



Deerwester, Taylor L

A00419832

Last, First Middle

Student ID

DEGREES CONFERRED:

Bachelor of Arts

Awarded 11 Jun 2021

TRANSFER CREDIT:

Start	End	Credits	Title
06/2017	06/2017	8	AP: US History
09/2017	06/2019	82	Olympic College

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/2019	12/2019	16	Gender History: Medieval and Early Modern Europe <i>4 - History: Ancient and Medieval Europe</i> <i>4 - History: Gender in Europe Before 1600</i> <i>4 - Literature: Gender in Europe from Sappho to the Canterbury Tales</i> <i>4 - History: Introduction to Historical Methodology</i>
01/2020	03/2020	16	Gender History: Europe and America, 1650-1850 <i>4 - History: Early Modern Western Europe and Colonial North America</i> <i>4 - History: Gender and Race in Europe and Colonial North America, 1600 to 1800</i> <i>4 - Political Theory: Enlightenment Utopias and the French Revolution</i> <i>4 - History: Historical Methodology</i>
03/2020	06/2020	16	Student-Originated Studies: Taking Action in Our Communities (CCBLA) <i>4 - Community Studies</i> <i>6 - Independent Project: Disability Studies (emphasis on Blindness)</i> <i>6 - Pandemic Academy: Interdisciplinary Study of the COVID-19 Moment</i>
09/2020	12/2020	16	Community Teaching: Pasts, Presents, and Futures <i>4 - Community Teaching</i> <i>4 - Philosophy of Education</i> <i>4 - History of Education</i> <i>4 - Storytelling/Children's and YA Literature</i>
01/2021	03/2021	16	Children, Curriculum, and Counting: Psychology and Education <i>4 - Developmental Psychology</i> <i>4 - Biological Basis of Childhood Behaviors</i> <i>4 - Education</i> <i>4 - Quantitative Reasoning</i>
03/2021	06/2021	12	Abnormal in a Normalized World <i>4 - Diagnosis of Psychopathology</i> <i>4 - Neurobiology of Mental Health</i> <i>3 - Treatment Interventions</i> <i>1 - Socio-Cultural Context of Well-Being</i>
03/2021	06/2021	4	Abnormal Psychology <i>4 - Psychology</i>



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Cumulative
186 Total Undergraduate Credits Earned



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Since I was a child, I have been fascinated with disabilities and voice. Growing up, I was in many special education classes that allowed me to advocate for myself and pursue my passions. However, many of them did not, viewing disabled students as an unfortunate default from the norm, a deficit instead of an asset. But those teachers must have been unaware what type of child they were teaching, because I decided after one particularly bad year that my goal would be to be “one of the good teachers” who didn’t view their students as an unfortunate chore, like some of my previous teachers had.

Prior to Evergreen, my coursework at Olympic College was primarily prerequisites. In my early childhood education classes, I learned how important a solid mentor and space to be oneself can be for a child. I would follow this vein in my Evergreen coursework.

The beginnings of that coursework were two Gender History courses based in medieval and early modern times and 1600-1850. These may seem like an odd couple to begin with, but I wanted to go from the source, the very first written texts on abnormality. Abnormality, I learned, was an ever-changing concept. For one of the assigned projects in both courses, I followed the vein of how disabilities were portrayed and treated in civilians and in media from Greece to Europe. Some of my findings were disappointing, like the fact that those with disabilities were viewed as cursed. But some of them surprised me, such as the fact that disabilities were often seen as an “extra trial”, given to only the most pious. These views of history fascinated me, and I could see how they informed current views.

Next, I took a class with the Center for Community Based Learning and Action. My internship opportunity fell through due to the current pandemic, but I did a project instead about the education of disabled folx, specifically around blindness. The focus on skills-based education in the early blind schools (and even currently) was one tenet that bugged me tremendously. But these schools represented community for most Blind individuals in these early times and helped them flourish amongst a community of their peers. I wondered if, as a special educator, I could become a part of a similar network to help advocate for students.

My next course was a community teaching course. I think I will remember this one most in my time at Evergreen. We read memoirs and “visited” schools that had created a community of parents and educators from the grassroots, just as I hoped to do. The communities profiled were low-income and marginalized, just as SPED often is in current educational systems. It was great to see that a marginalized community could take back the reins and educate themselves in such a prominent way. Our views of education and who it was for were also questioned, and I wonder that still to this day. I am incredibly grateful to have taken part.

My last three classes were psychology-based. The differences I had focused on previously were physical, and I wanted to further engage with those whose disabilities may be less visible. The first class involved curricula and how they were taught. Current US curricula teach students that they must be automated machines who can contribute well to the economy, and nothing beyond that. It’s easy to see why SPED individuals are seen as “less than”. I learned from this class, and the following psychology courses, that there is no normal. Human beings are all different, and unless we celebrate and advocate for that, helping them to find their community and passions, we’re just making robots.

I began my two years at Evergreen from the source: Greece and Rome, where some of the first people with disabilities are documented. Most notes involving them see them treated as subhuman, but in some communities such as leper colonies, they were cared for and respected and even seen as pious. I wondered if I could make this community myself. I studied blindness next and recognized that community in the “blind schools” of the 1800s. I took my next community teaching course and saw community school principles at work in the Chicax and Black communities, which only sharpened my resolve. My final classes, which were psychology-based, helped me see into the physical and not just the mental side of difference and how to accommodate. I hope my coursework proves to my previous teachers that disability can build community.



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March 2021 - June 2021: Abnormal Psychology

4 Credits

DESCRIPTION:

Faculty: Susan J. Cummings, PhD

This course was designed to help students examine abnormal and normal behavior and experience along several dimensions. These dimensions included the historical and cultural influences in Western Psychology, current views on abnormality and psychological health, cultural differences in the approach and treatment of psychopathology, and the role of healthy habitat in healthy mind. Traditional classification of psychopathology was studied, including theories around etiology and treatment strategies. Non-traditional approaches were examined as well and the role of Ecopsychology in Abnormal Psychology were studied.

