



Camerano, Victoria Ann

A00270570

Last, First Middle

Student ID

TRANSFER CREDIT:

Start	End	Credits	Title
09/2011	12/2014	90	Seattle Central College

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
01/2022	03/2022	12	Intersections of Metaphorical Inquiry 4 - Independent Research (Feminism and Literature) 4 - Creative Writing (Essays and Poetry) 4 - Self-Publishing: From Manuscript to Book Design
03/2022	06/2022	12	Visual Art as Visual Linguistics 12 - Individual Learning Contract: Visual Art as Visual Linguistics
03/2022	06/2022	2	Cultivating Voice: A Writing Tutor's Craft 2 - Liberatory Writing Theory
06/2022	09/2022	4	Children's Literature 4 - Children's Literature
06/2022	09/2022	4	Grammar for Teachers in the Context of Equity, Power, and Social Justice 4 - Grammar for Teachers
06/2022	09/2022	4	Introduction to Scientific Illustration 4 - Introduction to Scientific Illustration
09/2022	12/2022	4	Environmental History of North America 2 - History 2 - Environmental Humanities
09/2022	12/2022	4	Introduction and History of Cooperatives 2 - Cooperatives Fundamentals (Certificate Sequence) 2 - Professional Skills (Certificate Sequence)
09/2022	12/2022	4	The Art of Critical Writing 2 - Critical Writing and Thinking 2 - Advanced Academic Research
01/2023	03/2023	8	Farm Management: Crop and Sales Planning 8 - Market Farm Crop and Sales Planning
01/2023	03/2023	8	Plant Propagation and Winter Season Horticultural Practices 4 - Plant Propagation 4 - Horticulture
04/2023	06/2023	8	Autobiography, Story, and Poetry: Dancing with Words 4 - Literature 4 - Writing and Poetry
04/2023	06/2023	2	Biology and Laboratory Skills 2 - Biology Laboratory Skills



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EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
04/2023	06/2023	2	Field Skills in Environmental Sciences: Post-Pandemic Hands-On Learning <i>2 - Field Skills in Environmental Sciences</i>
06/2023	09/2023	8	Marine Biology of the Pacific Northwest <i>8 - Marine Biology</i>
06/2023	09/2023	4	Ornithology: Biology and Field Identification <i>4 - Ornithology: Biology and Field Identification</i>
09/2023	12/2023	8	Introduction to the Nonprofit Sector and Grant Writing <i>4 - Nonprofit Administration</i> <i>4 - Grant Writing</i>
09/2023	12/2023	4	Marine Animal Life Cycles and Development <i>*4 - Fisheries Biology: Life Histories and Populations</i>
01/2024	03/2024	8	Medicinal Fungi <i>*8 - Medicinal Fungi (Certificate Sequence)</i>
01/2024	03/2024	4	Topics in Mycology Seminar <i>*2 - Topics in Mycology Seminar</i> <i>*2 - Science Writing</i>
04/2024	06/2024	4	Psychedelics <i>4 - Psychedelics (Certificate Sequence)</i>
06/2024	09/2024	6	Anti-Colonizing Your Foodways through Ayurveda <i>2 - Colonial Food Systems History</i> <i>2 - Ayurvedic Cooking</i> <i>2 - Explorations in Anti-Colonial Culinary Arts</i>
06/2024	09/2024	6	Plant Biology <i>4 - Plant Biology</i> <i>2 - Field Botany</i>

Cumulative

220 Total Undergraduate Credits Earned



ACADEMIC STATEMENT

The Evergreen State College - Olympia, Washington 98505

OFFICIAL TRANSCRIPT DOCUMENT

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This transcript from The Evergreen State College includes an Academic Statement, written by the student, that documents the student's undergraduate education. If the student has not yet graduated, the College offers the option of including an interim Academic Statement in the transcript. Please note that, in the latter case, the student's current academic work may not be reflected in the transcript.



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Closing in on my final year as an Evergreen undergraduate highlights the ways I have changed as I have learned new things. Last year I upgraded the degree I am pursuing to a Bachelor of Art and Science degree, as opposed to just a Bachelor of Arts. Here, I deepened into the hands-on Environmental Sciences, as well as the Humanities. I began volunteering with the local Stream Team as a Salmon Steward educator and took up a work study position in Evergreen's Writing Center. I have found new interest in Mycology and Ornithology, and I have felt held in my foundational writing skills as I increase my engagement with the Social Sciences.

This past year I expanded interest into student activities including tutoring at BLISS (BIPOC & LGBTQ & Intersectional Support Services), inquiring at the CPJ (Cooper Point Journal), and joining a student club: *Slightly West*. A point of celebration is the recent news that one of the poems I submitted to the student literary journal, *Slightly West*, will be published at the end of Spring quarter. A sense of accomplishment and pride is felt as I look back to my first quarter here at Evergreen where I developed muscle memory for the writing and publishing process.

At the end of last year, I began taking lab classes for the first time since 2014. In the beginning, I was nervous that I wouldn't remember protocol from the labs taken. My self-confidence, comfortability, and fluency with lab protocol has increased and I am applying for a lab aid position this upcoming academic year. This point of academic success is a positive reflection of what diligence, and a supportive learning community can accomplish.

Some new and exciting pursuits await with a focus on taxonomy both with Botany and the *Fungal Kingdom*. Also, unpacking the *Trauma Informed Engagement & Healing* sequence sheds light on the nuanced learning environment one cultivates and how one's personal response is interconnected to the trauma and healing of others. With the heaviness of events felt on Evergreen's campus in the 2023-2024 academic year, these skills are crucial for day-to-day maintenance of surviving the school year while understanding the complexities of people's experience around you.

I plan to apply to the Masters in Environmental Studies department this upcoming fall for acceptance in the 2025-2026 academic year. Here, I ask how I will contribute to the Evergreen legacy of service, integrity, and accountability. I ponder statistical linguistics and poetic somatics as applied to any path one could find here at Evergreen, and with recent protests demonstrating that people can make a difference and heal the past in small ways: even if invisible, we remind each other that the world around matters and we have agency. The spirit of solidarity lives in the Evergreen academic framework as stewards and protectors of the earth and its inhabitants.



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June 2024 - September 2024: Plant Biology

6 Credits

DESCRIPTION:

Faculty: Lalita M. Calabria, Ph.D.

In this course, students studied the Kingdom Plantae using Evert and Eichhorn's *Raven Biology of Plants*. Students attended weekly lectures and interactive group workshops that covered plant anatomy, cellular biology, physiology, plant systematics, and evolution and diversity, primarily on the phylum and class level. Labs were taught remotely, utilizing fresh plant material collected locally for studying plant anatomy and reproduction features. Students demonstrated their comprehension of the material through weekly study question assignments, lab notebook entries, and weekly exams. Students also studied native plant identification and made weekly field observations in a class *iNaturalist* project, an online citizen science tool for documenting biodiversity. Students learned the Latin names for 25 common Pacific Northwest plants. At the end of the quarter, their knowledge was tested with an online practical exam.

EVALUATION:

Written by: Lalita M. Calabria, Ph.D.

Victoria (Cinder) was actively engaged in all course activities and completed all homework assignments. Cinder's work on exams indicated a solid understanding of the plant biology material covered. Cinder's laboratory entries served as an excellent record of thinking and observations and included well-labeled, accurate drawings of specimens studied.

Cinder completed twenty-four entries into our class *iNaturalist* project, which included high quality photographs and detailed descriptions of vegetation and floral characteristics, as well as notation of phenological phases. Overall, Cinder made excellent use of this online, citizen science tool to deepen their understanding of Pacific Northwest plant identification. Cinder's work on the final sight identification exam indicated an outstanding ability to identify Pacific Northwest plants using scientific and common names.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 6

4 - Plant Biology

2 - Field Botany



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June 2024 - September 2024: Anti-Colonizing Your Foodways through Ayurveda

6 Credits

DESCRIPTION:

Faculty: Prita Lal, PhD.

