



Jacobs, Tyler James

A00354585

Last, First Middle

Student ID

**TRANSFER CREDIT:**

| Start   | End     | Credits | Title                                      |
|---------|---------|---------|--|
| 04/2010 | 06/2013 | 40      | <b>South Puget Sound Community College</b> |
| 04/2010 | 06/2013 | 7       | <b>South Puget Sound Community College</b> |
| 08/2013 | 04/2014 | 23      | <b>Oklahoma Christian University</b>       |

**EVERGREEN UNDERGRADUATE CREDIT:**

| Start   | End     | Credits | Title   |
|---------|---------|---------|---|
| 09/2019 | 06/2020 | 44      | <b>Cycle Makers and Cycle Breakers: Transitional Studies</b><br><i>3 - Autobiographical Literature and Expository Writing</i><br><i>9 - United States History</i><br><i>3 - Research Methodologies</i><br><i>3 - Project Management</i><br><i>3 - Research: Environmental Impact Assessment</i><br><i>1 - Human Biology</i><br><i>2 - Urban Sociology</i><br><i>4 - United States Politics</i><br><i>5 - Critical Discourse Analysis</i><br><i>5 - Adolescent Literature</i><br><i>2 - History</i><br><i>2 - Literature</i><br><i>2 - Political Theory</i>                            |
| 09/2020 | 06/2021 | 36      | <b>The Power in Community: Pathways to Resourcefulness</b><br><i>3 - Sociological Theory and Ethnographic Performance</i><br><i>2 - Teaching and Learning: Arts and Social Sciences</i><br><i>3 - Research Methodologies</i><br><i>3 - United States History</i><br><i>5 - Descriptive and Inferential Statistics</i><br><i>5 - Theories, Practices, and Art of Digital Storytelling</i><br><i>5 - History of Mathematics</i><br><i>2 - Autobiographical Literature and Expository Writing</i><br><i>2 - American Studies</i><br><i>3 - Project Management</i><br><i>3 - Research</i> |
| 09/2020 | 12/2020 | 5       | <b>Music and Film: A Study of Music Videos and Background Music</b><br><i>5 - Image and Sound on Learning</i>   |
| 01/2021 | 03/2021 | 5       | <b>Meeting Kids Where They are at: A Study of Engaged Pedagogy</b><br><i>5 - Arts Curriculum Design: Primary and Middle School</i>  |
| 06/2021 | 09/2021 | 16      | <b>Therapy Through the Arts-Eve</b><br><i>6 - Art Therapy and Counseling</i><br><i>6 - Art Therapy and Education</i><br><i>4 - Art Therapy and Written Expression</i>   |

**Cumulative**

176 Total Undergraduate Credits Earned



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Since the day I was born i've "created" in whatever form was accessible. At first building with Lincoln Logs and arranging my bedroom to later writing songs and making picture Books. When I was 8 years old I began doing Johnny Cash and Elvis Impersonations at local fairs and DSHS events. Being the child of my Mom the Teacher and my Dad the Preacher the combination of my creativity and Karaoke with my grandparents led to the birth of my song writing. At first I began performing songs during assemblies at East Olympia Elementary School; this continued for the rest of my 1st and 6th Grade. Though Middle school and High school had me almost exclusively singing my own songs and just at talent show and in my own personal recordings. I created multiple TV shows and various films and continued to create in all kinds of forms. After traveling the country and releasing albums I was inspired by work with the YMCA.

I love creating something with the help of kids.

My usage of humor and music has been an easy bridge for me to connect and involve kids in creativity and learning.

One of my life goals has always been to host a children's TV show where there's a little learning, a little music, and some genuine chuckles. I've always been inspired by shows like Spongebob, Reading Rainbow, Mr. Rogers, and Blues Clues. SpongeBob is fascinating to me, because while it exists in an underwater make-believe world; the characters face adult problems like "going to work" and "driving a car" but in a way that's relatable to kids as SpongeBob deals with making friends, going to school and taking care of his pet. While SpongeBob isn't a show about learning, its ability to capture audiences continually for years is based on what I believe to be a combination of humor for all ages and all-around silliness that keeps kids engaged.

As I've grown in child work I've learned a hard truth that sometimes too much silliness can make kids lose focus, so finding a balance between humor and focus is the ultimate task. Whether on stage, in a classroom, or hosting a TV show, my plan is to take my degree in Education and Communication to lead and inspire kids to learn and have fun.



