



Manzel, Bret Michelle

A00419200

Last, First Middle

Student ID

DEGREES CONFERRED:

Bachelor of Arts

Awarded 10 Jun 2022

TRANSFER CREDIT:

Start	End	Credits	Title
05/2019	05/2019	9	IB: English A: Literature
05/2019	05/2019	9	IB: Spanish

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/2019	03/2020	32	Irrepressible Bodies: Hope, Health, and Resilience in a Turbulent World 8 - Human Biology: Introduction to Anatomy and Physiology with Lab 5 - Introduction to Governance and Government Studies 4 - Introduction to Public Health 4 - Introduction to Community Studies 3 - Critical Health Literacy: Social Justice, Race and Dis/Ability Studies 2 - Analytical Thinking and Writing 2 - Practical Critical Thinking 4 - Introduction to Liberal Arts Education
03/2020	06/2020	8	Justice at Work: Labor, Civil Rights, Immigration, and the Law 4 - U.S. History: Race, Immigration and Work 4 - Political Science: Civil Rights and Immigration Law and Politics
03/2020	06/2020	4	Abnormal Psychology 4 - Psychology
03/2020	06/2020	4	Ideas to Realities: Grant Writing and Fundraising for Social Enterprises 1 - Social Enterprise Development 2 - Grant Writing 1 - Fundraising
06/2020	09/2020	4	Ecopsychology 4 - Psychology
06/2020	09/2020	2	Experimental Watercolor 2 - Painting: Watercolor
06/2020	09/2020	2	Figure Painting Intensive 2 - Figure Painting
09/2020	12/2020	16	What Are Children For? The Psychology and History of Childhood 5 - History of American Childhood 5 - Developmental Psychology 3 - American Studies 3 - Expository Writing



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EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
01/2021	03/2021	16	Teaching and Learning When the World is on Fire: Education and Justice Movements 4 - <i>Community Based Learning and Action</i> 3 - <i>Modern Memoir</i> 3 - <i>U.S. History</i> 3 - <i>Education in Historical and Contemporary Contexts</i> 3 - <i>Storytelling and Children's/YA Literature</i>
03/2021	06/2021	8	Positive Psychology and Well-Being Theory 4 - <i>Positive Psychology</i> 4 - <i>Social Psychology</i>
03/2021	06/2021	4	Psychology of Mind Body Medicine 2 - <i>Abnormal Psychology</i> 1 - <i>Integrative Health Practices</i> 1 - <i>Independent Study: Mindbody Medicine and Children</i>
06/2021	09/2021	8	Printmaking: Mokuhanga - Japanese Woodblock 8 - <i>Relief Printmaking</i>
06/2021	09/2021	4	Children's Literature 4 - <i>Children's Literature</i>
06/2021	09/2021	2	Statistics I 2 - <i>Statistics</i>
09/2021	12/2021	8	Organizational Behavior and Leadership 4 - <i>Organizational Behavior</i> 4 - <i>Leadership</i>
09/2021	12/2021	4	Arts and the Child: Early Childhood (B) 4 - <i>Early Childhood Education, Arts, and Human Development</i>
09/2021	12/2021	4	Spanish - First Year I 4 - <i>Spanish - First Year I</i>
01/2022	03/2022	16	Cultivating Justice: Food, Feminism, and Community Psychology 3 - <i>Intersectional Feminism and Food Systems</i> 3 - <i>Psychology of Gender</i> 3 - <i>Community Psychology</i> 3 - <i>Community-Based Learning</i> 4 - <i>Participatory Methods and Ethics</i>
03/2022	06/2022	4	Drawing: Foundations 4 - <i>Drawing</i>
03/2022	06/2022	4	Senior Seminar 4 - <i>Reflective Writing</i>
03/2022	06/2022	2	Art and Science of Clinical Application of Mindfulness 2 - <i>Art and Science of Clinical Application of Mindfulness</i>



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Cumulative
183 Total Undergraduate Credits Earned



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Being at Evergreen has taught me a lot about what it means to be a participant in our world, and has helped me find what I am truly passionate about. I felt like I wasn't able to have the opportunity to explore these passions in highschool, and even more so, I didn't know what kind of opportunities were even available to me. Evergreen's interdisciplinary programs helped me realize that everything in our world is connected regardless of if we see it or not. My first program at Evergreen allowed me to experience just that. The class Irrepressible Bodies taught me about how race, identity, anatomy & physiology all connect to health and community resilience. These are all things that I didn't even know could be connected- how does anatomy relate to community resilience? Reading The Long Haul by Myles Horton in this class helped me realize what it means to be an organizer, change maker, and most importantly to me, an educator. This class allowed me to go more in depth about what social justice and community means historically, politically, economically, and personally which helped inform and pave the way for the rest of my education at Evergreen. After this, I knew I wanted to work with my community to make a difference, no matter what it ended up looking like. After taking a grant writing class I realized non-profit work may not be the best place for me personally to make change, and kept on exploring!

In the midst of the coronavirus pandemic, I took a class called What Are Children For?: The History and Psychology of Children, in which I read the book The End of American Childhood by Paula Fass. This book really had an impact on how I looked at what it meant to be a child historically, and what that means for kids today. I've always loved working with kids, but this class and reading really solidified my passion for wanting to work with kids, and set me on a journey in exploring what it would mean to be an educator. I then took Teaching and Learning When The World is On Fire, during which kids were not able to go to school safely, Black Lives Matter protests, and the riot at the Capitol was happening. This class allowed me to step back and think harder about what disservice we would be doing children to not only not talk about these things, but to also actively teach the opposite, all while it is their community being affected, and what our job as educators actually is and can be. I learned that books are a great opportunity to talk about these issues in an age appropriate and open way, allowing children to be able to ask questions and learn about the differences that exist in the world safely. I was able to create a booklist for the Campus Children's Center full of accessible and age appropriate social justice books along with talking points to help parents have these conversations with kids. I found that I loved to do this kind of work and finally felt confident in being able to be a teacher while not ignoring the state of the world.