This course built off the concept of "Decolonize Your Diet" (coined by various food justice practitioners) by examining the ways in which systems of colonialism and oppression have shaped communities' access to food. In this course, we studied the histories of colonialism through case studies in the U.S., South Asia, and other regions of the world and critically examined the impacts of the colonial political economy on Indigenous food systems. Further, we examined efforts to "anti-colonize" foodways through the reclamation of traditional, pre-colonial ways of eating, often led by frontline communities at the grassroots level. This course offered a brief immersion into Ayurveda (an ancient and holistic system of medicine from South Asia) through one Saturday intensive, hands-on cooking workshop that focused on Ayurvedic approaches to nutrition and considered ways that these approaches can inspire further anti-colonizing foodways. Much of the course was taught asynchronously through Canvas learning modules that included recorded lectures, films, and readings. We watched films like *Ayurveda Unveiled* and read chapters from the texts *Decolonizing Your Diet* by Calvo and Esquibel as well as *Salmon and Acorns Feed Our People* by Norgaard. Assignments included three synthesizing discussion board essays on the week's modules and a final poster project where students applied their learning about Ayurvedic and anti-colonizing foodways to a recipe of their own design.

EVALUATION:

Written by: Prita Lal, PhD.

Victoria, who went by "Cinder" in our course, did exceptional work in and far exceeded course requirements. Cinder completed all of the discussion board posts on time, demonstrating superb analytical and critical thinking skills. Cinder identified a sophisticated theme in each of these posts that demonstrated a solid ability to synthesize diverse content. Cinder engaged with classmates in an active and generative manner through their comments on the discussion board, which contributed to our online learning community. For the final poster project, Cinder created a visually impactful poster on a "wild healing pesto" dish that fused Ayurvedic herbs, like tulsi, with wild plants found in the Americas. Cinder created stunning photos of the dish and an inviting narrative description of this recipe. Since much of this course was asynchronous, Cinder further demonstrated excellent self-motivation as well as abilities to work independently, while making valuable contributions to an online learning community.

Cinder also completed an additional independent project in this course. Cinder created a well written and thoughtfully researched thirteen page recipe book entitled "Explorations of Anti-Colonial Culinary Arts." In this book, Cinder explored the topics like culinary fusion, cultural appropriation, Ayurvedic nutrition, and pre-colonial foodways, with an insightful reflection of their own positionality as a person of European descent. Cinder researched a variety of sources for this project, including cookbooks, scholarly articles, and critical food studies writings.

Cinder powerfully stated:

"I tried to incorporate my own style and signature to the recipes as I wanted to also embrace the anti-colonizing of my own ancestors. Here one finds the conundrum of the immigrant. As seeds on the wind with no land to call one's own, one turns to the stories of others and learns to weave a commonness one can find within all cultures."

In sum, Cinder was a wonderful student to work with this quarter.



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SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 6

- 2 - Colonial Food Systems History
- 2 - Ayurvedic Cooking
- 2 - Explorations in Anti-Colonial Culinary Arts



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Last, First Middle

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April 2024 - June 2024: Psychedelics

4 Credits

DESCRIPTION:

Faculty: Lalita M. Calabria, Ph.D.

Psychedelics was a course that explored historical, cultural, religious, and economic perspectives on psychoactive substances from plants and fungi. Lecture and readings covered the biology, ecology and chemistry of psychedelic plants and fungi, as well as how these compounds can be used as therapeutic agents to treat alcoholism, anxiety, depression, drug addiction and PTSD. Students' growing knowledge of these topics was reinforced and assessed through bi-weekly quizzes. Students learned to analyze and evaluate a wide range of sources related to psychedelic research through seminar discussions based in the scientific literature and popular science media including documentaries, podcasts and news articles. Students also read a book of their choice on a topic in psychedelics and prepared a report which was shared with the class through an asynchronous "book fair". Finally, students conducted library research and prepared a monograph report focused on either a species of psychoactive plant or fungus, a biography of a leader in psychedelic research, or a related topic. This research culminated with a presentation to the entire class. This class is a part of a series of courses that comprise the Mycology Certificate sequence.

EVALUATION:

Written by: Lalita M. Calabria, Ph.D.

Victoria's (Cinder's) performance on quizzes reflected a solid understanding of the biology, chemistry and ecology of psychedelic plants and fungi. Cinder's seminar responses indicated an excellent ability to synthesize psychedelic research into an interdisciplinary framework, including careful consideration of the political, economic and ethical dimensions of psychedelic medicalization. Cinder's monograph report on *Salvia divinorum* demonstrated excellent library research skills. Cinder's presentation on this topic to the class was very engaging and effective. The book report on *Plant Intelligence and the Imaginal Realm: Beyond the Doors of Perception into the Dreaming of the Earth* provided a complete evaluation of the book's themes and highlighted Cinder's strong analytical and critical thinking skills.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Psychedelics (Certificate Sequence)



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January 2024 - March 2024: Topics in Mycology Seminar

4 Credits

DESCRIPTION:

Faculty: Lalita M. Calabria, Ph.D.

Topics in Mycology was a 4-credit course that offered students the opportunity to study fungi and deepen skills in critical thinking, science writing and science communication. Students learned to find and evaluate peer-reviewed literature and popular media sources through library research and seminar discussions. Weekly writing exercises and workshops, supported by the text *Writing Science* by Josh Schimel, aided students in learning science writing fundamentals. Students produced two original pieces of writing; one popular science-style article, and a literature review focused on topics in mycology. Students shared their research with the class in the form of a short "lightening talk" and a final group presentation. This class is a part of a series of courses that comprise the Mycology Certificate sequence.

EVALUATION:

Written by: Lalita M. Calabria Ph.D.

Victoria (Cinder) completed all Writing Science exercises, which reflected an excellent understanding of science writing fundamentals. Cinder's popular science article on Fungi as a supplement in Aquaculture was well-researched and incorporated elements of effective science writing such as storytelling, credibility and using concrete examples. Cinder's lightening talk on this topic was also very clear and engaging. Cinder's research paper on aflotoxins had a well-defined structure and a strong opening. They did a great job of identifying interesting themes and knowledge gaps in the research. For both writing assignments, Cinder took advantage of opportunities for peer and faculty feedback, which led to significant improvements in mechanics and organization of their writing. Cinder's excellent research presentation had a strong storyline and made good use of the data from the peer-reviewed literature. Cinder's seminar discussion responses were insightful and indicated an excellent ability to analyze and evaluate information from a variety of sources.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

*2 - Topics in Mycology Seminar

*2 - Science Writing

* indicates upper-division science credit



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January 2024 - March 2024: Medicinal Fungi

8 Credits

DESCRIPTION:

Faculty: Aziz Turkoglu, Ph.D. and Lalita M. Calabria, Ph.D.

Medicinal Fungi was an upper-division science program that provided students' with an overview of medicinal fungi with an emphasis on PNW species. Lectures provided background on the biology, chemistry, medicinal properties, cultivation, taxonomy, and ecology of medicinal fungi. Students conducted library research to produce 10 medicinal mushroom monographs outlining the chemical and biological properties of each species and prepared team presentations about a medicinal mushroom of their choice. In-person labs provided students with hands-on experience in the following methods: sterile technique and fungal isolation, preparation of medicinal mushroom extracts, bioassays for examining the antibacterial activity of fungi and microscopic methods for identification of mushrooms. This class is a part of a series of courses that comprise the Mycology Certificate sequence.

EVALUATION:

Written by: Aziz Turkoglu, Ph.D. and Lalita M. Calabria, Ph.D.

Victoria (Cinder)'s participation in program activities was excellent. Cinder's learning reflections demonstrated very good ability to describe and evaluate her understanding of the topics covered, while her performance on the exams was great. Cinder's medicinal mushroom team presentation on Turkey Tail showed a detailed understanding of research in scientific literature and very good presentation skills. Cinder's medicinal mushroom monographs were of great quality and reflected their growing knowledge of taxonomy ecology and distribution, morphology, bioactivities, and medicinal uses for each species. Cinder's lab reports indicated excellent attention to detail and strong observation skills.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

*8 - Medicinal Fungi (Certificate Sequence)

* indicates upper-division science credit



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A00270570

Last, First Middle

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September 2023 - December 2023: Marine Animal Life Cycles and Development

4 Credits

DESCRIPTION:

Faculty: Pauline C. Yu, Ph.D.