SPECIFIC GOALS:

1. To allow students to gain an understanding of historical and cultural influences on the development of Psychology, including an increased awareness of the biases and strengths of traditional Euro-American approaches to Psychology and the Mental Health System in the United States.
2. To acquaint the student with the current classification system of the various psychopathologies.
3. To introduce the students to the various theories and approaches to etiology, pathology and treatment.
4. To introduce the student to the current Mental Health system in the United States.
5. To examine the role and relevance of Ecopsychology in psychological health.

EVALUATION:

Written by: Susan J. Cummings, PhD

Taylor's work demonstrated her deep commitment to and engagement in the learning process and all of the material during this quarter. Taylor's reflection papers were deep examinations of the intricacies of all the material and were very thorough. Taylor had a very good understanding of the various concepts and theories in Abnormal Psychology and the cultural and societal undercurrents influencing its evolution.

The fictional character that Taylor chose to diagnose was Azula of "The Fire Nation." She succinctly and effectively described the character and story and did a differential diagnosis examination; noting the overlapping nature of many personality disorders. She pointed out how Azul fits some criteria for Histrionic Personality Disorder and Narcissistic Personality Disorder and concluded with the latter.

Taylor's research team reported on microbiomes and their impact on mental health demonstrated excellent teamwork. Taylor focused on supplements and whether they are effective; as well as food, such as yogurt and how it may affect people differently, depending on their microbiota. She further examined the research on the link between an unbalanced microbiota environment and Major Depressive Disorder, as well as which dietary approaches might help, such as the Mediterranean diet. Taylor's portion of the paper was very well sourced, and the sources properly cited within the body of the text per APA format.

It was a pleasure having Taylor in class.



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SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Psychology



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March 2021 - June 2021: Abnormal in a Normalized World

12 Credits

DESCRIPTION:

Faculty: Jon Davies, Ed.D and Ada J. Vane, MA

Because of the global COVID-19 pandemic, the program Abnormal in a Normalized World was conducted remotely through Canvas and Zoom platforms. Students rose to the occasion of this difficult moment and co-created a brave, supportive, and lively space of learning.

This all-level program provided a comprehensive survey of mental health problems, including anxiety disorders, mood disorders, addiction and substance abuse disorders, the schizophrenias, and personality disorders. The program curriculum asked, "What does it mean to be "normal" and who decides?" How has history and culture affected our perspectives on abnormality? What are clinical characteristics of mental disorders and how are they assessed? What role does treatment play in addressing psychological disorders? How do we separate facts from myths surrounding psychological disorders?

This program did not simply present a checklist of symptomatology. Through contextualization and bio-psycho-social perspectives, students developed critical thinking skills as applied to theories, assessment, and treatments relevant for each disorder. Students also considered the role of stigma in mental illness. In this exploration, students gained an understanding and appreciation of how to live a healthier life.

Lectures, workshops, seminars, and films helped to further contextualize program texts. Students engaged written and other media formats throughout each academic week that included short papers in preparation for seminars and short reflections in response to lectures, films, and treatment intervention readings. At the end of the quarter, students prepared a poster presentation that addressed a critical program theme.

Students read and discussed A. Bridley and L.W. Daffin's *Abnormal Psychology*, T. Cheney's *Manic: A Memoir*, D. Di Ceglie's *Autonomy and Decision-Making in Children and Adolescents with Gender Dysphoria*, J. Fallon's *The Psychopath Inside: A Neuroscientist's Personal Journey into the Dark Side of the Brain*, M. Lewis' *The Biology of Desire: Why Addiction Is Not a Disease*, and J. Mock's *Redefining Realness: My Path to Womanhood, Identity, Love, & So Much More*.

Students viewed and analyzed *The Brain* with David Eagleman, *Cognitive Behavioral Therapy for Clients with Anxiety and Panic*, *Troubled Minds: The Lithium Revolution*, *Mindscape: Oscar-Winning Actor Richard Dreyfuss on Living with Bipolar Disorder*, *A New High, Addiction and Trust: Marc Lewis at TED x Radboud U*, *People Say I'm Crazy, Light in the Darkness: Living Well after Trauma*, *Back from the Edge*, and *The Optimists*.

EVALUATION:

Written by: Jon Davies, Ed.D.

Taylor Deerwester had a successful quarter in Abnormal in a Normalized World. They attended all of the program meetings, completed all of the work, and the quality of their work was generally very good. Their perspective on abnormal psychology broadened and deepened over the course of the quarter. Taylor is leaving this program with a solid background for further studies in the mental health field.

Each week, students used a variety of media to compare, contrast and express their understanding of key theories discussed in psychopathology lectures, workshops and clinical case studies. Taylor completed all of our nine reflections, which expressed an excellent grasp of the concepts. Their reflections typically took the form of original memes, usually several per week, that captured complex



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issues from each week's psychopathology content in a format that was visually appealing and easy to understand. Between these reflections and their strong participation in workshops, Taylor's understanding of psychopathology and diagnosis broadened and deepened this quarter.

Two quizzes evaluated students' ability to retain key terms. Taylor's performance on these quizzes demonstrated a very good understanding of how to compare, contrast, organize, and retrieve information about key theories in sociocultural context of psychopathology and treatment interventions.

Taylor completed all of the preparation work for treatment and intervention workshops. Their understanding of treatment methods, and their practical application, increased significantly this quarter. Overall, they demonstrated an excellent level of engagement with these workshops.

Taylor planned and led a seminar session with other students. Taylor's preparation showed significant thinking and allowed them to demonstrate responsibility to their learning community. Taylor completed all of our eight seminar preparation notes, which were typically thoughtful explorations of the way that their selected quotes applied to meta-cognition in diagnoses and treatment of mental health issues in context.

At the end of the quarter, Taylor created a final poster project to summarize and synthesize content from program sources including lectures, texts, films and workshops. Taylor's final PowerPoint presentation with an audio speech component demonstrated an excellent understanding of the context of clinical abnormality. Their presentation was entitled *History and Abnormality*. The presentation was creative and articulate, well-organized, visually engaging, and showed significant thinking. Taylor took this opportunity to interact with and support other presenters in our virtual conference discussion board.