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## **June 2021 - September 2021: Therapy Through the Arts-Eve**

16 Credits

### **DESCRIPTION:**

Faculty: Gilda Sheppard, Ph.D.

Therapy through the Arts was a perfect course to enroll in these times, when social distancing is important. The course offered students the added opportunity to apply learning goals and objectives explored in this course to their environment outside the classroom, giving the students an opportunity to enhance not only the theories involved in art as therapy but also to introduce students to hands-on activities outside the classroom in order to navigate their terrain in uncertain times. The course increased skills and consciousness of the role of movement, visual art, theater, music, and media can play in problem solving, social justice, and in the resolution of internalized fear, conflicts, or blocks. Because the course was developed using a variety of hands-on activities, the ability to complete assignments away from campus presents an ideal setting to apply learning, meet learning goals and objectives, and assess and expand learning in contexts outside of the classroom. Crayons, paper, glue, paints, scissors, and camera phone to take pictures, etc. can be tools used to complete assignments. Such activities as online art museum tours as field trips, readings, online short films/video, Zoomed in local and national art therapist guest speakers, and scavenger hunts of spaces and methods outside of the classroom where art as therapy can be discovered and practiced from inside students' homes, in social media interactions, etc. were a part of the course in order for students to discover sources of imagery, sound, and movement as tools to awaken their creative problem solving from two perspectives: as creator and viewer in their own contexts and in asynchronous (outside of the classroom) environment. To minimize our time in front of a computer, two of the weekly days of class sessions were completed as a student workshop with detailed assignments to complete in asynchronous (outside of the classroom) settings. These assignments will be discussed in synchronous (inside the Zoom classroom) sessions, and in breakout rooms during synchronous Zoom class meetings.

Students interested in human services, social sciences, social justice, media, humanities, and education found this course engaging. The course did not require any prerequisite art classes or training.

### **EVALUATION:**

Written by: Gilda Sheppard, Ph.D.

Tyler Jacobs was enrolled in Therapy Through the Arts during the full summer session. Tyler's responses to the readings and class activities effectively met the program's requirements and distinguished himself among his peers. Tyler's responses to class activities and discussions consistently added to the learning process in the class. Oftentimes Tyler brought added depth to class discussions extending the learning and a cohesive learning community where peers can feel comfortable being challenged with self and community. In addition, his application of theories from art therapy to intervene in difficult cases was focused and practical, thoughtfully keeping emotions in mind.

For the final, interactive presentation, Tyler demonstrated his ability to translate art to social emotional learning in an interdisciplinary way, whether concentrating on an art class for elementary and middle schools but also extending to the fields of social studies, math, writing, and humanities.

Utilizing insights gained by applying learning in the program, Tyler demonstrated productive learning to receive full credit for an effective summer.

In this class we examined some of the key ideas and processes involving therapy through the arts. This interdisciplinary study included reading, application, and the use of a variety of materials in the class in order to experience different methods of art therapy. Students used writing, class discussion, and active



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demonstration in order to examine, analyze, and interpret topics in art therapy, both in theory and practice. Students were asked to apply art therapy to difficult subjects written about in contemporary poetry. In response to our studies, students individually planned and presented a project that reflected insights about themselves, including an expanded self-understanding and ability to communicate. For these projects, they combined several different methods of art therapy. The methods included, among others: music, movement, mask making, drawing, psycho-drama, guided poetic writing, spontaneous drawing, video camera, collage, and mandalas.

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

6 - Art Therapy and Counseling

6 - Art Therapy and Education

4 - Art Therapy and Written Expression



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**January 2021 - March 2021: Meeting Kids Where They are at: A Study of Engaged Pedagogy**

5 Credits

**DESCRIPTION:**

Faculty: Gilda Sheppard, Ph.D.

During winter quarter, Tyler Jacobs successfully completed an Individual Learning Contract, titled **Meeting Kids Where They are at: A Study of Engaged Pedagogy**, designed for him to interview teachers and develop a documentary based on what they have learned works and doesn't work to help children grow to be the best learners that they can be. Mr. Jacobs will create a written lesson plan based on his findings, and record what he has learned.

**EVALUATION:**

Written by: Gilda Sheppard, Ph.D.