This course was a survey of principles of population biology, life history biology, fisheries and aquaculture and the management of aquatic resources, particularly Pacific Northwest salmon and shellfish. Students had weekly synchronous meetings online to discuss primary research literature about relevant class topics, and asynchronous lectures on the aforementioned topics. Students had two field trip activities (Tumwater Hatchery and Kennedy Creek Salmon Trail) and one laboratory activity with microscopy (observations on preserved specimens of salmon developmental stages, and prepared slides of larval stages of invertebrates); two reports on those activities were assigned. Students had weekly homework assignments based on lecture topics, and two take-home written exams that covered the lecture topics.

EVALUATION:

Written by: Pauline C. Yu, Ph.D.

Victoria (Cinder) demonstrated an overall strong understanding of the presented concepts in fisheries science. Cinder demonstrated consistent engagement with lecture topics and assigned readings, and completed all homework assignments with demonstration of solid understanding. Cinder completed 2 exams and received outstanding scores on both exams.

Cinder completed all observation assignments, and demonstrated a consistently strong ability to observe and compare salmon habitats (Tumwater Hatchery and Kennedy Creek), to observe and document preserved developmental stages of fish and invertebrates through completion of assigned observations and reports. Cinder was also a helpful volunteer to classmates during the field trips, helping to make the experience more accessible and collegial. The completed assignments consistently exceeded the requirements with regards to documentation and were well-annotated, thorough, detailed and well-analyzed.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

*4 - Fisheries Biology: Life Histories and Populations

* indicates upper-division science credit



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September 2023 - December 2023: Introduction to the Nonprofit Sector and Grant Writing 8 Credits

DESCRIPTION:

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

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 an 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.

EVALUATION:

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

For the Introduction to the Nonprofit Sector module, Victoria aka Cinder performed well and fulfilled all learning objectives for the course: 1) learn about the history and nature of the nonprofit sector, 2) understand of the uniqueness of the nonprofit sector in relation to the public and for-profit sectors, 3) consider issues specifically relevant to nonprofit organizations, 4) learn about the strengths, weaknesses, opportunities and threats/challenges of doing nonprofit work in a contemporary context, 5) develop transferable professional skills, and 6) improve reflective writing, working in teams, and presentation skills.

Cinder attended and participated in class sessions, which was an assignment in this module. Cinder's contributions to discussions, seminar, workshops and role plays were thoughtful and respectful, from which I concluded that Cinder would be an excellent person to have on one's team or group project. The second assignment was an informal online presentation of a recent news story on a nonprofit organization, and submission of the talking points for that presentation. Cinder made an excellent choice of article and effectively presented the talking points to the class.

The third assignment was a community analysis on whether there was enough support to open a free legal aid clinic in Pacific County, WA. Cinder provided a wonderful analysis for a free health clinic, with thorough online research conducted in order to answer the question. Cinder's conclusion was well argued and supported by Cinder's research. Although the assignment was to assess a free legal clinic, the purpose and learning objectives of the assignment were surpassed with Cinder's excellent analysis.

The final assignment was an organizational analysis and in-person slide presentation on a nonprofit organization of Cinder's choosing. Cinder produced a fabulous analysis that was well written and



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researched. Cinder gave the reader a feel for the organization, moving from history to reckoning to future good works. Cinder included an excellent discussion of the significant political and social capital the executive director brings to the organization and tied the analysis to the class topics of transparency and equity. Cinder's oral presentation was excellent, with great visuals that kept the audience engaged.

For the Grant Writing module, Cinder fulfilled the learning objectives including identifying and crafting an appropriate, sequential, consistent, and logical presentation of grant narrative elements and ideas. Cinder also developed a writing approach, style, tone, and format appropriate for her audience.

Cinder demonstrated excellent writing skills, choosing to write a grant proposal for the Wildlife Conservation Society, a nonprofit dedicated to protecting wild places and animals. Cinder completed the questions in the grant application, incorporating descriptive summaries of the organization's current scope of services and building a case for funding to expand educational offerings. She researched and presented a strategical plan to incorporate hands-on science learning, the use of technology, and inter-generational educational models to grow a new generation of individuals who care for the environment. The scope of her research and project plan was impressive in attention to detail.

Cinder further demonstrated her ability to community creatively and effectively by organizing content in a meaningful way and using quality, credible sources relevant to the subject's context. As a culmination of her education, Cinder demonstrated depth, breadth, and synthesis of learning and the ability to reflect on the personal and social significance of that learning by communicating an informed position on a matter of social importance. Cinder has clearly demonstrated her knowledge and talent for writing grants and has expressed a desire to use her skills for the betterment of the community.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

4 - Nonprofit Administration

4 - Grant Writing



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June 2023 - September 2023: Ornithology: Biology and Field Identification

4 Credits

DESCRIPTION:

Faculty: Alison Styring, Ph.D.

This summer Individual Learning Contract, **Ornithology: Biology and Field Identification**, was intended to provide a deep dive into Ornithology, highlighting bird biology, taxonomy, and identification. There were intensive in-person workshops, online lecture and seminar, in-depth study into the science of bird biology, and the development of fluency of documentation. Photography, acoustic recording, scientific illustration, and written analysis were utilized to develop a portfolio of bird species in the lower Puget Sound area.

To gain experience with field methods in ornithology, the student joined several in-class workshop intensives on campus that introduced key concepts of field ornithology. How to make a visual ID, record acoustic sampling of birdsong, and how to keep a detailed field ornithological field journal. Additionally, the student worked to hone their bird identification skills through the identification and documentation of at least 30 bird species in the lower Puget Sound Area. Identification evidence included a combination of photography and bird song and will be uploaded to an I-Naturalist and eBird.

The student also completed learning modules that covered essential content relating to birds, their evolutionary history, their taxonomy as well as key elements of their biology that make them a unique group (feathers, vocalizations, flight). This learning included Readings from *Handbook of Bird Biology* (978-1118291054), coupled with online lecture and seminar that highlight avian evolution and biological development over time, feather structure and function, bird song, and bird adaptations for flight.

EVALUATION:

Written by: Alison Styring, Ph.D.

Victoria (Cinder) Camerano did an excellent job completing this Individual Learning Contract. Each week, Cinder submitted written documentation of learning of the textbook chapters and concepts covered. These documents were clearly-written and effectively demonstrated the processes and approaches that Cinder used to understand the content in a comprehensive way. These documents usually included illustrations by Cinder and these illustrations were particularly in terms of their use as tools of learning.

Cinder also spent time in the field each week learning to identify local birds by site and sound. This work was documented in a well-organized, neat, and thorough field journal. Cinder also used the citizen-science platforms of iNaturalist and eBird to document bird observations and cinder was conscientious about documenting the sightings with diagnostic evidence in the form of image and sound files. This work complemented the field journal in a way that effectively demonstrated strong identification skills of local bird species.

Cinder also participated in class activities of a Field Ornithology. This included field time on Evergreen's campus and also in the Washington Cascades as well as class time in seminar on articles focused on the process of science. The field activities provided overview of commonly used field methods such as point counts, habitat surveys, acoustic methods, and some intensive field work focused on bird banding. Cinder's collaborative approach to field work and seminar enhanced the learning experience for everyone involved.

Cinder demonstrated effective learning of the academic material covered in class as well as a work-ethic and commitment to learning and understanding that was impressive.



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SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Ornithology: Biology and Field Identification



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June 2023 - September 2023: Marine Biology of the Pacific Northwest

8 Credits

DESCRIPTION:

Faculty: Gerardo Chin-Leo, Ph.D.