We congratulate Taylor for their successes in our program and wish them the best in their future studies.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12

- 4 - Diagnosis of Psychopathology
- 4 - Neurobiology of Mental Health
- 3 - Treatment Interventions
- 1 - Socio-Cultural Context of Well-Being



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January 2021 - March 2021: Children, Curriculum, and Counting: Psychology and Education

16 Credits

DESCRIPTION:

Faculty: Jon Davies, Ed.D., Ada Vane, M.A., and Nathalie Yuen, Ph.D.

Using the triple lenses of Developmental Psychology, Quantitative Reasoning, and Education, students explored the way schools make decisions about curriculum related to children's learning ability. The program highlighted current issues in the field of education and their impact on development. The program also addressed how teachers and other education professionals create structures and support systems to maximize opportunities for student success. Students inquired into how children develop, how the educational system responds to their development, and how scientific, evidence-based research informs both of these contexts.

Using Jennifer Paris et al.'s *Understanding the Whole Child* as a guide, students examined key theories that educators use to understand and study the developing human from in-utero to the teenage years. They explored each stage of development from biological, cognitive, and social perspectives. Students engaged in academic discussions and created media reflections that allowed them to examine their understanding of the material. Through these processes they gained knowledge about developmental psychology and the biological basis of behavior.

Students also read selections from the *Wiley Handbook of Early Childhood Care and Education*. They engaged in guided discussions around this book, as well as relevant academic journal articles and films about the education system. Students were asked to engage in written and verbal reflections to clarify their thoughts about education and apply their knowledge to current events.

For the quantitative reasoning part of this program, students read academic journal articles, online articles, and viewed videos. They engaged in discussions and created data visualizations. Students were introduced to RStudio to further develop their skills in data visualization. Through this process they gained foundational knowledge about quantitative reasoning and developed their skills in drawing conclusions from quantitative data.

To engage in cross-disciplinary study, students engaged with Daniel Levitin's *A Field Guide to Lies*, Stanislas Dehaene's *How We Learn*, Natalie Wexler's *The Knowledge Gap*, and Sarah-Jayne Blakemore's *Inventing Ourselves*. In addition to preparing a weekly written reflection and participating in discussion of the material, each student prepared an agenda for and led one seminar discussion this quarter.

Students completed a final project and participated in a virtual conference.

This program was conducted during the coronavirus pandemic; all classes were held remotely. Students had to exercise an unusually high degree of independence in order to fulfill its requirements.

EVALUATION:

Written by: Ada Vane, M.A., with input from Jon Davies, Ed.D. and Nathalie Yuen, Ph.D.

Overall, Taylor Deerwester made very good progress toward the program's learning objectives through her consistent efforts this quarter. The faculty regards attendance to all program activities, timely submission of written work, and participation in program activities as one indication of a student's commitment to learning. Taylor had excellent attendance for synchronous program meetings and turned in almost all of our assignments. The quality of her work was generally very good. In all, Taylor achieved



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a solid foundation for future studies in education, quantitative reasoning, and developmental psychology. Taylor is a strong self-directed learner who earned full credit for her work in the program.

Each week, students used a variety of media to compare, contrast and express their understanding of key theories in developmental psychology. Taylor completed all nine of our media reflections, which expressed a very good grasp of the concepts. Her reflections typically took the form of original memes, usually more than one each week, that illustrated a variety of developmental concepts in a humorous and accurate manner. Between these reflections and her consistently thoughtful, supportive participation in workshops, Taylor's understanding of developmental psychology broadened and deepened significantly this quarter.

Students demonstrated their understanding of quantitative reasoning and their data visualization skills in a series of assignments submitted over several weeks. Taylor submitted all eight assignments. She used pie charts and bar graphs to visualize data collected from her own daily experiences. This work demonstrated a good understanding of quantitative reasoning and good data visualization skills. She also completed the optional RStudio activities.

Each week, students wrote a one-page response paper to whole-child developmental concepts applied to educational settings. Taylor completed all nine education responses, which expressed an excellent understanding of the concepts and applications. Between these responses and her consistently positive participation in workshops, Taylor's understanding of whole-child developmental concepts applied to educational settings broadened and deepened significantly this quarter.

With two other students, Taylor planned and led a seminar session. Taylor's preparation showed significant thinking and allowed her to demonstrate responsibility to her learning community. Taylor completed seven of our eight seminar papers, which were typically detail-oriented analyses of the way that her selected quotes applied to cross-disciplinary concepts and real-world situations.

At the end of the quarter, Taylor created a final poster project to summarize and synthesize content from each of our three disciplines. Taylor's final synthesis presentation, "How Do Disabled Students Learn?" took the form of a recorded speech and demonstrated an excellent understanding of the way biological, social and cognitive factors affect disabled students in the educational system. The presentation was detailed and well organized. Taylor effectively integrated sources in developmental psychology, education, and quantitative reasoning. Taylor initiated substantive interactions with other presenters in our virtual conference discussion board.

We congratulate Taylor for her successes in our program and wish her the best in her future studies.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 4 - Developmental Psychology
- 4 - Biological Basis of Childhood Behaviors
- 4 - Education
- 4 - Quantitative Reasoning



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September 2020 - December 2020: Community Teaching: Pasts, Presents, and Futures 16 Credits

DESCRIPTION:

Faculty: Michael Bowman, Ph.D., Jon Davies, Ph.D., Kate Napolitan, Ph.D.

Because of the global COVID-19 pandemic, Community Teaching: Pasts, Presents, and Futures was conducted remotely through Canvas and Zoom platforms (and a student-created Discord channel). Students rose to the occasion of this difficult moment and co-created a brave, supportive, and lively space of learning. While the remote format presented challenges, it also provided opportunities to visit with people and places that might not have been feasible in a traditional face-to-face teaching and learning format.