I have loved my time at Evergreen and have learned so much not only about the world we live in but also about myself. I am planning on doing my Masters in Teaching here at Evergreen after graduation, and hope to pursue a career as an early elementary teacher.



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March 2022 - June 2022: Art and Science of Clinical Application of Mindfulness

2 Credits

DESCRIPTION:

Faculty: Jamyang Tsultrim, Loppon, MA

This course emphasized the theory, practice, and clinical applications of mindfulness to treat conditions such as chronic depression, anxiety, and other health conditions. Students explored empirically based mindfulness approaches, and each student developed an individual practice as a means of experiencing first-hand the benefits and challenges inherent in this mindfulness therapy model. The learning objectives of the program were to understand various evidenced-based mindfulness interventions; to assess current research findings to determine suitable clinical applications using these theories; and to develop a model intervention using clinical mindfulness approaches for a specific topic. Student evaluation was based primarily on student achievement of class learning objectives, attendance, participation, and completion of required assignments. This course was primarily taught as an in-person class. The textbooks for this course were: *Mindfulness-Based Cognitive Therapy for Depression* (second edition) by Teasdale et al., *The Compassionate-Mind Guide to Recovering From Trauma and PTSD* by Lee et al., and *Hand Book of Mindfulness: Theory, Research, and Practice* by Brown et al.

EVALUATION:

Written by: Jamyang Tsultrim, Loppon, MA

Bret Manzel fulfilled partial requirements and achieved specific the learning objectives of this course. Bret showed particular strength in engaging actively with the course learning activities at the initial stage of the spring course. Bret was responsible in completing specific assignments and attending part of the classes. Bret achieved a foundational understanding of the clinical application of mindfulness through completing and uploading several practice assignments of Mindfulness-Based Cognitive Therapy (MBCT), finishing assigned readings and seminar preparedness papers, and writing a mid-term paper.

In particular, Bret's mid-term paper showed clear understanding of the benefits of MBCT program, definition of mindfulness, familiarity with the body scan practices and its application with anxiety, and distinction between being and doing modes of minds. This paper met the learning objectives of the first 5 weeks and built a good foundation for the remaining weeks of spring quarter. To develop practical experience in mindfulness interventions, Bret completed first few practice sessions of an 8-week Mindfulness-Based Cognitive Therapy program, kept a daily mindfulness practice as well as exercises and a documentation of them throughout the quarter.

Overall, Bret achieved the foundational learning objectives of the spring quarter by developing a knowledge base and insight into empirically based mindfulness theories and their application to clinical conditions. Bret's self-evaluation also stated the achievement of class learning objectives through active participation in the initial stage of the course in both theoretical and experiential learning during the quarter. Bret has shown genuine enthusiasm to practice the MBCT 8-week program and integrate them into personal well being and growth.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2

2 - Art and Science of Clinical Application of Mindfulness



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March 2022 - June 2022: Senior Seminar

4 Credits

DESCRIPTION:

Faculty: Sandra Yannone, Ph.D.

Senior Seminar provided an opportunity for students in their final quarter at Evergreen to reflect on their education, its overall shape, construction, and meaning, with an eye toward both the present and the future. Students participated in a series of reflective in-class writing workshops and exercises to support them in revealing and articulating their education from different vantage points and perspectives. Students explored interdisciplinary connections across their own studies as well as classmates' and consider what it means to have a liberal arts education in the 21st century. They conducted an individual transcript review, produced an annotated bibliography of significant texts, and generated reflective writing that fed into the drafting, revising, and editing of the student's final Academic Statement.

EVALUATION:

Written by: Sandra Yannone, Ph.D.

The student engaged in rich, critical, personal reflection with purpose. Each week in-class writings contributed to the overall shape of an emerging Academic Statement. From initial brainstorming through a series of four distinct drafts, the student continued to revise with intention throughout the quarter. Numerous drafts allowed them to break free of some previous writing habits that discouraged revision and editing, and while articulating the challenge of some of the reflective activities in the program, the student pushed through them to gain greater insight about the strengths and capacities they have as a creative thinker and emerging teacher.

Reading about and reflecting upon the values inherent in the liberal arts, the student began to see the larger picture of their education rather than simply studies stitched together quarter by quarter. The annotated bibliography of critical texts provided an opportunity to showcase how deeply they connected texts in education to what they experienced as an undergraduate student. The student truly learned to use reflective writing to gain trust in their process and written products, and they shared an enthusiasm for developing these skills this quarter with an intention of applying them to future aspirations in becoming an early childhood education teacher.

As each successive draft illustrated an increased confidence in writing abilities, I also witnessed this growth in the student's participation in collaborative peer review sessions of classmates' statements. The student broke their own patterns of silence to add to the communal atmosphere of this virtual community.