This program introduced principles of marine biology focusing on the marine life and habitats of the Pacific Northwest. Lectures examined the distribution, species diversity, adaptations, and ecology of organisms in various benthic and pelagic habitats. Understanding the factors determining the high productivity of coastal environments was a major focus of the program. Human impacts on the marine environment, such as eutrophication, were also presented. There were lectures, workshops and lab and field studies. Lab work included studies of plankton and invertebrates with compound and dissecting microscopes and a scanning electron microscope. There was also a workshop to understand the vertical and horizontal density stratification of estuaries. Field trips studied habitats in Puget Sound such as salt marshes, estuaries, and soft-bottom intertidal beaches. In addition, there was a field trip to the outer coast of the Olympic Peninsula to study rocky intertidal habitats. Students were evaluated through class participation, lab/field reports, 4 quizzes and a final exam. In addition, each student presented a current news article on marine biology and conducted library research on a marine organism that required use of the scientific primary literature. The organism research project was reported through an oral presentation and an annotated bibliography.

Textbook: *Marine Biology*. Castro and Huber.

EVALUATION:

Written by: Gerardo Chin-Leo, Ph.D.

Victoria, who goes by Cinder, attended all activities and successfully completed the required work making significant progress in her learning of marine biology. Cinder's quiz scores were excellent, showing solid understanding of the material. Her final exam was also strong, showing knowledge of major concepts, but she ran out of time missing some of the questions. Cinder's field and lab reports were very good, successfully applying her learning of marine life and habitats to logically interpret field and lab observations.

Cinder did a great job presenting a current news article on the complexity of conserving Chinook Salmon to support both western coastal fisheries and the endangered southern resident Orca whales. For her research project, Cinder studied the Pacific Chum Salmon, *Oncorhynchus keta*. She examined various sources including two scientific articles published in the primary literature. Cinder's summaries of these peer reviewed articles were very good and reflected detailed understanding of the technical details associated with the methods and data analysis. Cinder's oral presentation on her research was also very good presenting general information on *O. keta* and explaining in detail a study on the accumulation of Persistent Organic Pollutants in Pacific salmon.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

8 - Marine Biology



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April 2023 - June 2023: Field Skills in Environmental Sciences: Post-Pandemic Hands-On Learning

2 Credits

DESCRIPTION:

Faculty: Alison Styring, Ph.D.

In this intensive course, students gained hands-on experience in standard field observation, data collection, and documentation practices that were missed due to the pandemic. Students improved their abilities in field observation; documentation of geographical, environmental and temporal conditions; standard practices for field measurement; and organization and visualization of field data. Students attended field sessions that were discussed and compiled in the classroom at the end of each field outing. We began the work by focusing on orientation and detailed observation, then moved to standard field measurements such as pace, distance, tree measurements, and estimation of measurement in behavior studies. We then moved to taxonomic classification and standard sampling methods for biodiversity assessment. Students completed the work by conducting a short field study on a topic of their choosing. In addition to in-class field work, students made additional observations and measurements outside of class time. All in- and out-of-class work was documented in a detailed formal Field Journal.

EVALUATION:

Written by: Alison Styring, Ph.D.

Victoria (Cinder) Camerano successfully demonstrated excellent learning and engagement in this course. Cinder regularly attended program activities and was an active and engaged member of the learning community. Cinder's advanced skills in observation were effectively demonstrated in the journal which included all work completed in class as well as outside of class assignments. The journal also effectively documented site conditions, standard field measurement protocols, and biodiversity sampling and assessment. Cinder took initiative in practicing many of methods and skills we learned during class time, and it was clear that Cinder made the most out of the opportunities offered. In addition to excellent documentation and writing, Cinder's journal included some incredibly detailed drawings of organisms observed in the field as well as drawings of methods and concepts that were carefully and effectively represented. I appreciated Cinder's commitment to group learning and persistence with gaining knowledge in all areas of the course. I enjoyed working with Cinder in this course.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2

2- Field Skills in Environmental Sciences



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A00270570

Last, First Middle

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April 2023 - June 2023: Biology and Laboratory Skills

2 Credits

DESCRIPTION:

Faculty: Erik V. Thuesen, Ph.D.

This intensive program was designed to give hands-on experience to students that missed out on improving their biology laboratory skills due to the COVID-19 pandemic. During spring quarter, students worked in the laboratory on a series of different topics to gain knowledge and proficiency in the use of common lab instruments, including analytical balances, different kinds of pipettes and syringes, bench top centrifuges and light microscopy. Students also carried out plant and animal dissections, UV-vis spectrophotometry, Thin Layer Chromatography (TLC), silica column chromatography, and measurements of animal respiration using an IR CO₂ meter interfaced with a computer.

EVALUATION:

Written by: Erik V. Thuesen, Ph.D.

Victoria did an excellent job in this program and clearly demonstrated improvement in their laboratory skills.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2

2 - Biology Laboratory Skills



Camerano, Victoria Ann

A00270570

Last, First Middle

Student ID

April 2023 - June 2023: Autobiography, Story, and Poetry: Dancing with Words

8 Credits

DESCRIPTION:

Faculty: Nancy A. Parkes, MFA

In "Autobiography, Story, and Poetry: Dancing with Words," students drafted and revised two major pieces of work drawn from autobiography, fiction, creative non-fiction, essays, poetry, flash fiction, slam poetry, or other genres. Throughout the half-time term, they wrote five additional creative or other writing pieces and two literary analyses of texts. The result for each graduate of the program is a well-written collection of writing.

Students spent extensive time in small, editorial critique groups where they gained skills in sharing writing, editing, and collaboration.

They worked with five visiting authors for unique, experiential workshops to gain literary and writing craft insights. Guest writers included Steven Hendricks, Sandy Yannone, Sean Williams, Steve Blakeslee, and Liza Rognas. Students gained immersive exposure to the honed insights of practicing writers and authors.

We had a strong variety of writing exercises and activities to gain exposure to a broad array of literary techniques. Our collective focus, in addition to our writing, was on "reading like a writer" as students strove to gather and practice literary techniques.

In addition to a large variety of shorter writings, the class read and engaged in lively seminar discussions and written analyses of *Dear America*, *Notes of an Undocumented Citizen*, Jose Antonio Vargas; *If Beale Street Could Talk*, James Baldwin (novel and adapted film); and *Gotham Writer's Workshop: Writing Fiction*.

Students met individually with faculty member Nancy A. Parkes to focus on their writing challenges and growth. They had broad access to the Evergreen Writing Center for individual attention to their writing. Students who completed this program have built stronger skills to engage in increasingly advanced writing and creative writing.

EVALUATION:

Written by: Nancy A. Parkes, MFA

Victoria Camerano, who goes by Cinder, completed thorough and exceptional work throughout the quarter. Cinder has demonstrated "an interdisciplinary skillset integral to a variety of writing styles and approaches."

Cinder completed an extraordinary series of poems in both writing blocks of the quarter. She squeezed every element of learning from our guest speakers, extensive series of writing exercises and assignments, and indeed did a deep dive into several literary genres ranging from flash fiction to autobiography.

Cinder noted being rightfully proud of the sensory details she deepened in her writing and the amount of diligent hard work she completed on the page.

She is rightfully proud to announce that she received a writing scholarship for Evergreen's 2023-24 academic year. Cinder has already created and completed one self-published writing booklet. I expect and look forward to seeing the awesome work Cinder will continue to expand.



Camerano, Victoria Ann

A00270570

Last, First Middle

Student ID

I would happily offer her a recommendation for graduate school or employment making use of her superb and growing writing skills.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

4 - Literature

4 - Writing and Poetry



Camerano, Victoria Ann

A00270570

Last, First Middle

Student ID

January 2023 - March 2023: Plant Propagation and Winter Season Horticultural Practices
8 Credits

DESCRIPTION:

Faculty: Steve Scheuerell, Ph.D.