The program was organized around the study of "community teaching": a kind of teaching that seeks to build connections between teachers, community elders, and social-political-economic movements. Program faculty sought to model the practice of community teaching by designing opportunities to learn from K-12 community teachers in western Washington; regional Indigenous educators, elders, and storytellers; and local, regional, and national leaders in educational justice and racial equity efforts. The opening class session was led by storytellers Roger Fernandes (Lower Elwha S'Klallam) and Fern Naomi Renville (Sisseton Wahpeton Oyate), who illuminated the role of story in intergenerational and cross-cultural knowledge sharing. Roger and Fern set the stage for programmatic explorations of the stories within ourselves, our families, our communities, and within program materials.

Program materials included interdisciplinary readings and multimedia (e.g. digital archives, websites, documentaries). Materials were organized around four places: Highlander Folk School in Monteagle, TN; the American Indian Movement's Survival Schools in the Twin Cities; high school classrooms in Los Angeles; and educational organizing spaces in Chicago. Each week, students engaged in small group discussions around materials, student-led seminars around central texts, and small group discussions around personal/autobiographical connections. Each week, students wrote seminar preparation papers and journal entries. The final project for the program invited students to explore autobiography, family history, and community teaching through a medium of their interest: narrative writing, podcast, video/film, poetry, visual art, music, or graphic novel.

Through Highlander, students learned about popular education, adult education, labor organizing, and racial justice movement organizing primarily through the stories of community teachers prepared at Highlander. Students read *We Make the Road by Walking* (Horton and Freire, 1990); watched the 1985 documentary *You Got to Move*; examined archival material from the Tennessee State Library and Archives; made connections to interracial labor organizing on the West Coast through the picture book, *Journey for Justice: The Life of Larry Itliong* (Mabalon, Romasanta, and Sibayan, 2018); and made connections to The Evergreen State College by examining the oral history transcript of Dr. Carol Minugh. Students also engaged in a Zoom conversation with the current co-director of Highlander, Rev. Allyn Maxfield-Steele, about Highlander's contemporary work, "dangerous listening," and the intersections of religiosity and justice movement-building.

Through the American Indian Movement's survival schools in the Twin Cities, students considered how education has been used by settler colonial societies as a tool for cultural erasure while also learning how mid-20th century indigenous movements sought to assert educational sovereignty by developing their own community teachers, linguistic and cultural sustaining curriculum, and community-center and indigenous-led schools. Students read *Survival Schools: The American Indian Movement and Community Education in the Twin Cities* (Davis, 2013); watched an episode from the 2009 PBS documentary *We Shall Remain* focusing on the AIM occupation of Wounded Knee; made connections to intergenerational land and language learning through the bilingual (English/Nlaka'pamux) picture book, A



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Day with Yayah (Campbell and Flett, 2017); and made connections to Evergreen by listening to a 1977 archival recording of AIM national chairman John Trudell speaking on campus. In addition, students took a live-remote tour of the Squaxin Island Museum, led by guest teachers Charlene Krise, Jeremiah George, and Ruth Whitener.

Through the history of the 1968 East Los Angeles 'Blowouts' and their aftermath, students learned how Chicano high school students and teachers organized protests, walk outs, and sit-ins to force one of the largest school districts in the country to recognize the need for culturally sustaining curriculum and community teachers. Students read *Blowout!: Sal Castro and the Chicano Struggle for Educational Justice* (Garcia and Castro, 2014); watched an episode of the 1996 documentary *Chicano!*; and examined archival evidence related to student demands for systemic change. While East LA students won significant victories and grew their own political consciousness, their struggle for culturally sustaining education continued. Students in the Community Teaching program followed this struggle into the schools of Tucson, Arizona through the 2011 documentary *Precious Knowledge*, and into school districts throughout the West Coast via Zoom conversations with teacher educator Dr. Lorena Guillén (UCLA), Ethnic Studies teacher Ana Talavera (Olympia School District), and fifth grade community teacher Juan Córdoba (Highline School District). Students also read and discussed *Alma and How She Got Her Name* (Martinez-Neal, 2018), a picture book that connects young Alma to the talents, wisdom, and experience of her ancestral namesakes.

Finally, by studying the history of educational activism in Chicago over the past half-century, students explored how Black teachers, students, families, and cultural workers sought to secure Black academic achievement through a variety of political and policy means: school desegregation, community control of schools, independent Black institutions, and charter schools. Students read *A Political Education: Black Politics and Education Reform in Chicago Since the 1960s* (Todd-Breland, 2018); learned about the Great Migration to Chicago through excerpts from *The Warmth of Other Suns* (Wilkerson, 2010), MOMA's digital gallery of Jacob Lawrence's The Migration Series, and the film-adaptation of Lorraine Hansberry's *A Raisin in the Sun*; and learned about the importance of Chicago's Bronzeville neighborhood through the picture book *A Song for Gwendolyn Brooks* (Duncan, 2019). Students then examined the influence of late 20th century Black political educational activism on the Chicago Teachers' Union (CTU) response to 21st century neoliberal educational policies (e.g. standardized testing, school closures, magnet and charter schools). The CTU's 2012 strike galvanized community teachers across the country to organize around political-economic and racial justice issues. In addition, students learned about the Seattle Education Association's (SEA) racial equity focus in recent contract negotiations, from the Director of its Center for Racial Equity, Marquita Prinzing.

Each week throughout the quarter, students also read chapters of the YA book *This Book is Anti-Racist* (Jewell, 2020) and engaged in personal reflections about self-identity, family history, privilege and power, calling out and calling in, and taking a stand for justice. These reflections took the form of journal responses, autobiographical essays, small group discussions. Much of this important self-reflection work figured into students' final projects.

EVALUATION:

Written by: Michael Bowman, Ph.D.

Amidst a global pandemic, a contentious election season, and the challenge of remote learning, Taylor rose to the occasion. Taylor consistently produced interesting, well-written and critically reflective work that demonstrated serious attention to program texts, essay and discussion prompts, and her own identity work. She was a valuable participant in whole group, breakout room, and seminar discussions during our synchronous meetings, and daily participated using Zoom's chat feature to highlight and connect to the ideas of others.