I'm reminded of what educator William Cronon says about the necessity of the liberal arts: "A liberal education is about gaining the power and the wisdom, the generosity and the freedom to connect." Every aspect of this student's engagement in Senior Seminar was emblematic of developing voice to achieve transformative power and wisdom while supporting peers on their journeys to accomplish the same. The final Statement is a testament to this student's ability to reflect, revise, and edit to articulate the breadth and depth of a thorough, thoughtful, unique Evergreen education.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Reflective Writing



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Student Self Evaluation for Senior Seminar

03/2022 - 06/2022

I really loved taking this class to end my first Evergreen journey. I think throughout my time here at Evergreen, the quarters went by so fast, and while I knew what the end of my journey looked prior to starting this class, I felt like a lot of the in betweens may have been lost in the midst of doing school and life while in a pandemic. Because of these things, I was really nervous to actually start writing my academic statement and thought to myself I would probably just throw something together the day before graduation, but this class allowed me to dig deeper into what my education really meant to me and what I really learned. I was able to step back and remember why I made certain choices such as projects or classes, and how it affected my decision to be a teacher. I found myself proud of my education and excited to write about it, rather than dreading it.



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March 2022 - June 2022: Drawing: Foundations

4 Credits

DESCRIPTION:

Faculty: Lauren Boilini, MFA

This course was an introduction to principles and techniques in drawing. Emphasis was placed on learning to draw what you see through close observation, including still-life, landscape, portrait and the nude figure. Students were introduced to a variety of drawing materials and techniques as well as proportion, sighting, perspective, value and composition. Emphasis was placed on developing technical skills through observational drawing, while researching art historically significant works to develop a personal vision. In addition to our weekly synchronous practice over Zoom, students completed weekly at-home assignments: 100 gesture studies, one still-life, three skeleton drawings, two master copies, two portraits, and one plein-air landscape. In-class, we practiced with charcoal, ink, conte, pencil and sculpture, doing foreshortening studies, linear perspective and figurative and facial proportion. We started every class in small breakout groups, sharing homework challenges and successes, tips and tricks.

The quarter's work culminated in an independent final project in which students storyboarded a music video for a song of their choosing. This assignment helped bring together all of the skills that students built throughout the quarter. During our final group critique, each student had to introduce their work and what they learned.

Our work was conducted remotely using both Canvas and Zoom. We met for 3-4 hours over Zoom and spent roughly 4-5 hours on asynchronous coursework/independent work time per week.

EVALUATION:

Written by: Lauren Boilini, MFA

This spring quarter of 2022 I had Bret Manzel as a student in my *Drawing: Foundations* course. Bret established interest in this class as someone with previous experience, looking to build additional skills. Bret successfully achieved the learning objectives for this course with great work, constant communication, and attending eight of our ten classes.

Bret submitted all of the assigned projects, some of them on time. The assignments submitted included 100 gesture studies, one still-life, three skeleton drawings, two master copies, two portraits, and one plein-air landscape. In class we practiced with charcoal, ink, conte, pencil and sculpture, doing foreshortening studies, linear perspective and figurative and facial proportion and Bret shared a favorite sketch from each weekly exercise through our Canvas Discussion posts. Bret completed the quarter's work by submitting a 2-week project, storyboarding a song and practicing making rough drawings from imagination. This storyboard was thoughtful and inventive and Bret gave a thorough introduction to the work during our final critique that earned a heartfelt response from our cohort.

Bret worked hard this quarter and showed a steady degree of improvement, especially with proportion, catching up on missing work before the end of the quarter. Bret was particularly open to feedback, always willing to hear constructive criticism. Bret had some direct engagement with the learning community, participating in the ongoing dialogue every week, particularly in our breakout group discussions.



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SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Drawing



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January 2022 - March 2022: Cultivating Justice: Food, Feminism, and Community Psychology

16 Credits

DESCRIPTION:

Faculty: Arita Balaram, Ph.D. and Prita Lal, Ph.D.

This program explored topics like farming, food production, and community psychology at the intersections of gender, race/ethnicity, and class/caste in the US and across the globe, drawing connections between local and global food systems and communities. We studied feminist theories of people's relationship to land, labor, food production and consumption, as well as the impacts of colonialism and capitalist - white supremacist patriarchy on land-based cultures.

Guiding questions included: How is food cultivation and culture a gendered form of expression, resistance, and resilience? In what ways is food justice linked to struggles over land dispossession and larger processes of decolonization? How is cultural nourishment and individual well-being inextricably linked to community well-being?

Students were introduced to theories of community psychology from a feminist lens that framed questions of identity and individual and community well-being within the broader social, cultural, and environmental context. We drew upon eco-feminist, indigenous, and decolonial world views to cultivate a holistic and historical understanding of marginalized people's lived relationship to land, farming, and food, and the interconnectedness of people and the earth.

We read the following texts: *Braiding Sweetgrass* by Robin Wall Kimmerer; *Witches, Witch-Hunts, and Women* by Silvia Federici; *Charting a New Course for Feminist Psychology* edited by Lynn Collins, Michelle Dunlap, and Joan Chrisler; and *The Vandana Shiva Reader* by Vandana Shiva, along with articles and chapters from other texts like *Working Cures: Healing, Health, and Power on Southern Slave Plantations* by Sharla Fett; *Beyond the Masks: Race, Gender, and Subjectivity* by Amina Mama; and the article "Roots Deeper than Whiteness: Remembering Who We Are for the Well Being of All" by David Dean. We watched the following films: *Gather*; *First Daughter*, *Black Snake*; and *Seed*. We had guest lectures from Evergreen faculty members Savvina Chowdhury on primitive accumulation and witch hunts and Therese Saliba on food writing; our program participated in the annual Jose Gomez Farmworker Justice Day by attending a webinar panel of farmworkers and organizers in WA State.

Students engaged in regular seminars and workshops along with research and writing projects about their own cultural foodways. Students completed community-based learning by completing volunteer work at local partner organizations (or researching local organizations) and submitting a final project that integrated their work with our studies this quarter. Students completed weekly asynchronous modules in addition to synchronous class meetings. Assignments included weekly discussion board posts, annotations to seminar readings, and a synthesis seminar paper. Students also completed a series of reflective writing assignments on what food, culture, and identity means to them.