The Plant Propagation and Winter Season Horticultural Practices program taught the principles and practices of plant propagation through a twice weekly on-farm and greenhouse practicum paired with the text *Plant Propagation* by Alan Toogood. Seasonal horticultural practices in the maritime Pacific Northwest climate were taught through readings and hands-on field workshops centered on perennial plant biology, training, and pruning of apples, pears, plums, figs, grapes, raspberries, hardy kiwis, and blueberries. Propagation and field cultivation principles were taught in tandem with how to select annual and perennial plant varieties based on climatic and site conditions and manage greenhouse environments to meet plant growth requirements. Students earned credit through participation, online assignments, field notes, and demonstration of putting theory to practice.

EVALUATION:

Written by: Steve Scheuerell, Ph.D.

Victoria (who goes by Cinder) successfully completed the program with excellent attention to detail in written assignments and active demonstration of applying theory to practice. In Plant Propagation, Cinder clearly learned the concepts and practices of managing propagation environments, soilless growing media, seed germination, sanitation, disease prevention, and vegetative propagation by division, cuttings, and storage organs. In Horticulture, Cinder's written work showed excellent comprehension. Cinder's practicum work demonstrated proper care and use of tools, ability to assess environmental conditions, consider plant variety selection criteria, and make pruning and training decisions for diverse perennials during the dormant season.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

4 - Plant Propagation

4 - Horticulture



Camerano, Victoria Ann

A00270570

Last, First Middle

Student ID

January 2023 - March 2023: Farm Management: Crop and Sales Planning

8 Credits

DESCRIPTION:

Faculty: Steve Scheuerell, Ph.D.

In this program, students learned the steps to create farm crop and sales plans with practical emphasis on how to analyze past records, incorporate market research, set production and sales goals, develop an operating budget, and create a detailed cropping plan suited to their goals. Along with assignments that had students analyze production and financial records from the campus farm and market stand, assessment of student learning focused on individual projects that had students describe a commercial or homestead operation that included site specific conditions, infrastructure needs, production goals, crop plan, plant variety selections, and budgetary information.

EVALUATION:

Written by: Steve Scheuerell, Ph.D.

Victoria (who goes by Cinder) made excellent use of the program assignments to hone detailed plans for a market farm business. The multi-part plan clearly demonstrated that Cinder learned how to create spreadsheet-based production and sales targets suited to the site conditions and market opportunities. Throughout the program, Cinder was a leader in discussion posts, offering detailed insight on the campus farm production and sales records. Cinder leveraged the analytical work done in class with research to identify crops and seasonal production niches for Cinder's farm business plan that showed solid promise in what is a competitive field to enter. In sum, Cinder deserves merit for the excellent, thoughtful work demonstrated throughout the program.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

8 - Market Farm Crop and Sales Planning



Camerano, Victoria Ann

A00270570

Last, First Middle

Student ID

September 2022 - December 2022: The Art of Critical Writing

4 Credits

DESCRIPTION:

Faculty: David Wolach

Our aim in this class was to learn the art of the essay and related academic forms of critical and expository writing, from the basics of argumentative essaying to some more advanced forms of critical writing and analysis that we might find in poetic essays, creative nonfiction, memoir, and lyrical experimental poetry. Students were prompted to rethink, even reinvent, the possibilities inherent in essaying and critical writing more broadly by practicing a different set of writerly techniques each week, resulting in short weekly critical writing experiments.

In the second half of the quarter students applied what they learned in the first half to a more developed critical writing project. The emphasis here was on drafting processes and different techniques of radical revision and peer feedback.

EVALUATION:

Written by: David Wolach

Victoria (Cinder) was (and remains) such a pleasure to work with. Highly intelligent, well-read (even having run an independent bookstore in the past!), committed to the work of growing and challenging themselves as a writer, and engaged and empathic towards their peers, Cinder consistently showed up as a vital member of the class in larger discussions as well as smaller feedback groups. As course participant/discussant, Cinder helped lead us into insightful discussions and close readings of assigned texts ranging from those by Gertrude Stein ("Composition as Explanation"), Claudia Rankine (Citizen, excerpts), and James Baldwin ("A Talk To Teachers"). Not only did Cinder display a wide-ranging skill-set of close reader and interpreter of complex works, but their textual analysis was also always anchored in cultural and historical context, taking on a sophisticated historicist bent, which always deepened our sense of what the writers' arguments were doing inside as well as outside of the work—indeed, what the stakes are, bottom line. Further, though always engaged and vocal, Cinder tempered their engagement in larger discussions so as to allow for others to contribute, to have a true back and forth, and for this I appreciate their maturity—it was a big help in creating for a welcoming atmosphere where people could be heard and responded to.

As a writer, Cinder is a poets' poet in addition to—or as part of—being a talented essayist and storyteller. I say this because not only is their poetry quite haunting, indeed experimental in slant without losing the pathos of lyricism, but given that this was an essay and critical writing course, not having the assignments in poetry to put on blast such talents, Cinder turned their poetic skills to mixing genres—responsibly and rigorously—of essay and poem, tight inductive argument and research and lyricism, allowing for the essays to breathe with poetic life. Their rumination and close reading of Rankine was illuminating, and their taking on the less poetic of our assigned readings and doing something compelling with them—such as the way they treated economist Graeber's "Bullshit Jobs"—showed us that at present Cinder's level of skill as writer is certainly advanced, which in turn helped model for students newer to writing how they might approach their work with both rigor and creative abandon. I very much look forward to working with Cinder in the coming couple quarters, and thank them for a great effort this fall.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

2 - Critical Writing and Thinking



Camerano, Victoria Ann

A00270570

Last, First Middle

Student ID

2- Advanced Academic Research



Camerano, Victoria Ann

A00270570

Last, First Middle

Student ID

Student Self Evaluation for The Art of Critical Writing
09/2022 - 12/2022

In the Fall 2022 class: The Art of Critical Writing, one learns the nuance of refining a thesis, developing supporting arguments, and conjuring closure. The format encourages self-correction while being taught in a peer like setting. Putting content on the page is the beginning. The art form being taught is the process as to how one extracts the inner worlds from said content. Here is where critical writing and the nuanced art of performance meets: The Art of Critical Writing being a catalyst for revision for multiple platforms and formats.

Positive learning points from this class were: becoming less redundant with my writing, while also learning new and creative ways to engage the reader poetically, even while writing a research paper. The writing skills were not only inspiring in the moment but were also designed to serve as a travel pack for other classes and academic pursuits, ensuring a successful framework for future endeavors.



Camerano, Victoria Ann

A00270570

Last, First Middle

Student ID

September 2022 - December 2022: Introduction and History of Cooperatives

4 Credits

DESCRIPTION:

Faculty: Tamsin Foucrier, Ph.D.

This *Introduction and History of Cooperatives* course over the fall quarter (2022) used lectures, guest speakers, and workshops on variety of cooperative topics including working collaboratively and communicating effectively in teams, consensus decision-making, anti-racism and anti-oppression, cooperative models and history, worker cooperatives, and the solidarity economy. Seven individual assignments required that students reflect on the content covered in the course, as well as prepare for our workshops. Students were also required deliver a group presentation on a specific cooperative topic, with students practicing their team-working and interpersonal skills in disseminating their chosen topic to the greater cohort.

This class is a part of a series of courses that comprise the Sustainable Cooperative Development Certificate sequence.

EVALUATION:

Written by: Tamsin Foucrier, Ph.D.