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In her weekly seminar papers, Taylor consistently identified key passages in the primary text and connected them to her own experience, materials from the weekly asynchronous work, previous readings, and texts from other programs (e.g. Plato, Rousseau, SOS materials on the history of disability and disability justice in education). Each weekly response seemed to build on previous responses; as a whole, they show the progressive development of Taylor's thinking about the meaning and practice of community teaching. Taylor often returned to the discussion between Myles Horton and Paulo Freire from *We Make the Road by Walking* about leadership through experience rather than leadership through expertise as a lens through which to interpret the actions of people in later books.

In week 5, Taylor collaborated with two other students to lead a Socratic Seminar on the second half of Julie Davis' *Survival Schools: The American Indian Movement and Community Education in the Twin Cities*. Taylor facilitated a group of seven students and began her session by identifying the purpose and norms of the seminar. Taylor and colleagues crafted a number of interpretive and evaluative questions related to the big ideas of the text: the myths and distortions of the Native American history taught in schools; schools as community centers; the tensions between AIM's original intent and the national push towards educational standardization tied to funding; and the value of culturally- and linguistically-centered schools and programs.

Taylor's extensive weekly journal engagements with the autobiographical prompts and the end-of-chapter activities in *This Book is Anti-Racist* show her commitment to exploring the identity work required of community teachers. Taylor's identity work related to the prompts in *This Book is Anti-Racist* also culminated in three autobiographical essays on topics ranging from moments when she was taught about the way racism and ableism operated in society, to a moment she stood up for workers by arguing against the logics of laissez-faire capitalism, to her own experience working in anti-union shops and learning about contemporary farmworkers struggles in Washington state. The content of some of these essays figured into the conceptualization of Taylor's final project.

For her final project, Taylor took the opportunity to work in a new medium/platform. Rather than write a culminating paper, she prepared a podcast titled "Stolen Stories," based on some of the oral histories her mother had collected. She "stole" the labor and social histories of her maternal and paternal great grandmothers and explored the relationship between gender, education, work, and religion. Later in the podcast, Taylor historicized and contextualized her great grandmothers' labor and social histories by putting them in conversation with 20th century chronologies and statistics related to the income and educational opportunities for people of color and people with disabilities. Her point here was clear, while she wanted to celebrate the lives and stories of her family's perseverance, she also recognized that "their lives would have been a lot different if they had been born people of color or with disabilities."

At one point in Taylor's podcast, she shared her own story of being born with a disability and attending a school with "a disability integration mandate." As a college student now studying education, she sees herself as "paying back" her SPED and general education teachers for building a support system to nurture her social and intellectual curiosities. For Taylor, one way to do this is to not only recognize the importance of stories in classrooms, but to create and share better and more inclusive stories. This, no doubt, is one dimension of community teaching.

From Taylor's work throughout the entire quarter, we have no doubt that she will continue the journey towards community teaching. It was a true pleasure to have Taylor in our program!

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 4 - Community Teaching
- 4 - Philosophy of Education
- 4 - History of Education



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4 - Storytelling/Children's and YA Literature



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March 2020 - June 2020: Student-Originated Studies: Taking Action in Our Communities (CCBLA)

16 Credits

DESCRIPTION:

Faculty: Alice A. Nelson, Ph.D. (Latin American Studies, Community Studies, Intersectional Feminist Studies, Writing), in collaboration with Ellen Shortt-Sánchez, Director of Evergreen's Center for Community-Based Learning and Action (CCBLA)

Program Description: Offered in collaboration with Evergreen's Center for Community-Based Learning and Action (CCBLA), this Student-Originated Studies program (SOS) supported internships and/or projects alongside a core class that offered collaborative space for building skills and addressing issues related to community-based learning. We explored topics including cultural humility and identity, power, and privilege in community work; assets-based thinking; how collaboration differs from helping; styles and purposes of documenting community work; storytelling strategies; community organizing (with a case study on farmworkers); cooperatives and the solidarity economy; organizational trauma and compassion fatigue. We considered how the notions of community and community-based work were evolving within the particular moment of the COVID-19 pandemic, revealing sources of collective resilience and strength amid profound challenges to our social systems, personal and public health, and collective wellbeing. Within this context, our classroom work moved on-line, and students retooled plans to do their internships and/or project work under social distancing protocols. A typical week included 2 hours of presentations/ workshops (via Zoom), 1.5 hours of seminar (via Canvas), and 2 hours of collaborative reflection work (via Zoom), plus preparation, and 10-30 additional hours of internship and/or project work (details below).

Readings/Resources for the Core Class: Horton and Freire, *We Make the Road by Walking* (excerpts); hooks, "Keepers of Hope"; Anzaldúa, "En Rapport, in Opposition"; Yasso, "Whose Culture Has Capital?"; Kretzmann and McKnight, "Building Communities from the Inside Out"; Bobo et al, "Organizing for Social Change"; Bell et al, "Storytelling for Social Justice"; cavanaugh, "The Strawberry Tasted so Sweet"; Subcomandante Marcos, "Old Antonio Tells Marcos Another Story"; Bacon, "Unbroken Connection to the Land: An Interview with Farmworker Activist Rosalinda Guillén"; Galarneau, "Farm Labor, Reproductive Justice"; Vivian and Hormann articles on trauma and healing in organizations; Ted Talks "Cultural Humility" and "The Dangers of a Single Story"; and numerous websites related to community-based documentation work, community organizing, farmworker justice, and cooperatives.

Assignments for the Core Class: Eight written seminar responses (and weekly replies to classmates) demonstrated comprehension of key concepts and enabled on-line discussion. Nine progress logs tallied weekly hours of internship/project work, while eight reflections (for internships) or eight "stepping stone" building assignments (for projects) helped students advance their work over time according to their specific goals. All students also wrote a personal essay examining concepts of identity and community, and completed a culminating project: an essay plus "give back" product for internship organizations or a demonstration of learning particular to independent project goals (details below). All students offered a 10-minute oral presentation about their work at the quarter's end.