Tyler Jacobs completed all work for this contract in which he interviewed art teachers in the public school system in order to develop a curriculum, a visual/digital teaching tool based on what he gleaned from the interviews, and his own research on using the arts to teach children language arts and social studies. In addition, he created and designed a lesson plan reflecting on what he had learned.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 5**

5- Arts Curriculum Design: Primary and Middle School



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**September 2020 - December 2020: Music and Film: A Study of Music Videos and Background Music**

5 Credits

**DESCRIPTION:**

Faculty: Gilda Sheppard, Ph.D.

During fall quarter, Tyler Jacobs successfully carried out an Individual Learning Contract, titled **Music and Film: A Study of Music Videos and Background Music**, designed for him to study the piano and its history with music video creation. Mr. Jacobs will create two music videos in differing genres. He will explore the process and styles of designing and creating music videos, and learn about adding background music and associated visuals.

**EVALUATION:**

Written by: Gilda Sheppard, Ph.D.

Tyler Jacobs completed all work for this contract that was a study of the piano and its history. Mr. Jacobs composed and created two music videos from different genres of music and with different timing displaying how tone, timbre, and speed had an effect on his original compositions. Mr. Jacobs completed a comprehensive research paper on how learning to play the piano, and playing and listening to piano playing has on the brain and exercises new language skills.

The two music videos demonstrated the effect of this platform of music from the context of a music video using images and sound for learning.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 5**

5- Image and Sound on Learning



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## **September 2020 - June 2021: The Power in Community: Pathways to Resourcefulness**

36 Credits

### **DESCRIPTION:**

Faculty: Marcia Tate Arunga, Ph.D. (Leadership and Organizational Change, Human Development), Peter Bacho, J.D., LL.M. (Literature, Writing, Law, Political Science); Mingxia Li (Zhang Er), Ph.D. (Biology, Public Health, Bioethics, Chinese Poetry), Gilda Sheppard, Ph.D. (Media Literacy, Sociology, Cultural Studies); Tyrus Smith, Ph.D. (Environmental Science, Ecology, Environmental Policy); Paul McCreary, Ph.D. (Mathematics and Social Justice, 3D Modeling, Life Science); Anthony Zaragoza, Ph.D. (Political Economy, History, Cultural Studies).

"Beloved community is formed not by the eradication of difference but by its affirmation, by each of us claiming the identities and cultural legacies that shape who we are and how we live in the world." bell hooks

This year's program was designed to help students explore the history, theories, strategies, and practices of how diverse communities have contributed to the construction of the material world around us and shaped the environment, which in turn has molded our own consciousness. Our 2020-21 program's focus was on the power within diverse communities to develop resources for fundamental transformation, a transformation that sustains and grows a healthy, just, and compassionate community - personally, collectively, across differences, within institutions, and other enumerable diverse contexts. The construction, design, and sustaining of resources developed through initiatives, strategies, and practices initiated in diverse communities has been a linchpin in the transformation of our world.

This program explored the capacity and power of communities working together to develop resources in order to critically explore societal narratives, and interrogate and develop values, strategies, and tactics that inspire hope and encourage justice and equity. Social and environmental policies, economic and political institutions, structures/systems, neighborhoods, classrooms, public health entities, jobs, professions, families, and digital and social media were the micro and macro contexts for this exploration. Understanding the role of community agency as pivotal in how people's power can develop and sustain resources for healthy coexistence and co-creation was also critically examined. Methods of improving citizens' knowledge and skills in problem solving as well as an ability to see multiple sides of the problem and practice communication and decision-making skills were integrated into our program.

The courses designed in this year's program gave students the opportunity to become acquainted historically with local, national, and global models of social change and the role that community initiated resources have played in providing reform as well as attempts at fundamental revolutionary transformations leading to equity and justice, particularly for those who live in the margins. Impact of race, class, gender, sexuality, and ideological factors was examined to understand possibilities and contradictions in social interactions in the development of community resources.

We were able to not only imagine a society where communities provide leadership in the direction of transformation, but also practice and apply our learning in interdisciplinary ways. We examined theories and practices of community engagement, movements, and community disruptions (pandemics), etc. in humanities, social sciences, mathematics, natural sciences, media, and technology that simultaneously represent and influence community resources developed with individuals, groups, and organizations to change our society and environment locally, nationally, and globally throughout the ages.

The goal of this interdisciplinary program was to engage students in extensive research and in-depth textual analysis of individuals, institutions and communities in transition. Thus, students were expected to use their research and analysis to respond to the changing needs of communities, environments, and society.