Victoria, who goes by Cinder, consistently demonstrated critical reflection and participation during our time together as a cohort. Cinder's insightful written assignments reflected a capacity to adapt application of concepts to novel contexts and to think systemically. Cinder also regularly reflected on their own experiences and history in the cooperative space throughout the many elements of the cooperative model that were covered in this course. While Cinder chose to complete an individual assignment in lieu of the group assignment, Cinder's exploration of housing cooperative case studies (The Emma Goldmans Finishing School and the Fertile Ground Housing Cooperative) was excellent. Cinder successfully completed all requirements for this course.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

2 - Cooperatives Fundamentals (Certificate Sequence)

2 - Professional Skills (Certificate Sequence)



Camerano, Victoria Ann

A00270570

Last, First Middle

Student ID

Student Self Evaluation for Introduction and History of Cooperatives
09/2022 - 12/2022

In the Fall 2022 class: Introduction and History of Cooperatives; several key learning points stand out. Though remote, the hands-on learning module via zoom focused on team management and consensus-based project development. This provided a trial-and-error experience of a cooperative approach to group work. There was also several in depth panel interviews and discussions with co-op developers both domestically and abroad. One cooperative that stands out is a newly formed housing cooperative in Olympia Washington. A representative of the Fertile Ground housing cooperative ushered the class through the process of creating a co-op entity, creating a land trust with the property, and then collectively purchasing a house as shareholders.

Introduction and History of Cooperatives challenged me to work with consensus-based decision making on time sensitive projects with a diverse group of co-learners. It was a difficult and rewarding learning process that enhanced my ability to work dynamically with a group.



Camerano, Victoria Ann

A00270570

Last, First Middle

Student ID

September 2022 - December 2022: Environmental History of North America

4 Credits

DESCRIPTION:

Faculty: Corey Larson

Environmental History took a broad geographic and temporal approach to examine the complex relationships that humans have with their surroundings and how they have changed and continue to change over time. Beginning with Indigenous communities and nations in the western hemisphere, students explored how diverse societies both shaped and were shaped by their surroundings, the social and environmental disruptions of European colonization, and how Indigenous Peoples have and continue to navigate these upheavals as sovereign tribes/nations. Students analyzed the role that technological developments in transportation, manufacturing, agricultural production, and resource extraction in coordination with neoliberal policies and the expansion of global markets have played in shaping today's world.

EVALUATION:

Written by: Corey Larson

In *Environmental History*, students focused on ways that humans have interacted with their surroundings in North America. Victoria "Cinder" Camerano participated in both synchronous and asynchronous work in this entirely online course. For the synchronous component, students attended weekly video conferences. Cinder consistently attended lectures, contributed to class discussions and seminars, viewed multimedia presentations, and participated in writing workshops. In the asynchronous section of the course, students contributed to a weekly discussion thread that led into the weekly video conference. The course examined several complex threads including agriculture developments, settler colonialism, perception and interpretation of the natural world, and technological innovations. Therefore, many of these discussions extended throughout the quarter. Cinder knowledgeably participated in these ongoing blended discussions.

This course also contained several written components. Throughout the quarter, students submitted two "reading response" assignments that summarized and synthesized two reading assignments that offered varying perspectives on that week's theme. Cinder turned in both responses and adeptly highlighted intersections and distinctions between the materials. Students also answered a series of essay questions at both midterm and at the end of the quarter that addressed the course's main themes. Cinder skillfully completed these essays, providing organized and insightful responses to these complex topics. Cinder has proficiently completed all requirements and will receive full credit for the course.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

2 - History

2 - Environmental Humanities



Camerano, Victoria Ann

A00270570

Last, First Middle

Student ID

Student Self Evaluation for Environmental History of North America
09/2022 - 12/2022

Environmental History of North America: a segment in the Native Pathways Program, highlights the social and ecological upheavals that took place due to colonialization. Examining various motivations and social shifts, both in the Americas and abroad, one is encouraged to apply a wide lens to the nuance of Indigenous Communities and the disruptions that occurred environmentally, beginning with European Contact.

Approaching the environmental impact of westward expansion, stemming from settler colonialism, one unpacks the changing landscapes in frontier America due to economical aspirations. Here the points of learning spur off in a variety of directions including Indigenous Sovereignty, deforestation, land management, dams and river management, and treaty politic, as well as the irreversible mining of natural resources for the need of the military industrial complex. The cause and effects of this environmental history are investigated, and the long-term realities lamented and re-imagined in a well-rounded humanities-based history.

Main personal learning points focus on the longevity to weave together multiple narratives: the same story with varying perspectives, while keeping focus on common denominators of environmental destruction and restoration.



Camerano, Victoria Ann

A00270570

Last, First Middle

Student ID

June 2022 - September 2022: Introduction to Scientific Illustration

4 Credits

DESCRIPTION:

Faculty: Sharon Birzer, MFA

An introduction to the practice of natural science illustration was complemented by online critique sessions allowing students to discuss and respond to each other's work. We worked on building observational and visual interpretation skills while exploring illustration using a variety of techniques, including graphite, pen and ink, colored pencil, and watercolor. The focus of this fundamental class has been *drawing*, from gestural sketching to precision rendering of illustrations for scientific purposes. Each student was given the opportunity to render selected subjects in a variety of demonstrated techniques. Students could choose to illustrate natural history objects from their personal collections or from online bone databases, for example. Students created three final projects. Our work was conducted remotely, using Canvas and Zoom.

EVALUATION:

Written by: Sharon Birzer, MFA

Victoria (Cinder) choose to illustrate a *Cucurbita pepo var. turbinata*, Acorn Squash, and in stages she created very finely rendered, detailed and accurate illustration of *the squash* with excellent details in pen and ink. For the watercolor specimen project, Cinder choose a *Cynara Cardunculus*, Artichoke, and rendered the specimen accurately and beautifully using layers of watercolor paints. The watercolor work also had several supporting assignments including a scaled line drawing, a value study and a color palette specific to the chosen subject. Cinder also created an amazing and finely detailed and realistic rendering of the *Echinacea pupura*, Rainbow Echinacea, in colored pencil on toned gray paper, which had several supporting assignments including a scaled line drawing and a color palette specific to her chosen plant. Cinder went above and beyond with her projects. Superior performance in all aspects of the program with work exemplifying the highest quality.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Introduction to Scientific Illustration



Camerano, Victoria Ann

A00270570

Last, First Middle

Student ID

Student Self Evaluation for Introduction to Scientific Illustration

06/2022 - 09/2022

In the Summer 2022 class: Introduction to Scientific Illustration, I participated in critical scientific study of a variety of specimens that were then illustrated using a variety of techniques taught by the instructor Sharon Bizer. During the class I began honing the craft of scientific illustration with basic scale representation that employed pen and ink, watercolor, and colored pencil.

Overall learning points highlight what is expected of a botanical illustrator including using botanical terminology and Latin names; as well as, how to prepare a submission to a professional publication. I am confident using the framework provided to continue down a path of professional illustration and compete in botanical illustration platforms that Professor Bizer has shared as possible next steps.

Introduction to Scientific Illustration helped to connect the dots for using my creative side within the scientific and professional communities which ultimately built confidence in my artistic career.



Camerano, Victoria Ann

A00270570

Last, First Middle

Student ID

June 2022 - September 2022: Grammar for Teachers in the Context of Equity, Power, and Social Justice

4 Credits

DESCRIPTION:

Faculty: Jon Davies, Ed.D.

Because of the global COVID-19 pandemic, Grammar for Teachers in the Context of Equity, Power, and Social Justice was conducted remotely through Canvas and Zoom platforms. In this upper-division course participants engaged in readings, small-group seminar discussions, and grammar lessons that addressed the teaching of grammar to support authentic writing in K-12 classrooms. Topics included a critique of teaching grammar as an isolated topic, engaging and teaching grammar in support of authentic writing, engaging and teaching grammar in the context of the writing process, and grammar and its role in revision and editing processes. The primary text was Constance Weaver's *Grammar to Enrich and Enhance Writing*. In addition, students read the National Council of Teachers of English Position Statements on Gender and Language, Ebonics, Critical Media Literacy and Popular Culture in ELA Classrooms, Racial Literacy, and Understanding Translanguaging in US Literacy Classrooms.

Participants practiced the teaching of grammar in the context of authentic writing through producing, revising, and editing their own writing on self-selected topics. In addition, participants produced chapter commentaries in preparation for class discussions and a multigenre research project on a self-selected subject.

EVALUATION:

Written by: Jon Davies, Ed.D.