Internship/Project Description: In addition to the core class, students engaged in 10-30 hours per week (100-300 hours total) of community-based internship and/or project work. They developed specific proposals for the quarter's work, and in the case of internships, secured appropriate field sponsorship and releases consistent with COVID-19 protocols. With the rise of the pandemic, this student pivoted from a school-based internship to independent project work focusing on K-12 students with disabilities, with emphasis on blind students. She undertook some broad historical research regarding students with disabilities over the last two centuries, then dove into specific legal milestones that have impacted education for students with disabilities, producing timelines and writing 5-10-page papers documenting



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each piece. In addition, since she couldn't shadow teachers in the classroom, she conducted interviews with two teachers, two paraeducators, and two parents of students with disabilities to gain their perspectives on how to create learning environments that best suit student needs; for each pair of interviews, she produced 10-15 interview questions, a 5-10-page essay, and an interview transcription. For her final project, she wrote a 22-page paper, consisting of a 9-page introductory essay plus fictionalized accounts of experiences of low-vision students during three different time periods to illustrate how their experiences differed.

Pandemic Academy: Interdisciplinary Study of the COVID-19 Moment: As part of their credits, students had the option to view weekly on-line lectures by Evergreen faculty and outside speakers about aspects of the current COVID-19 pandemic. Topics included community resilience, labor and food justice, the biology and epidemiology of public health, historical and ethical aspects of large-scale crises, and front line impacts of the pandemic on homeless, incarcerated, undocumented and unemployed community members. Each student wrote eight weekly responses, with options to add further research and to engage in an on-line chat group for additional credits.

EVALUATION:

Written by: Alice A. Nelson, Ph.D.

A third-year student who wants to become a teacher, Taylor Deerwester had a very successful quarter in *SOS: Taking Action in Our Communities*, showing steady engagement with our program activities. Taylor faced the challenges of COVID-19 with resilience; she completed all assignments with high standards, maintained perfect attendance, and was actively involved in class throughout the quarter. Taylor collaborated supportively with her classmates and project interviewees alike, bringing enthusiasm for learning, solid critical thinking, and a conscientious approach to all aspects of her work. It has been a pleasure to work with her.

Taylor deepened her understanding of the theory and practice of community work through her seminar postings, project logs, and personal essay. Her seminar postings consistently demonstrated attentive reading of the texts, insightful reflection on them, and thought-provoking connections to other aspects of our program materials. For example, her perceptive comments on the Yosso and McKnight essays explored how they question the deficits approach that has dominated views of historically-marginalized communities-- which Taylor connected to those with disabilities-- calling instead for an assets-based, community-strength model. Here as elsewhere in the quarter, Taylor was particularly attuned to exploring important implications of our topics for folks with disabilities through an historical lens. In addition, Taylor's on-line comments to classmates were deeply engaging of their written seminar contributions, thoughtful, substantive, and advanced the conversation in meaningful ways.

Taylor brought a deep sense of commitment to her project work on K-12 students with disabilities, with emphasis on blind students. She showed incredible initiative and discipline in creating a rich, challenging curriculum for herself and following through with all proposed assignments on schedule (see description above). For her week two "stepping stone," for example, Taylor produced a 10-page richly documented essay titled "The Age of Adeline: Structuring Blindness and Education through History." Here, she very thoughtfully explored the hypothesis that from the 1800s to the present, "treatment of students with visual impairments got substantially better," even as much work is still needed to support students' success. The essay was well-written and informative, and brought history alive by offering a person's story to personalize shifts in options for the visually impaired over the centuries/decades-- an approach she adopted for her final project (see below). In week four, she showed excellent research skills in putting together a 7-page history of major legal cases related to disability rights and education (with emphasis on blindness), 1975-present. She effectively noted that gaining access doesn't guarantee a quality educational experience, and noted the multiple barriers (financial, legal, political...) that parents and advocates have faced in gaining opportunities beyond "the bare minimum." She made a very strong case



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for federal protections over allowing states to determine educational policy. She concluded: "People with disabilities must not be objects of pity, or objects that need changing, but dynamic voices who have assets to bring to a world that has gotten too comfortable with normalcy." Exemplary of her overall work, this essay was informative, well researched, and well written. Finally, the extensive interviews Taylor conducted in the latter weeks of the quarter with teachers, paraeducators, and parents of students with disabilities were excellent; she produced 10-15 interview questions, a 5-page essay, and an interview transcription for each set of interviews. Taylor's thoughtful, well-executed interviews and analysis enabled her gain a range of perspectives on how to create learning environments that best suit student needs, which is sure to serve her well as a teacher in the future.

For her final project, Taylor wrote an excellent 22-page paper, in which she offered a well-researched 9-page introduction, followed by nicely crafted fictionalized accounts of experiences of three low-vision women of different generations to create an historical arc of their educational experiences. Taylor's work was deeply informed by the quarter's research and interviews, but also took up one of our program themes of how fiction may function to move people, create empathy, and keep issues alive. Taylor's narratives drew beautifully on apt sensory details to make the women's interlinked stories vibrant and captivating. Her work also conveyed a sense of passionate advocacy for educational opportunities for low-vision and disabled students, which she carries with her beyond this quarter. Taylor's final presentation of this work was also very well done; she read a carefully prepared talk about her research and writing, delivering it with poise and making smart connections to program themes.

Finally, Taylor participated in the Pandemic Academy lecture series, successfully exploring interdisciplinary perspectives on the current COVID-19 pandemic. She completed all eight two-three-page weekly responses, making nimble connections across the weeks, and folding in additional references to current research and journalism relevant to each lecture. Her excellent responses effectively articulated key concepts from each week's presentation along with her reflections, which were consistently detailed and thoughtful, with particular attention to structures of inequity laid bare in the crisis. Her work benefitted from her disability studies focus, as she shared new learning about the particular impacts of COVID on folks with disabilities, particularly lupus and MS. Here again, Taylor also offered wonderfully supportive and engaging responses to classmates' ideas in the on-line chat related to the lectures. Through her work, Taylor clearly gained a solid grasp of historical, epidemiological, sociopolitical, and ethical issues at stake in the current pandemic context.