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Each quarter, students participated in the weekly lecture/seminar series and attend two additional courses of their choice. These courses were taught by one or two faculty in their field of discipline and academic interest. They were designed to contribute to the program's overall theme and further students' learning in depth.

In fall quarter, students studied the importance and models of resources developed and designed by community members; societal values discovered in social interaction, and the emerging intended and unintended consequences in human history and in current times. They had an opportunity to evaluate their own work to analyze how working together in community has shaped their worldview and contributed to the betterment of their life and the lives of their communities.

In winter quarter, students researched possible causes and potential solutions to identified problems. This included collaboratively researching and examining the pros and cons of a specific action. The major focus was to develop the skills and knowledge to bring forth social change that values working hands.

Finally, in spring quarter, students presented their community projects, based on their winter research, to the public at our annual Community Fair. These projects were developed throughout the year and built on the knowledge and skills gained in each quarter. Typically, students identified a topic connected to their areas of interest in fall quarter and began enhancing their understanding of this subject through in-depth research and analysis. Their study and research in the winter quarter explored strategies to remedy or address pressing social, economic, or environmental problems. They carried out their research and action plan in spring quarter, presenting their work at the Community Fair and evaluating the process of their project before we celebrate the graduating class.

#### **EVALUATION:**

Written by: Gilda Sheppard, Ph.D.

Tyler Jacobs constructed an excellent foundation in this liberal arts, interdisciplinary curricula. His academic excellence in the theories and practices of public health, quantitative and qualitative analysis and research, mathematics, the humanities, media arts, and the social sciences, particularly history, were demonstrated in a consistently exemplary manner that distinguished himself among his peers. Mr. Jacobs's articulation and presentation of ideas, theories and practices were exemplary. He works well across significant differences, integrates theory with practice, as well as demonstrates a profound use of critical and creative thinking skills.

Mr. Jacobs more than satisfied all expectations in an exemplary manner for a study of the history of mathematics. He participated well in collaborative problem solving sessions. Mr. Jacobs actively participated in individual and group presentations of ideas and activities about mathematics her-story (history). He actively helped his peers focus on and evaluate their presentation skills for effectively communicating about mathematical ideas. Mr. Jacobs did a good job collaborating with his team homework group members on the problems and gained an excellent understanding of the mathematics and history concepts and problem-solving skills emphasized in each assignment. Mr. Jacobs demonstrated this ability to integrate his learning of mathematics and mathematics history by collaboratively producing a final project. His final presentation was a creative and impressive demonstration of interdisciplinary applications of mathematics and mathematics history.

Mr. Jacobs's contributions to discussions demonstrated strong critical thinking skills, as his comments addressing subject matter were consistently thoughtful and reflective. He is a clear writer. The written work he completed is evidence of his ability to communicate his ideas in a clear and articulate manner. As a result, he has demonstrated a solid understanding of historical and philosophical traditions that inform efforts to design pathways for future possibilities.





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Mr. Jacobs demonstrated an excellent ability to analyze content and articulate his understanding in discussions and writing assignments. His studies indicated an in-depth understanding of how various models of engagement have created pathways for systemic change. His work in completing writing assignments demonstrated his ability to critically evaluate and assess ideas and arguments while citing evidence from assigned materials and other sources to draw his well-developed and insightful conclusions about the meaning and relevance of this content.

Mr. Jacobs refined his skills in research design by developing an action research proposal in a manner that indicates proficiency with the APA format and style. This research proposal examined the relationship between modern technology and public service with an emphasis on education. This proposal met expectations by formulating a researchable question that may also contribute to the body of knowledge on this topic, synthesizing empirical research focusing on this problem, and proposing a methodology to collect and analyze data. Mr. Jacobs's work has demonstrated his excellent ability to examine issues and topics from multiple cultural models and worldviews and that he can effectively communicate and work across significant personal and cultural differences.