Victoria Camerano successfully completed this course and earned full credit. Through the completion of various writing, revising, and editing exercises, they demonstrated a very good understanding of teaching grammar in support of producing authentic writing. Victoria's chapter commentaries of the primary text and other readings were accurate and thoughtful. Victoria's multigenre research project demonstrated a very good understanding of the form. Overall, Victoria's performance in this course was very good.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Grammar for Teachers



Camerano, Victoria Ann

A00270570

Last, First Middle

Student ID

Student Self Evaluation for Grammar for Teachers in the Context of Equity, Power, and Social Justice
06/2022 - 09/2022

In the Summer 2022 class: Grammar for Teachers in the Context of Equity, Power, and Social Justice, I learned the nuance of anti-racist action and LGBTQIA inclusion in a classroom setting where rules of grammar are taught. In this social justice approach the professor invites one to re-imagine the dynamics of proper grammar as an outdated requirement in many modern-day settings.

I used the essay portions of the class to do a deeper exploration of the politics of code-switching and how it is employed and encouraged; as well as discouraged, within the academic community. The deeper questions as to how early education programs must embrace decolonization of subliminal racist curriculum on a broader level, and how one can begin to approach such controversial topics were also discussed.

Overall, the class laid a solid platform for engaging consciously with politics surrounding anti-racist action, critical race theory, and traditional outdated curriculum being taught as a requirement in early education programs, and how to approach the topics from an informed standpoint. The class prepared me to hit the ground running within the education community.



Camerano, Victoria Ann

A00270570

Last, First Middle

Student ID

June 2022 - September 2022: Children's Literature

4 Credits

DESCRIPTION:

Faculty: Jon Davies, Ed.D.

In this upper-division course, participants engaged in readings and seminar discussions that addressed literary and informational texts for children from birth to age 12. Topics included an examination of picture and chapter books, multicultural literature, literature in a variety of genres, and non-fiction texts across a range of subjects. Participants gained an understanding of children's literature from an historical perspective, genres of children's literature with representative authors and selection criteria, the role of literature in children's literacy development, strategies for teaching literature in elementary school, and controversies surrounding children's literature and community censorship. The primary text was Young, Bryan, Jacobs, and Tunnell's *Children's Literature, Briefly* (7th ed.). Participants produced chapter commentaries of the primary text and read 40 self-selected children's literature books based on selection criteria for each literary genre. They wrote an annotated bibliography and critique describing how the chosen books met the selection criteria.

EVALUATION:

Written by: Jon Davies, Ed.D.

Victoria Camerano successfully completed this course and earned full credit. They consistently shared a genuine commitment to working effectively with other participants. Through completion of chapter summaries and a well-developed annotated bibliography and critique, Ms. Camerano demonstrated a very good understanding of the complexity of children's literature: its history and emergent controversies, its role in literacy development, and its various genres and selection criteria. Overall, Ms. Camerano's performance in this course was excellent.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Children's Literature



Camerano, Victoria Ann

A00270570

Last, First Middle

Student ID

Student Self Evaluation for Children's Literature

06/2022 - 09/2022

In the Summer 2022 class: Children's Literature and the Politics of Identity; I developed an early learning book list that focuses on the exploration of childhood identity. The class focused on acknowledging the traditional ways of being taught what is "right" and "wrong" as far as early education, as well as how a child expresses oneself. The curriculum helped to lay a groundwork for re-imagining a way forward that allows for all possibilities in how one may want to identify as one grows up.

I have developed a keen eye for how children's literature address current issues, as well as the identifying the voice used to "teach" the child what may or may not be culturally acceptable. I have practiced and followed through on creating a diverse reading list that is culturally relevant in 2022 that could be used in both a library and classroom setting. I have purchased almost every book on the list I curated so that I now have a mobile, culturally diverse library that can easily be shared with a variety of communities including homeschoolers.

Children's Literature challenged me to step up to laying the groundwork for future generations while working one on one with communities that employ a conscious and culturally aware framework. The curriculum has prepared me to enter into an educational setting with confidence.



Camerano, Victoria Ann

A00270570

Last, First Middle

Student ID

March 2022 - June 2022: Cultivating Voice: A Writing Tutor's Craft

2 Credits

DESCRIPTION:

Faculty: Sandra L. Yannone, M.F.A., Ph.D.

Cultivating Voice: A Writing Tutor's Craft provides a foundation for peer tutoring in writing at the collegiate level. In seminar, we studied composition theory, effective tutoring practices, learning styles, and approaches to working with different student populations. Students applied their expanding knowledge, using their own writings through practice sessions with peers in weekly practicum sessions in the remote combined Olympia/Tacoma Writing Center. Finally, students developed a portfolio including an essay on their writing process, reflective observations and insights from their weekly practicum sessions, a draft of their emerging tutoring philosophy, and a draft of both their self-evaluation and Academic Statement.

EVALUATION:

Written by: Sandra L. Yannone, M.F.A., Ph.D.

The student fulfilled all the requirements for Cultivating Voice with distinction. Throughout the portfolio and in class discussions the student demonstrated a clear understanding of the foundational elements of writing tutoring. Weekly reflections illuminate understanding writing as a process through its stages, the role of active listening, the significance of nuanced questions, and an attention to cultural competency as a means to supporting writers as they gain confidence in their unique voices.

The student's weekly written reflections resonate with both an introspection of self as writer and reflections of the foundational themes. Reflections from the practicum illustrated an attention to both developing their writing process further through accepting and discerning feedback as well as attending to the development of their own style, truly embracing what it means for a writer to find, develop, and embrace one's voice for growth and change.

Both the How I Write and Tutoring Manifesta writing invitations revealed insights concurrent with the learning from other modes in the class, showed attention and engagement with the prompt, and the conviction of this writer to articulate a path to self-discovery from under the yoke of standardized norms. These insights articulate deep appreciation for a pedagogy that invites vulnerability and creativity as well as fostering mutual engagement and empowerment.

I've appreciated this student's approach to introspection with self and others during the writing practicum. The student and tutoring partner applied each class's focus on writing process and techniques into a communal conversation that supported both in creating essays so different, yet equally compelling in scope and demonstrated knowledge of writing and tutoring processes. I look forward to further development during the fall quarter when the student joins the Writing Center as a tutor intern.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2

2- Liberatory Writing Theory



Camerano, Victoria Ann

A00270570

Last, First Middle

Student ID

Student Self Evaluation for Cultivating Voice: A Writing Tutor's Craft
03/2022 - 06/2022

In the Spring 2022 class: Cultivating Voices, A Tutor's Craft; I honed the craft of active listening, proof-reading, revision, and finishing details while engaging with the needs of my co-tutors. Throughout the spring quarter, I developed a concise explanation of how I write, as well as a tutoring philosophy that I can carry with me into the future as I expand my toolbox of skills one uses in the art of tutoring and teaching in a classroom setting.

Some key learning points that stand out are how to ask active questions that help to unpack or expand the tutoring process, and how to employ a toolbox of creative approaches that can inspire the writer, reader, and tutor alike.

Cultivating Voices challenged me to be consistent with critiquing other people's writing as well as my own, which ultimately led to a better understanding of the overall writing process.



Camerano, Victoria Ann

A00270570

Last, First Middle

Student ID

March 2022 - June 2022: Visual Art as Visual Linguistics

12 Credits

DESCRIPTION:

Faculty: Emily L. R. Adams, MFA

In this Individual Learning Contract (ILC) entitled Visual Art as Visual Linguistics, the student outlined the project curriculum and planned outcomes. "The intention of this [ILC] is to develop a honed craft around the translation of words into a visual language which includes four humanities based educational modes: communication, social work, linguistics, and visual art which will expand the writing process that mimics Evergreens "program" style learning. All of this as a springboard into the Evergreens master's in teaching program. The content will include developing a process to translate and refine the tone, texture, and style that speaks the language of written word and communication. I will develop a documented process and fluency by the end of Spring 2022 that will be documented by doing weekly uploads to Canvas, as well as a final write up and portfolio reflecting the translation process. I will also create a submission to the JUST SEEDS artist collective for publishing from the visual linguistic work done around the critique of borders and language barriers. The ILC will incorporate different areas of focus that will reflect Evergreens dynamic immersion of disciplines. I will demonstrate that the visual language is the first language, and a universal language, that one can use to dismantle borders and boundaries between cultures. The learning outcome is to shed light upon a linguistic reality of the cultural limitations which rely on language as a form of communication, and then translate that into a visual universal language." They went on to state that "The learning outcome is to shed light upon a linguistic reality of the cultural limitations which rely on language as a form of communication due to borders and language barriers, and then translate that into a visual universal language." At the time of the proposal the student was unaware that JUST SEEDS cooperative was no longer in operation.