Overall, Taylor developed a strong foundation in community studies this quarter, expanding her historical, legal, and pedagogical understandings of students with disability and blindness as she prepares to become a teacher in the future.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

4 - Community Studies

6 - Independent Project: Disability Studies (emphasis on Blindness)

6 - Pandemic Academy: Interdisciplinary Study of the COVID-19 Moment



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January 2020 - March 2020: Gender History: Europe and America, 1650-1850

16 Credits

DESCRIPTION:

Faculty: Stacey R. Davis, Ph.D., History

This program covered the history of gender in Western Europe and North America during the seventeenth and eighteenth centuries. Emphasis was on understanding shifting gender roles in light of larger socio-cultural, political, economic, legal and religious histories, especially in terms of the scientific revolution, the Reformation in England, the rise of the Dutch Republic, the impact of colonialism in North America and the Caribbean, the solidification of categories of race and systems of enslavement, the Enlightenment, and the French Revolution. We focused on common women and men, like artisans, soldiers, peasants, and nuns. Their daily experiences in their families and communities as they worked, loved, prayed, and played were contrasted with gendered expectations for elites and portrayals of gender in literature, religious texts, and art. Students were introduced to historical theory, gender theory, historiography and history methodology.

Reading and writing assignments were extensive; students practiced text analysis, seminar skills, formal oral presentations, and academic essay writing. Besides completing an art historical ekphrastic essay, a synthetic essay on the intersections of race and gender in early modern Europe and the Americans, and reading analysis workshops, each student wrote a scholarly book review of a monograph of their choice and undertook a final individual research and creative project. To complement their studies of Enlightenment critiques of early modern French society, over the course of several weeks, student created complex group "utopias," grounded in their understandings of "human nature" and political theory based in their readings of Jean-Jacques Rousseau's *The Social Contract* and Montesquieu's *The Persian Letters*. As part of this group project, each utopia established treaties and working relationships with neighboring utopias and respond to fictional "crisis" situations designed to test the reasoning and feasibility of the politico-social systems they had crafted. Finally, students finished the quarter with a five-hour in-class final exam and presentations of their independent projects.

Readings included Natalie Zemon Davis, *Fiction in the Archives*; John Arnold, *History: A Very Short Introduction*; William Shakespeare, *The Merchant of Venice*; Simon Schama, *The Embarrassment of Riches: An Interpretation of Dutch Culture in the Golden Age*; Londa L. Schiebinger, *Plants and Empire: Colonial Bioprospecting in the Atlantic World*; Kathleen Brown, *Good Wives, Nasty Wenches, and Anxious Patriarchs: Gender, Race and Power in Colonial Virginia*; Choderlos de Laclos, *Dangerous Liaisons*; Robert Darnton, *The Great Cat Massacre*; Clare A. Lyons, *Sex Among the Rabble: An Intimate History of Gender and Power in the Age of Revolution, Philadelphia, 1730-1830*; Montesquieu, *Persian Letters*; Jean-Jacques Rousseau, *The Social Contract*; Jack Censer and Lynn Hunt, eds., *Liberty, Equality, Fraternity*; Lynn Hunt, *The Family Romance of the French Revolution*; Jakob Walter, *The Diary of a Napoleonic Foot Soldier*, and a variety of primary historical sources.

EVALUATION:

Written by: Stacey R. Davis, Ph.D., History

Taylor proved to be an excellent student in all aspects of the program. Throughout the quarter, she ably incorporated social, political, religious, and intellectual factors into her synthesis of early modern understandings of gender, race and class. In each class meeting she demonstrated the depth of her preparation and abilities to support her nuanced analysis with apt details from seminar texts; in class discussions she displayed strong insight into the specific content, overarching arguments and historical methodology of the texts at hand. Her strong weekly seminar workshops always included pertinent



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details and quotes from the texts at hand, demonstrating her excellent, nuanced understanding of the key arguments in each book. Furthermore, Taylor was an excellent, active member of her utopia project group as they applied insights gleaned from their study of political theory to a series of imaginative nation-building scenarios.

Taylor produced a series of excellent essays this quarter, demonstrating her talent for both creative and academic writing. Her strong ekphrasis of one seventeenth-century Dutch painting included care close descriptions and excellent use of historical context to support her insightful reading of the mood of the image, while her excellent essay on shifting definitions of race and gender roles in early colonial Virginia demonstrated Taylor's ability to write accurate, well-structured synopses of complex historical arguments about change over time. In addition, Taylor's original French revolutionary-style song ably incorporated historically-accurate metaphors in believably clever, catchy lyrics; Taylor's excellent explanation of her lyric choices was firmly grounded in her strong understanding of French Revolutionary culture.

Taylor's excellent final exam highlighted the depth of her knowledge of changing gender roles in the early modern era. Her sophisticated answers included particular insight on the ways in which young men policed gender roles in early modern France, and the class and racial tensions faced by poor white farmers during Bacon's Rebellion and by free black planters in revolutionary Haiti. She demonstrated her skill at literary analysis with her strong comparison of female agency in Shakespeare's *The Merchant of Venice* and de Laclot's *Dangerous Liaisons*, and re-asserted her talent for the finely-honed ekphrastic and cultural analysis of 17th century Dutch paintings. Finally, Taylor's excellent synthesis essay tracing the impact of the Enlightenment and the French Revolution on shifting gender roles was nuanced and convincing.

Taylor's independent project was a real success. Taylor relished the opportunity to pursue a creative project this quarter, choosing to focus on early modern education for British monarchs. First, Taylor wrote an excellent book review of one monograph on the topic; here Taylor's engaging and thoughtful review also highlighted her growing understanding of the ideological and methodological tensions underlying differing historical assessments of any particular moment or theme in history. Next, Taylor used further secondary sources to build a detailed understanding of the socio-intellectual history of Reformation-era elite pedagogy.