For a study of statistics, Mr. Jacobs's participation in discussions and completed work have met expectations and demonstrated his ability to analyze quantitative information. This includes demonstrating that he can calculate and interpret descriptive statistics and selected inferential techniques as well as learning and sharing the operation of a specific database. For his individual database project, Mr. Jacobs walked his peers through the National Center for Environmental Information, and taught us how the database works, how to access it, and how it can be useful. The database provides a wide variety of information on environmental conditions in the U.S. Mr. Jacobs showed us how useful the database can be for a variety of users including the many fact sheets and actions that people can take around incarceration. Mr. Jacobs did a good job explaining the database to his peers and showing how we each could successfully use it. For his final project, he worked collaboratively with a team of students to complete a statistical report. This observational study investigated a socially or environmentally relevant research question by extracting and analyzing variables operationalizing concepts central to their area of inquiry. Mr. Jacobs and his partners examined the statistics around defunding police. They provided some background information and searched for statistics related to defunding the police. Mr. Jacobs and his group used these statistics to offer hypotheses and tentative conclusions. They shared data and met assignment expectations. This project demonstrated a good understanding of the fundamental principles of quantitative research design and statistics. Mr. Jacobs's engagement with content was good. Overall, his work reflects significant growth in his quantitative reasoning skills and a proficient understanding of descriptive and inferential statistics.

Mr. Jacobs refined his skills in research design by developing an action research proposal in a manner that indicates proficiency with the APA format and style. This proposal centered on the access to the Internet in the context of a pandemic met expectations by formulating a researchable question that may also contribute to the body of knowledge on this topic, synthesizing empirical research focusing on this problem, and proposing a methodology to collect and analyze data. Mr. Jacobs was the primary writer and editor for the introduction of this research proposal. Mr. Jacobs's work has demonstrated his excellent ability to examine issues and topics from multiple cultural models and worldviews and that he can effectively communicate and work across significant personal and cultural differences. Another research project used a critical ethnographic short film where he positioned popular culture celebrities as well as culturally diverse people in communities to engage his audience of the practices involved in the existence of puppy mills. The production could have been difficult to watch however Mr. Jacobs edited the short film in a manner that made it bearable to screen and provide a call to action. The production demonstrated his ability to teach/educate people about a grave issue and hold attention instead of pandering to yellow journalism and pathos.



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Mr. Jacob worked as a technology and teaching peer for a section of the program that integrated early theories of race and racism from the 16<sup>th</sup> century to the present where Mr. Jacob developed exercises and academic activities to translate these theories into a “devised” theater piece. In addition to reading and providing theater game exercises tailored to extend learning and depth to each student’s learning of devisable theater as a teaching pedagogy, Mr. Jacobs brought media literacy, embedding theory as a foundation for translating knowledge of history, sociology, and culture studies in teaching and learning. His contribution to seminars, group discussions, and ability to work across significant differences as he integrated theory with practice and creative work was exemplary in meeting program requirements. The theories that he unraveled were Marxist theory, feminist theory, critical race theory, climate and curse theory, religionism, and performance theory.

Mr. Jacobs's creative thinking and media literacy skills are exemplary. Through his academic studies he demonstrated his plans and passion for his future studies to become an art teacher for youth.

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

- 3- Sociological Theory and Ethnographic Performance
- 2- Teaching and Learning: Arts and Social Sciences
- 3- Research Methodologies
- 3- United States History
- 5- Descriptive and Inferential Statistics
- 5- Theories, Practices, and Art of Digital Storytelling
- 5- History of Mathematics
- 2- Autobiographical Literature and Expository Writing
- 2- American Studies
- 3- Project Management
- 3- Research



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**September 2019 - June 2020: Cycle Makers and Cycle Breakers: Transitional Studies**  
**44 Credits**

**DESCRIPTION:**

Faculty: Peter Bacho, J.D., LL.M.; Mingxia Li (Zhang Er), M.D., Ph.D.; Lawrence (Larry) Mosqueda, Ph.D.; Gilda Sheppard, Ph.D.; Tyrus Smith, Ph.D.; Arlen Speights, M.M., M.A., M.F.A.; Anthony Zaragoza, Ph.D.

This upper division program examined cyclical patterns across a wide spectrum, ranging from the existence of these patterns in the natural world to their presence in human activities and institutions. We emphasized creation of new cycles that facilitate social justice practices, in local to global contexts. We further explored how businesses founded on tenets of cooperative social entrepreneurship can address issues of social justice and be a force for positive social change. The goal of this interdisciplinary program was to engage students in extensive research and in-depth textual analysis of individuals, institutions, and communities in transition. Thus, students were expected to use their research and analysis to respond to the changing needs of communities, environments, and society.

Each quarter, students participated in the weekly lecture/seminar series and attended two additional courses of their choice. These courses were taught by two or one faculty in their field of disciplines and academic interest. Additionally, the courses were designed to contribute to the program's overall theme and further students' in-depth learning.