EVALUATION:

Written by: Emily L. R. Adams, MFA

Victoria Camerano, who goes by Cinder, pursued a highly rigorous Individual Learning Contract (ILC) entitled *Visual Art as Visual Linguistics* during the spring quarter of 2022.

Cinder is an exceptional student who is passionate about bringing awareness to injustices in the world. Cinder is confident with creative writing, and this project allows the development of communication and expression of thoughts to be shared universally through visual art. Cinder's commitment to studio art and the accompanying research speaks to Cinder's dedication to finding best practices in how art can communicate meaningful messages for various communities and diversities. Associating image and text or pictures as symbols in the context of linguistics is a richly ancient practice. This ILC could readily become a foundation for future thesis or graduate-level explorations.

Cinder worked throughout the quarter and checked in with me bi-weekly through emails and Canvas posts. Working off-campus, Cinder set up a fully functional studio workspace in downtown Olympia, WA. Cinder displayed a solid understanding of creative writing, drawing, painting, printmaking, and critical discourse. Through explorations of these artistic endeavors, Cinder produced weekly works as a compilation of reflections of historically and contemporaneously documents on linguistics and language barriers. Through research and deliberation, Cinder provided personal insight into the current value and understanding of how visual linguistics can reach greater audiences. In addition to the texts in this ILC course description, Cinder also researched artists who inspired Cinder to create work with various visual art techniques.

Cinder is a highly motivated student who worked very well in an independent setting. I encourage Cinder to continue this exploration of visual art as visual linguistics. Cinder is an ideal candidate for graduate



Camerano, Victoria Ann

A00270570

Last, First Middle

Student ID

school when the time comes. I strongly encourage Cinder to build a substantial written and visual portfolio in Cinder's remaining time at Evergreen.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12

12 - Individual Learning Contract: Visual Art as Visual Linguistics



Camerano, Victoria Ann

A00270570

Last, First Middle

Student ID

Student Self Evaluation for Visual Art as Visual Linguistics
03/2022 - 06/2022

The Visual Arts Independent Learning Contract for Spring quarter 2022 titled: Visual Linguistics, was an exploration of the dynamic concepts involved in the translation process. The learning outcome of the ILC was to shed light upon a linguistic reality of the cultural limitations which rely on language as a form of communication due to borders and language barrier, and then translate that into a visual universal language.

The Spring 2022 ILC incorporated multiple disciplines including Communication, Social Work, Linguistics and Visual Art. The learning process highlighted the complexities one faces within a multi-cultural environment where there are multiple first languages being employed. Also, acknowledging that language and thought stem from physical and historical points of reference that ultimately dictate how one perceives the world, and that people from different environs may perceive the world in vastly different ways.

The exploration of the nuance of working within a multi-cultural environment using visual art as it's teacher calls attention to the illiterate reality one can experience, not only within ones first language; but also within the "stranger in a strange land" conundrum of immigrating and not knowing all of the spelling and grammar rules. Visual Arts and imagery as a form of translation ultimately creates an air of inclusion for immigrants who may not know the names or conjugations yet. The cave painting language is still relevant today as it can still be interpreted readily without much training.

The learning outcomes of this ILC will act as a springboard for developing a foundational understanding around multi-culturalism and better mediation practices withing a social work environment.



Camerano, Victoria Ann

A00270570

Last, First Middle

Student ID

January 2022 - March 2022: Intersections of Metaphorical Inquiry

12 Credits

DESCRIPTION:

Faculty: Eirik Steinhoff, PhD

Here is what Victoria proposed to pursue under the auspices of this individual learning contract, which she called **Intersections of Metaphorical Inquiry**:

"The contract is an exploration into the metaphorical inquiry of gender, race, and class from a feminist perspective. Victoria will use a variety of styles including poetry, prose, open letters, and essays. She will finish a small book, zine style compilation by the end of Spring 2022 quarter that will be submitted to an established press."

The inquiry was guided by several organizing questions, including the following:

- How are voices of the past still relevant today? How do they still have the desired effect that the writer intended? How does the writing inspire dialogue around alternate topics? Is the alternate topic metaphorical? Can there be cross over and mutual audiences?
- What story does poetry tell? What is the objective? Is it achieved? What about these poems feels lasting?
- Is all writing related? Where does the inner voice come from? Is it past experience? What is inspiration and the fire of writing based on?

Authors studied include: bell hooks, Diane Di Prima, Ursula K LeGuin, Ann Hanson, Akbar Ahmed, and Joe Biel, among others.

EVALUATION:

Written by: Eirik Steinhoff, PhD

Victoria did good work accomplishing her goals for this contract. Her work was consistently delivered on time and revealed an increasing momentum of inquiry and engagement. The last several weeks of the quarter were focused on preparing a manuscript and then designing an 59-page booklet titled *Inquiries & Intersections: investigations of winter 2022*. This was a lot to take on, and it is clear that Victoria went above and beyond to make it happen. Don't take my word for it. Here's how Victoria reflects on her learning in her self-evaluation:

"I have developed a practiced fluency of, not only the writing process used to develop a written portfolio or small book, but I have also done the foundational process used to develop, edit, and publish said written work.

The two main learning points that stand out are: one, the editing process one must go through in order to develop a cohesive piece of writing; and two, the modern-day publishing process which varies drastically whether it is underground diy, e-pub, or mainstream Ingram style submission. Stumbling through these processes for the first time has given a new perspective on how to approach a new writing project if I were to go back to the beginning. It could be said that it is almost like making a soup where one must know how it will be served on the table, and to whom it will be served, before one decides how much spice to allow.

I see this learning process developing further through a variety of programs offered at Evergreen, including the Book Arts program, where having a hands-on approach in a final self-



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publishing could shed light, not only on the publishing industry, but also the way we as a society manage and archive these priceless written works of art."

Victoria is well-positioned, as these reflections indicate, to undertake more study in this intersecting zone of literary study, direct composition, and actual publication. I look forward to learning more about what she makes in the months and years to come.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12

- 4 - Independent Research (Feminism and Literature)
- 4 - Creative Writing (Essays and Poetry)
- 4 - Self-Publishing: From Manuscript to Book Design



Camerano, Victoria Ann

A00270570

Last, First Middle

Student ID

Student Self Evaluation for Intersections of Metaphorical Inquiry
01/2022 - 03/2022

In the Independent Learning Contract for Winter 2022 titled: Intersections of Metaphorical Inquiry, I have developed a practiced fluency of, not only the writing process used to develop a written portfolio or small book, but I have also done the foundational process used to develop, edit, and publish said written work.

The two main learning points that stand out are: one, the editing process one must go through in order to develop a cohesive piece of writing; and two, the modern-day publishing process which varies drastically whether it is underground diy, e-pub, or mainstream Ingram style submission. Stumbling through these processes for the first time has given a new perspective on how to approach a new writing project if I were to go back to the beginning. It could be said that it is almost like making a soup where one must know how it will be served on the table, and to whom it will be served, before one decides how much spice to allow.

I see this learning process developing further through a variety of programs offered at Evergreen, including the Book Arts program, where having a hands-on approach in a final self-publishing could shed light, not only on the publishing industry, but also the way we as a society manage and archive these priceless written works of art. I could see Evergreen developing a university style Press or Publishing project.



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.