining Services maintains a dining commons on the second floor of the Fairhaven College building.*

### Sehome Arboretum

*175.5 acres of woods and trails buffer the south/east side of campus and several entrances are located behind the Fairhaven College and residences. Enjoy the forest!*



## 2024-2025 IMPORTANT DATES AND DEADLINES

### 2024-2025 IMPORTANT DATES AND DEADLINES

#### Fall Quarter 2024



Registration begins Tuesday, May 14th  
Classes begin Wednesday, September 25<sup>th</sup>  
ISP Submission Deadline is Friday, Sept. 27<sup>th</sup>  
Fairhaven Advising Day is Friday, October 18<sup>th</sup>  
Veterans Day, November 11<sup>th</sup> (No Class)  
Thanksgiving Day, November 28<sup>th</sup> (No Class)  
Native American Heritage Day, November 29<sup>th</sup> (No Class)  
Narrative Evaluations due Monday, December 9<sup>th</sup> by 5:00 PM

#### Winter Quarter 2025



Registration begins Tuesday, November 12<sup>th</sup>  
Classes begin Tuesday, January 7<sup>th</sup>  
Martin Luther King Jr. Day, January 20<sup>th</sup> (No Class)  
ISP Submission Deadline is Friday, Jan. 10<sup>th</sup>  
Adventure Learning Grant Proposals Due Tuesday, January 7<sup>th</sup>  
Presidents Day, February 17<sup>th</sup> (No Class)  
Narrative Evaluations due Monday, March 17<sup>th</sup> by 5:00 PM

#### Spring Quarter 2025



Registration begins Tuesday, February 25<sup>th</sup>  
Classes begin Tuesday, April 1<sup>st</sup> (yes, really!)  
ISP Submission Deadline is Friday, April 4<sup>th</sup>  
Fairhaven Scholars Day is Thursday, May 15<sup>th</sup>  
Memorial Day, May 26<sup>th</sup> (No Class)  
Narrative Evaluations due Monday, June 9<sup>th</sup> by 5:00 PM  
Juneteenth Thursday, June 19 (holiday)



## NOTES AND REFLECTIONS