Students took this program at 12, 14, or 16 credits. In addition to the work completed above, 14 and 16 credit students participated in a weekly in-person workshop on community-engaged research and ethics. Each week, students completed a reading and reflection assignment, making connections between the readings and their volunteer and internship work. Students were also introduced to the practice of field notes and completed a set of field notes at their community sites to deepen their ethnographic skills.

Students gained skills in intersectional feminist analysis, community psychology and the psychology of gender, systems thinking, qualitative research methods, participatory action research, analytical writing, and anti-oppression education.



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EVALUATION:

Written by: Arita Balaram, Ph.D.

Bret did solid work this quarter. Bret regularly attended our synchronous and in-person classes and came prepared and ready to engage in class discussions.

Bret's discussion board posts and annotations demonstrated a clear understanding of asynchronous presentations and thoughtful engagement with peers. Bret wrote an impressive seminar synthesis paper that skillfully analyzed the gender binary and how it conflicts with principles of traditional ecological knowledge, intersectional perspectives on feminist psychology, and historical constructions of white supremacy, capitalism, and patriarchy, utilizing several program sources to support these arguments. For the culture and identity reflection assignments, Bret wrote moving reflections on ancestral histories, food narratives, and intergenerational knowledge transmission.

For the community project, Bret researched examples of community supported agriculture (CSA) and chose two Seattle-based organizations to explore more deeply. In this exploration, Bret discussed the important role that women played in the birth of CSAs and the values that underpin their existence that center on interdependence and community stewardship of food and land. Bret did strong work to integrate program materials into the final paper, where she contextualized the work of CSAs within an anti-oppressive and anti-capitalist framework. Bret's weekly reflections on texts addressing community-engaged research and ethics demonstrated a strong grasp of feminist, decolonial, and anti-racist approaches to research.

In sum, Bret did quality work this quarter and was a pleasure to work with.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 3 - Intersectional Feminism and Food Systems
- 3 - Psychology of Gender
- 3 - Community Psychology
- 3 - Community-Based Learning
- 4 - Participatory Methods and Ethics



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Last, First Middle

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September 2021 - December 2021: Spanish - First Year I

4 Credits

DESCRIPTION:

Faculty: Ethan Rogol

In Spanish - First Year I, students have the opportunity to acquire the skills to understand and express themselves in Spanish through written and oral language about the following: greetings, introductions, expressions of courtesy, academic life, days of the week, schedules, family, identifying and describing people, family relationships, numbers 0-199, leisure activities, colors, academic courses and professions, campus buildings, physical and personality traits, nationalities, town landmarks, months, seasons of the year and weather. Students have the opportunity to learn the following grammatical structures: conjugation of regular verbs in the present tense including verbs with irregular YO forms, use of the verbs SER, HABER (HAY), TENER, IR, and GUSTAR, noun-modifier agreement, subject-verb agreement, and various idiomatic expressions related to the topics studied.

EVALUATION:

Written by: Ethan Rogol

Bret diligently participated in classroom activities and did a very good presentation in Spanish on the climate and leisure activities in Los Santos, Panama. Bret memorized and faithfully sang the songs we learned in class ("Dale, Dale, Dale," "La Cucaracha," and "De Colores"), demonstrating mastery of the songs by singing with eyes closed. Bret's homework submissions were thorough and well done. Though a review of noun-modifier agreement, the use of the verb GUSTAR, and the expression TENER QUE would be beneficial, Bret now has a commendable mastery of the preponderance of the material covered, has good basic-Spanish reading, writing and listening skills, and can carry on a basic conversation in Spanish. Bret made excellent progress.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Spanish - First Year I



Manzel, Bret Michelle

A00419200

Last, First Middle

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

4 Credits

DESCRIPTION:

Faculty: Hirsh Diamant, Ph.D.

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

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

EVALUATION:

Written by: Hirsh Diamant, Ph.D.

Bret is an excellent student! Bret completed most of the class assignments, submitted academic work in a timely way, and regularly commented on work submitted by other students. Bret also worked regularly with the art journal gaining skills with art materials, techniques, and artistic expression. I was very impressed with Bret's work in this class! Bret's artwork was consistently original and inspiring!

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

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

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Early Childhood Education, Arts, and Human Development



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A00419200

Last, First Middle

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September 2021 - December 2021: Organizational Behavior and Leadership

8 Credits

DESCRIPTION:

Faculty: Takaaki Hirakawa

This class covers the fundamental concepts and topics in organizational behavior, leadership, and management, with emphasis on contemporary findings and evidence. The class focuses on increasing one's competencies in building effective relationships at three levels: individual, interpersonal, and collective. The class begins with building skills in developing awareness of one's personality, strength, authenticity, then turns to the interpersonal level, covering relationships, motivation and influence. Finally, the class moves up to the collective level, covering group decision makings, teamwork, and designing effective organizations.

In addition to weekly in-class leadership labs, and experiential exercises both in-class and outside the class, this program required students to complete individual assignments which ask students to apply the fundamental concepts to real life experiences, a midterm project, which involves interviewing managers in a real-world organization to evaluate the leader's effectiveness, and a final exam project to apply the fundamental concepts to research and present their proposal for the ideal organizational design to industry executives.