In fall quarter, students studied the prevalence of cyclical patterns and researched situations with such patterns. Students also had an opportunity to examine recurring cycles in their own lives – and their decisions to maintain them or to create a new paradigm.

In winter quarter, students researched possible causes and potential solutions to identified problems. This included collaboratively researching and examining the pros and cons of a specific action. The major focus was to develop the skills and knowledge to renew and sustain self, family, community, and humans as a species in harmony with the environment.

Finally, in spring quarter, students presented their community projects, based on their winter research, to the public at our annual Community Fair. These projects were developed throughout the year and built on the knowledge and skills gained in each quarter. Typically, students identified a topic connected to their areas of interest in fall quarter and began enhancing their understanding of this subject through in-depth research and analysis. Their study and research in winter quarter explored strategies to remedy or address pressing social, economic, or environmental problems. They carried out their research and action plan in spring quarter, presenting their work at the Community Fair and evaluating the process of their project before we celebrated the graduating class.

This offering prepared students for careers and advanced study in: law and public policy, political economy, history, literature, writing, community and environmental studies, human development and biology, public health, bioethics, social science research, research methodology, statistics, quantitative reasoning, media literacy, computer studies, education, instructional technology, social work, and project management.

**EVALUATION:**

Written by: Tyrus Smith, Ph.D.

Mr. Jacobs was enrolled in the Cycle Makers and Cycle Breakers: Transitional Studies program during the 2019-20 academic year. He fulfilled the requirements of the program.



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During fall's Lyceum and Seminar, Mr. Jacobs's written work and contributions to discussions demonstrated solid critical thinking skills, as his comments addressing subject matter were consistently thoughtful and reflective. Mr. Jacobs has demonstrated good writing skills. His written work is evidence of his ability to communicate his ideas clearly and coherently. As a result, he has demonstrated a proficient understanding of political, economic, social, and cultural narratives of United States history and his ability to explain how the past has shaped the present. Overall, his work demonstrated his ability to think critically by analyzing and evaluating historical events and question and rethink his preconceived notions regarding American history. Mr. Jacobs also developed a well-written memoir titled "A Slightly Better Album." This story focused on a personal experience where he was confronted with a choice and made a decision that profoundly influenced his personal and artistic life. In completing this assignment, he worked diligently on revising and editing drafts of this story while effectively demonstrating his ability to utilize strategies and techniques appropriate to the memoir/fiction writing style. His work on this assignment convincingly met expectations.

During winter's Lyceum and Seminar, Mr. Jacobs demonstrated a satisfactory ability to analyze content and articulate his understanding in discussions and writing assignments. His studies indicated a good understanding of how various models of engagement have created pathways for systemic change. His work in completing writing assignments demonstrated his ability to critically evaluate and assess ideas and arguments while citing evidence from assigned materials and other sources to conclude the meaning and relevance of this content. Mr. Jacobs also refined his skills in research design by developing an action research proposal in a manner that indicates proficiency with the APA format and style. This research proposal focused on understanding and addressing the problems associated with excess nitrogen inputs in Puget Sound, WA, specifically, algae blooms, low dissolved oxygen levels, and the cascading effects impacting salmon. This proposal convincingly met expectations by formulating a researchable question that may also contribute to the body of knowledge on this topic, synthesizing empirical research focusing on this problem, and proposing a methodology to collect and analyze data. Overall, Mr. Jacobs's work has demonstrated his satisfactory ability to examine issues and topics from multiple cultural models and worldviews and that he can effectively communicate and work across significant personal and cultural differences.

During spring's Lyceum and Seminar, Mr. Jacobs participated in discussions and completed written work that demonstrated his ability to integrate materials to draw insightful conclusions about the meaning and relevance of program content. Mr. Jacobs worked collaboratively with fellow students to complete an action research project and public presentation titled "Effects of Increased Nutrients on Southern Puget Sound." The focus of this project was to assess the environmental impacts associated with anthropogenic sources of nitrogen. This assignment demonstrated his ability to conduct research that focused on an environmental problem and identified strategies to address this problem. His contributions to this collaborative project and presentation demonstrated that he can work effectively with others to carry out an in-depth research project. As a result, he has enhanced his skills in communication, presentation, evaluation, and reflection.