In her successful final short story, Taylor developed a compelling account of a fictional English queen from her earliest education through her assumption of the throne. By basing her characters and plot details on her research, Taylor ably folded Tudor-style dynastic intrigue, Reformation-era religious tensions, and questions of legal and social misogyny into one quick-moving, engaging tale. Her strong accompanying essay explained well the care behind each of her historically-accurate plot choices. All in all, this creative project was a perfect capstone to Taylor's studies in the history of gender.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 4 - History: Early Modern Western Europe and Colonial North America
- 4 - History: Gender and Race in Europe and Colonial North America, 1600 to 1800
- 4 - Political Theory: Enlightenment Utopias and the French Revolution
- 4 - History: Historical Methodology



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September 2019 - December 2019: Gender History: Medieval and Early Modern Europe
16 Credits

DESCRIPTION:

Faculty: Stacey R. Davis, Ph.D., History

This program covered the history of gender in Western Europe from classical Greece and Rome to the medieval and early modern periods, from roughly 600 B.C.E. to 1600 C.E. Emphasis was on understanding shifting gender roles in light of larger socio-cultural, political, economic, legal and religious histories, especially in terms of the transition from classical pre-Christian society to medieval Christianity, the impact of feudalism, the advent of the printing press and the spread of literacy, the Protestant Reformation and the Wars of Religion. We focused on common women and men, like artisans, soldiers, peasants, and nuns. Their daily experiences in their families and communities as they worked, loved, prayed, and played were contrasted with gendered expectations for elites and portrayals of gender in literature, religious texts, and art. Students were introduced to historical theory, gender theory, historiography and history methodology.

Reading and writing assignments were extensive; students practiced text analysis, seminar skills, formal oral presentations, and academic essay writing. Besides completing a series of smaller essays, peer-reviewed journal article synopses, and reading analysis workshops, each student wrote a lengthy essay, based on peer-reviewed scholarly journal articles, focused on change over time for one historical theme across the four eras studied (classical Athens; the Roman Empire; medieval Western Europe; Reformation Europe). They finished the quarter with a five-hour in-class final exam and presentations of their own creative work based on the twelfth-century *lais* of Marie de France.

Readings included Plato, *The Symposium*; Aristophanes, *Lysistrata*; Seamus Heaney, translator, *Beowulf*; Christopher Tyerman, *The Crusades: A Very Short Introduction*; Glynn S. Burgess and Keith Busby, ed., *The Lais of Marie de France*; Chaucer, *The Canterbury Tales*; Natalie Zemon Davis, *The Return of Martin Guerre*, as well as excerpts from Homer, *The Iliad*; Paul Edward Dutton, *Charlemagne's Mustache*; Edward Peters, ed., *Monks, Bishops and Pagans*; Susan B. Edgington and Sarah Lambert, eds., *Gendering the Crusades*; Shulamith Shahar, *The Fourth Estate: A History*; Richard E Zeikowitz, *Homoeroticism and Chivalry: Discourses of Male Same-Sex Desire in the 14th Century*; and a variety of primary historical sources.

EVALUATION:

Written by: Stacey R. Davis, Ph.D., History

Taylor demonstrated strong knowledge of the classical Greek, Roman and Western medieval European history, literature and gender studies examined in this class, and was a serious, dedicated student in all aspects of her studies.

Through her frequent, insightful contributions to the weekly seminars, Taylor proved her commitment to keeping these discussions engaging, wide-ranging, student-centered and focused on the texts. Taylors frequent seminar comments consistently demonstrated her strong skills at the close analysis of text, her ability to unravel the nuanced arguments in those texts, and her desire to make connections across readings and disciplines. Taylor was clearly a boon to seminar and a solid collaborator with her peers in each group workshop or assignment. Furthermore, Taylor demonstrated her solid oral presentation skills in each of her four presentations on her independent research. She has a strong ability to explain historical events and context clearly to a group, and to spin a good tale, as she did in her presentation of her successful creative story inspired by twelfth-century chivalric tales.



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Taylor is in a good place with her writing. It is evident that Taylor takes great care in her work: each of her deliberately-constructed and detailed written workshops on particular seminar texts included insightful analysis of the gendered implications of historical beliefs and social structures. Her essay on the poetry of Sappho and Homer's *The Iliad* contained excellent, nuanced use of her sources; here her careful, close reading of the texts allowed her to craft a subtle analysis of Greek values around age and beauty. Her second essay similarly blended material from all her sources to make clear, well-reasoned arguments about both historical continuities across the pre-Christian and Christian eras, and about key changes over time. Finally, each of Taylor's synopses of scholarly articles was quite meaty, full of both detailed summary and thoughtful reflections on the author's methods, sources, and standing in relationship to previous scholarship.

Taylor's independent project proved a real success. Building off her solid research into attitudes towards disabilities over time, Taylor interwove material from the four apt scholarly sources she found to uncover larger changes and continuities across the millennium. Throughout this essay, her arguments were well-structured, well-supported by specific details from her sources, and convincing. Taylor is clearly ready to tackle larger independent projects and original research in the humanities.

Taylor capped her quarter with her excellent final exam. In each of her lengthy answers, Taylor incorporated a myriad of details from a wide variety of texts and lectures to build a truly contextual understanding of the specific historical event or personage at hand. Her analysis of one particular miracle of St. Martin demonstrated the depth of her skills at the close analysis of primary historical documents, while her extended essay on shifting classical, medieval Catholic and early-modern Protestant attitudes towards sexuality was quite a sophisticated synthesis of complex arguments spanning the entire framework of her studies in ancient and medieval European history.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 4 - History: Ancient and Medieval Europe
- 4 - History: Gender in Europe Before 1600
- 4 - Literature: Gender in Europe from Sappho to the Canterbury Tales
- 4 - History: Introduction to Historical Methodology



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.