EVALUATION:

Written by: Takaaki Hirakawa

Bret's overall class performance was excellent. Bret exhibited steady class participation during in-class learning activities and leadership assignments, and the student's assignments were very good and thoughtful. Bret's participation in in-class learning activities and in the leadership lab section of the class was very good in that the student demonstrated strong collaboration with the peers in taking leadership concepts into actionable insights. The student's midterm project performance was outstanding, and the final exam project was outstanding.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

4 - Organizational Behavior

4 - Leadership



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June 2021 - September 2021: Statistics I

2 Credits

DESCRIPTION:

Faculty: Alvin Josephy, MES

Students in Statistics One learned the basics of descriptive and inferential statistics. Statistical concepts covered in depth included central tendency, variance, spread and shape of distributions; other concepts included the normal distribution, standardizing scores, correlation, regression, experimental design, confidence intervals, and hypothesis testing. Understanding of these concepts was reinforced and evaluated through four Excel labs, homework assignments, midterm and final exams, and individual presentations by students of popular media articles that utilized statistics. In addition, students chose a study that was of interest to them and presented it in class to the group. This was augmented by a written discussion of the same study. The combination of these exercises was ultimately intended to provide students with an appreciation of the use of data in making informed decisions in the real world.

EVALUATION:

Written by: Alvin Josephy, MES

Bret Manzel completed some of the requirements of this introductory statistics course, doing consistently good work. She was a good participant in this class. Bret presented on the widening of the wealth gap during the pandemic. She focused on two reports that used the same data but presented it differently. Her article source was *NPR* which used data from an EPI report. Bret explained that through surveys, the findings showed that there has been a wide disparity in the way racial groups have been affected economically by the changed national economy. Bret will need to repeat this class before she is prepared to do more advanced work in statistics.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2

2- Statistics



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June 2021 - September 2021: Children's Literature

4 Credits

DESCRIPTION:

Faculty: Jon Davies, Ed.D.

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

EVALUATION:

Written by: Jon Davies, Ed.D.

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

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Children's Literature



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June 2021 - September 2021: Printmaking: Mokuhanga - Japanese Woodblock

8 Credits

DESCRIPTION:

Faculty: Emily L. R. Adams, MFA

Art and nature came together through the relationship of student and material in this hands-on Mokuhanga printmaking course. Mokuhanga, also known as Japanese woodblock printmaking, dates back to the Edo period (1603-1868) for the popular style known as Ukiyo-e. The students in this class worked collaboratively in a virtual platform to explore and demonstrate an appreciation of material and the delicate nature of the hand-printing process. Students produced work from home in weekly asynchronous practice. They had full autonomy to choose subject-matter that illustrated their interests and personal narrative. The history and tradition of Mokuhanga printmaking were introduced to inform and inspire the student's design process.

This course was offered as a full 10-week session earning eight credits, or an introductory first 5-week session earning four credits. Assignments were developed for the beginner to the advanced student. Weekly synchronous meetings took place virtually, which allowed for a culture of collaboration and peer review. Throughout the quarter, students shared images, comments, and feedback for each other in an online forum. At mid-quarter and the end of the quarter, all students presented a slideshow for critique.

Through live step-by-step demonstrations and supplementary video tutorials, students had the support to work in a rigorous and explorative manner. Students learned skills that included wood carving, inking, and hand-printing with water-based ink from a simple home studio that only required a table and water for clean-up. Students learned basic Japanese vocabulary and traditional materials that included a variety of Japanese printing papers, carving tools, water-sharpening stone, bamboo baren, brushes, nori (rice paste), and Sumi ink. Other materials such as watercolor, watercolor pencils, color pencils, etc. were optional and additional that would have provided a means of contemporary exploration of the traditional Japanese woodblock printing techniques to define a unique and innovative style of expression.

EVALUATION:

Written by: Emily L. R. Adams, MFA

In this course, Bret Manzel was an outstanding student with a strong sense of inquiry about the Mokuhanga printmaking process. This course served as an introduction to Mokuhanga, and Bret worked with dedication to complete their assignment work, allowing them to flourish within the class goals. Bret's understanding of basic methods of wood-carving and historical knowledge of Moku-hanga and Ukiyo-e supported their development in the work Bret produced. Bret exhibited a range of designs that were all well executed. Bret's investigations of reduction carving and application of ink values were very successful in outcome! Bret made significant contributions to the virtual learning community by sharing methods for successful practice and critique discussions.

Bret completed all print objectives with high achievement and held exemplary attendance. Prominently noted, Bret showed follow through with learning this challenging and time-consuming process; in addition to comprehensive and original design-making. Bret was an engaged and active participant in both synchronous and asynchronous class activities. Bret stimulated conversations during group critiques raising questions that helped others to think deeper about subject-matter and technical processes.

Bret was a highly valued member of this working environment and learning community. Bret has been a joy to work with and is well prepared to continue graduate-level work in the arts and humanities.



Manzel, Bret Michelle

A00419200

Last, First Middle

Student ID

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

8 - Relief Printmaking



Manzel, Bret Michelle

A00419200

Last, First Middle

Student ID

March 2021 - June 2021: Psychology of Mind Body Medicine

4 Credits

DESCRIPTION:

Faculty: Mukti Khanna, Ph.D.

Psychology of Mindbody Medicine was a three-quarter program that explored how psychology is being integrated in the theory and practice of Mind Body Medicine in diverse health care settings nationally and internationally. The program studied the fields of health through both evidence-based medicine and traditional holistic medical models from civilizations including China, India and Japan. The program explored the need to develop integrative health practices to promote immune system support, emotional resilience and prevention in the face of public health needs.

Learning goals for the program included developing a theoretical and applied understanding of the knowledge base of psychology through studying abnormal psychology, social science writing, and integrative health practices.