In addition to his participation in the Lyceum and Seminar series, Mr. Jacobs completed work in other areas of this program:

For a study of U.S. history and political theory, Mr. Jacobs was especially interested in topics that concerned race, U.S. history and foreign policy, and social justice. His preparation for the seminar and weekly written seminar papers indicated that he was engaged with the material. Both the faculty and the students appreciated his participation in the seminar. His media analysis was well done as he examined how news stories were covered on a single day in different news outlets. He explored the issue of Trump's impeachment by examining the news reporting of CNN, Fox, and the *New York Times*. Students were assigned the development of a podcast as if they were 50 years in the future, in the year 2070. Each group podcast was supported with historical references to inform and support the reliability of their



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chosen futuristic subject area. Mr. Jacobs played a pivotal role as an original writer and narrator, using multiple voices to present a subtext of ideas and perspectives. It was an excellent production. The podcast titled *Land Without Bees* was represented an environmental crisis and call to action to the role and challenge of keeping bees from becoming an endangered species. In an engaging fairy tale style, using multiple voices for the narrator as well as the seamless use of satire, absurdist filmic philosophy, and practices, this audio podcast was well researched, stunning, and provided public education of a possible environmental challenge and what science can do to prevent endangerment of bees and preserve this connection to the health and well-being of all living things, particularly humans and the external environment. Using the context of a fictional bio-dome where poor people live in isolation, the podcast brought alive historical references through the construction of characters who live in this fictional bio-dome and their ability to escape and realize how contemporary scientific research can be applied for the longevity of humans and all living things. The podcast represented excellent research and vision as indicated in the comprehensive annotated bibliography that accompanied the production. It was exemplary. Overall Mr. Jacob's work in this study was very good.

Mr. Jacobs completed a study of history and literature. His comments were very insightful and well informed. His written assignments were of good quality; his reviews reflected careful thought and were uniformly well written. His written work reflected his solid understanding of both the artistic merit of the assigned work and its impact on the course of human events.

For a study of human biology and urban ecology, Mr. Jacobs worked collaboratively with a team of his peers to perform laboratory exercises that illustrated principles of toxicology that were discussed in the study. His written response papers to the assigned readings demonstrated satisfactory writing skills as well as critical and creative thinking skills. His participation in seminar discussion was good. His group's found art installation was excellent. The group's presentation of the art installation was in the form of a mannequin with a red line down the center to illustrate racism in access to housing. One side of the mannequin demonstrated lead exposures in south central Tacoma; the other side demonstrated lead exposures in the more affluent Fircrest neighborhood. The mannequin was accompanied by a map of the neighborhoods and application of the U.S. Environmental Protection Agency's Environmental Justice screening tool. In addition to his role in the overall development of the art installation, Mr. Jacobs was responsible for the education theme. These tasks were pivotal in completing the final project that brought education to a community about unequal exposures to lead in low and high income neighborhoods and how one's zip code can affect one's health.

Mr. Jacobs completed a study of United States Politics where his comments were very insightful and well informed. He attended program sessions regularly and participated consistently in discussions.

For a study of presentation skills focused on critical discourse analysis, Mr. Jacobs examined the way social power, dominance, inequality, liberation, justice, Black feminist perspectives of intersectionality, and self-determination are enacted, reproduced, and resisted in text, talk, artistic expression, as well as in the social and political contexts in media. He explored the role and strategies of how language on words, images, gestures, visuals, and auditory modes of communication as well as media (print, podcast, film, blog, social media, etc.), impacts, shapes, responds to, as well as influences messages in communication. Mr. Jacobs became acquainted with logical fallacies, connotative and denotative meanings in words, and the use of metaphors in multiple text and sub-textual contexts. Mr. Jacobs distinguished himself among is peers.

For a study of adolescent literature, Mr. Jacobs participated consistently in discussions. His comments were insightful and well informed. His written assignments were also of good and thoughtful quality; his reviews were well written. His written work reflected his strong understanding of the assigned works and whether or not they would be attractive to younger readers. His creative work was extremely well done and very imaginative.



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**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 44**

- 3 - Autobiographical Literature and Expository Writing
- 9 - United States History
- 3 - Research Methodologies
- 3 - Project Management
- 3 - Research: Environmental Impact Assessment
- 1 - Human Biology
- 2 - Urban Sociology
- 4 - United States Politics
- 5 - Critical Discourse Analysis
- 5 - Adolescent Literature
- 2 - History
- 2 - Literature
- 2 - Political Theory



The Evergreen State College • Olympia, WA 98505 • [www.evergreen.edu](http://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](http://www.evergreen.edu)) for specific dates.

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

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

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