In the spring quarter, students applied diverse health care practices to case studies through a grand rounds mental health care symposium and on line curriculum platform. Students developed an independent study project related to the program with peer reviewed literature and theoretical applications. Students submitted logs on their integrative health practices and independent study work. Student evaluation was based primarily on achievement of program learning objectives and completion of required assignments.

EVALUATION:

Written by: Mukti Khanna, Ph.D.

Bret has successfully completed the spring quarter of the Psychology of Mindbody Medicine program. Bret demonstrated an applied understanding of abnormal psychology through online curriculum and in a Grand Rounds integrative health case presentation. Bret has insightful observations of practices that enhanced collaborative learning and insights on how to improve group communication. Bret participated in weekly deepening practices throughout the program and was consistent in documenting experiences with words and images. Bret also completed an independent study on "Mindbody Medicine and Children" that demonstrated the ability to take personal responsibility for learning and work with peer-reviewed literature. The paper documented applications of mindfulness and mindbody medicine in both educational and cultural conflict settings.

Bret's strong work in the program is foundational for future studies in psychology and integrative health.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

2- Abnormal Psychology

1- Integrative Health Practices

1- Independent Study: Mindbody Medicine and Children



Manzel, Bret Michelle

A00419200

Last, First Middle

Student ID

March 2021 - June 2021: Positive Psychology and Well-Being Theory

8 Credits

DESCRIPTION:

Faculty: Mark A. Hurst, Ph.D.

Beyond psychology's early focus on pathology and the negative aspects of human experience, what's 'wrong' with us, a new science has emerged over the last 20 years to understand humans at their best. This worldwide collaborative effort has begun to empirically investigate, and experientially increase, what "makes life worth living." The objectives for this half-time eight credit program included the development of an advanced body of knowledge (and experience) regarding the positive aspects of human existence, as well as specific strategies for achieving the self-efficacy, hope, optimism, self-regulation, and resilience that serve positive emotion, positive character, positive institutions and communities, and positive organizational scholarship. To the extent that basic psychological processes are shaped by the nuances of nature and nurture, and that living environments create the context for human expression and fulfillment, we broadly examined the science of life satisfaction, applying practical strategies that promote well-being and quality of life in social interactions, across cultures, as well as in the natural world.

Students "lived" much of the material over the quarter, devising and discovering ways to apply this new science to personal and professional development. Through the lens of love, work, play, and service to others, they engaged in activities to build more of what contemporary scholars have deemed "the good life." Those students who have already taken the basic course in Positive Psychology, used this eight credit program to deepen and broaden their fundamental knowledge and skill, exploring more peer-reviewed research.

Texts that students read for the program included: Feldman-Barrett, L. (2020). *Seven and a half lessons about the brain*; Gilbert, D. (2007). *Stumbling on happiness*; Haidt, J. (2006). *The happiness hypothesis: Finding modern truth in ancient wisdom*; Hari, J. (2019). *Lost connections: Why you're depressed and how to find hope*.

EVALUATION:

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

Bret was a smart, conscientious, and productive student, who completed all objectives for this program and earned full credit. As a thoughtful and judicious presence in the learning community, Bret possessed a developing voice in the classroom, which allowed her to share her ideas, insights, and conclusions from program resources. I was pleased with Bret's motivation and skill to produce meaningful and influential work, that could impact others and bring about not only individual coping, growth and change, but that which is needed in social and cultural institutions and communities. Bret's critical thinking and ability to apply theory to practice helped the program examine complex issues of suffering, stagnation and flourishing.

Bret also expresses her learning well in response papers, feedback to her peers' work, workshops, and projects. Producing assignments that were detailed, organized, and influential in their message, was a fine skill that Bret carried out at an advanced level. In each piece of writing, Bret documented the deepening and broadening of psychological knowledge and skill by effectively integrating and synthesizing program texts, videos, and other resources. This strong ability demonstrated the assimilation and accommodation of information that will serve Bret well in future endeavors. As an example of this type of undergraduate scholarship, Bret wrote:



Manzel, Bret Michelle

A00419200

Last, First Middle

Student ID

"Toddlers squeal with delight when they knock over a stack of blocks, push a ball, or squash a cupcake on their foreheads. Why? Because they did it, that's why." (P. 22)

"This quote resonated with me because it puts into perspective why we enjoy not just controlling things but also "making things happen" (22). I am constantly feeling like I'm out of control of things and overwhelmed over small things, but whenever I'm able to get just a random thing done I feel so proud of myself and my mood gets significantly better and I feel like I can do anything, which is what I imagine how a toddler feels knocking over some blocks.

"I think it can be really important to do the little things because I think it's truly what keeps us going, and keeps us motivated. And I think this type of thinking can save many people who often feel overwhelmed with the tasks that life gives us. You may not be able to do everything you need to but you can do the smallest thing like getting dressed, or getting out of bed, and be proud about it because "you did it, that's why!"

Beyond book notes to each text, students were asked to journal every day for seven weeks and provide a precise weekly 200 word summary of their experiences of journaling. Bret found this assignment to be challenging at times (as do most people who are not used to daily journaling) due to the demands of quotidian routine, distraction, or occasional lack of motivation, but she persevered and produced journal summaries that reflected her attempts to alter her overall well-being for the better. All of these efforts were powerful in showing how small acts can change individual mindsets and moods, social connections, and communities. This was especially timely given that this quarter was experienced during the 16 month cloud of a global coronavirus pandemic, as well as civil unrest in the country over longstanding racial injustice. As an example of her productive journaling, Bret wrote:

"This week my journaling has been focusing not simply on how I feel but what specifically makes me feel the way I do. I think I focus a lot normally on simply feeling sad or mad or happy and not on what makes me feel that way. I've realized that I don't feel certain ways for no reason, and trying to focus more on the things that happen around me has allowed me to realize that even though I might get upset about small things, it's not for no reason. This exercise has also gotten me to be more in touch with how I'm feeling throughout the day not just when I'm journaling. I work with young children who sometimes act out by yelling or hitting when they're feeling something and I often have to remind them "Let's use our words so that you and also people around you can understand what you actually need". Even though I'm teaching this to children everyday, I think we often forget to remind ourselves the same things and keeping a journal can help dig deeper into our emotions and what's behind our thoughts and actions. I'm hoping to continue this through next week."

Bret was a steady and reliable presence in the learning community. Completing this program with strong cognitive and writing skill, Bret is well-equipped for advanced study in psychology.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

- 4 - Positive Psychology
- 4 - Social Psychology



Manzel, Bret Michelle

A00419200

Last, First Middle

Student ID

January 2021 - March 2021: Teaching and Learning When the World is on Fire: Education and Justice Movements

16 Credits

DESCRIPTION:

Faculty: Michael Bowman, PhD, Kate Napolitan, PhD

Because of the global COVID-19 pandemic, Teaching and Learning When the World is on Fire was conducted remotely through Canvas and Zoom platforms. Students rose to the occasion of this difficult moment and co-created a supportive space of learning. While the remote format presented challenges, it also provided opportunities to visit with people that might not have been feasible in a traditional face-to-face teaching and learning format. We learned from dozens of educators, community organization leaders, students, young people, activists, and Evergreen faculty and staff who are doing important on-the-ground work.

The program was organized around the study of three intersecting education and justice movements: the immigrant rights and sanctuary movement; the Movement for Black Lives; and Indigenous-led climate justice movements. The program was reading-intensive and discussion-based.

For the first unit, titled "Immigration, Expulsion and Education Sanctuary," we read and discussed Jose Antonio Vargas' *Dear America*, a memoir about navigating U.S. institutions and everyday life as an "undocumented citizen." Through Vargas's own journalism and media work, we asked the questions "what stories do we hold about immigrants and immigration?" and "what stories should we know about immigrants and immigration?" and "how can education and educators humanize the issues of immigration in the U.S." Historian A. Naomi Paik's *Bans, Walls, Raids, Sanctuary: Understanding U.S. Immigration For the Twenty-first Century* provided us with a useful history of three of the Trump administration's immigration strategies: the "Muslim Ban," the construction of a wall along the U.S.-Mexico border, and a directive to Immigration and Customs Enforcement (ICE) to increase raids on homes and businesses. Paik's book also provided a genealogy of sanctuary movements that she believes can guide immigrant justice organizing today. To connect the texts and discussions to local and regional work, we learned from Evergreen students and staff (Amira Caluya, Luis Apolaya Torres, Jean Eberhardt, Amor Mendoza, Mahkyra Gaines, Anne Fischel) about their work to support the educational goals of undocumented students and families at Evergreen and in Olympia; from Alejandra Pérez, an immigrant rights organizer in Washington, about organizing tactics to build a youth movement; and from Evergreen librarian Paul McMillan, who helped lead a regional effort to replace the phrase "illegal alien" from the Library of Congress subject heading. To connect the texts and discussions to the role of educators, each student selected one picture book or Young Adult (YA book) from a small, curated list, and used a series of questions developed by Jean Mendoza and Debbie Reece in *Reading Against the Grain* to analyze the text and images. To connect the unit to the new Biden/Harris administration, we contextualized and made digital annotations on the press release for the proposed U.S. Citizenship Act of 2021.

During the second unit, titled "Black Lives Matter in Education," we read and discussed two memoirs: James Baldwin's 1963 *The Fire Next Time* and the YA-adaptation of Patrisse Khan-Cullors' 2020 *When They Call You a Terrorist*. Both described lives enveloped by Black love, protection, and knowledge and lives subjected to the everyday structures and institutions of white supremacy. We asked: What kind of emancipatory and abolitionist futures did Baldwin and Khan-Cullors envisage? Essays from African American Studies professor and prominent public intellectual, Keeanga-Yamahtta Taylor, helped us contextualize and link 1960s Black Liberation calls for a "radical reconstruction of American society" and the possibilities of what was— at the time of her writing (2016)— the new Movement for Black Lives. To connect the texts and discussions to local and regional work, we learned from Shelby Jones and Tyra Griffiths of the Washington Building Leaders of Change (WA-BLOC) about the curriculum and pedagogy



Manzel, Bret Michelle

A00419200

Last, First Middle

Student ID

of Seattle Freedom Schools; from the NAACP Youth Council's organizing around Black Lives Matter at School Week, district-wide equity work, and Ethnic Studies; and from James Jackson about prison policy, prison education, abolition, and the Re-Entry Scholars program. Like the first unit, students also selected one picture book or Young Adult (YA book) from a small, curated list, and used the Mendoza and Reece framework to analyze the text and images.

During the third and final unit, titled "Indigenous-Led Educational Movements for Climate Justice," we read and discussed Dina Gilio-Whitaker's (Colville) *As Long as the Grass Grows* to historicize contemporary Indigenous-led environmental justice movements through the lenses of settler colonialism, tribal sovereignty, and decolonization. We asked: How are Indigenous perspectives on the environment different from the environmental justice frameworks developed within the capitalist state? How might climate justice policy proposals like the Green New Deal draw on, or center, Indigenous knowledge? We then read and discussed Winona LaDuke's (Ojibwe) new movement memoir, *To Be a Water Protector* and viewed the documentary film *The Condor and the Eagle* in order to (further) understand the intersections of settler colonial extraction, gendered violence, and the settler state. Like the previous two quarters, students selected one picture book or Young Adult (YA book) from a small, curated list, and used the Mendoza and Reece framework to analyze the text and images.

Over the course of the quarter, students also read and reflected on Isabel Wilkerson's *Caste: The Origins of Our Discontents* through a series of journal entries and question-based discussions. What is the impact of understanding racial caste as the central organizing system of the United States? What might a history of the caste system in the U.S. consist of? How does the American caste system parallel the caste system in India and the caste system of Nazi Germany? What are the tentacles of caste that influence our daily experiences in the United States— sometimes profoundly and other times subtly? What moments in the past and present have shaken the foundations of caste?

Program materials also included historical and contemporary policy documents, documentary and dramatic films, artwork, podcasts, and K-16 curriculum. Each week, students engaged in small group discussions around materials, conversations with community and educational leaders, student-led seminars around central texts, and small group discussions around personal connections. Each week, students wrote journal entries responding to questions, quotations and ideas in *Caste*, as well as reading response papers that summarized the primary texts and made connections to self, other texts, or the world.

The program also contained a four-credit Community Learning and Action component. With the support of the Center of Community-Based Learning and Action (CCBLA), students could choose to participate in a local community-based organization (CBO) that centered education and justice work or create an independent project that aligned with the goals and themes of the program. At the end of the quarter, students who participated in the CBO experience submitted logs of their community work, a reflection on their experience, and presented their work to faculty and classmates. Students who opted for independent work submitted a time log and a culminating project (e.g. research paper, podcast, video, graphic novel) and presented a summary of their work to faculty and colleagues.

As we find our way out of COVID-19 isolation, we hope program materials and conversations help inspire us to refuse to "return to normal." Instead, we hope program materials and conversations have furthered our collective understandings of the causes of inequality in the U.S. and given us additional ideas and tools on how we can educate and organize within our own spheres of influence.

EVALUATION:

Written by: Michael Bowman, PhD



Manzel, Bret Michelle

A00419200

Last, First Middle

Student ID

Amidst a global pandemic, an attempted insurrection, a new administration in Washington, D.C., the difficulties of remote learning, and other challenges, Bret rose to the occasion. Bret consistently produced interesting, well-written, and critically reflective work that demonstrated both serious attention to program materials and a desire to apply program ideas into her current and future work as a teacher. Bret's community action work with a classmate this quarter gave her the opportunity to do some of this application work in the context of a local child center, to impressive results. Bret was also a valuable participant in breakout room and seminar discussions during our synchronous meetings.

In weekly reading responses, Bret consistently identified the key ideas of texts and demonstrated great skill in summarizing those ideas clearly and succinctly. Bret's responses to the texts showed a commitment to critical self-reflection, often taking a big idea or question from the text and applying it to her own worldview. How does society create and sustain categories of "good" and "bad" around groups of people? "Good" immigrants deserving of citizenship vs. "bad" immigrants deserving expulsion? "Good" people who are not to blame for their addictions vs. "bad" people whose addictions are a threat to society? "Good" and socially acceptable expressions of mental illness vs. "bad" expressions of mental illness that need to be removed and isolated from society? "Good" white liberal responses to political-economic injustice vs. "bad" radical responses to injustice led by Black, Indigenous, and People of Color (especially women)? These were all questions that emerged from Bret's readings of Vargas, Paik, Khan-Cullors, Baldwin, and Gilio-Whitaker. But they didn't stay as abstract questions and observations of the authors; Bret brought them down to a personal level, asking "am I falling back into the good/bad trap?" This is an absolutely crucial question for all of us, especially those of us in education. It is too easy to "fall back" into the good/bad, either/or dichotomies that are so rampant in a caste society; it is imperative to continually be critical of our own thinking and to engage in radical empathy with those with whom we work. Faculty encourage Bret to continue to engage in this work as she pursues a career in early/elementary education.

Bret and two colleagues planned a Socratic Seminar on Patrisse Khan-Cullors' YA-adapted memoir, *When They Call You a Terrorist*. Bret produced her own seminar norms and a launch to the discussion; the group decided on a series of factual, interpretive, and evaluative questions. As a whole, Bret sought to engage seminar participants in an exploration of the form of Khan-Cullors' memoir; the ways that neighborhoods and geographies shape our perspectives; the ways that pain and joy shape our perspectives; the intersections of race, racism, and mental health; and the possibilities of teaching through a social justice lens.

Throughout the quarter, Bret also wrote pointed responses to prompts for Isabel Wilkerson's *Caste*. For example, Bret was particularly struck by the intersections of Wilkerson's Caste Pillar 2 and Caste Pillar 3. In the former, the hierarchical positioning within the American caste system is understood as something that is inherited from one's mother (as Wilkerson explains, positional inheritance from the mother broke from English legal tradition). This provided a political-economic incentive for sexual violence by white men against Black women; or, as Wilkerson states more bluntly, "[i]t converted the black womb into a profit center" for white enslavers. In Caste Pillar 3, Wilkerson describes the history of endogamy, the restriction of marriage to people within the same caste. Although Bret wrote that she knew some of this history, she was taken by Wilkerson's argument that this marriage restriction was another tool in the white supremacist policy arsenal to prevent men and women of different castes to gain a sense of empathy and understanding of one another. Bret concluded, quite rightly, that when examined together, these pillars demonstrated the intersecting power of patriarchy and racism in the formation of the American caste system.

For Bret's community and action work, she joined with a classmate to work in support of the Evergreen's Children's Center. As Bret wrote in her end of quarter reflection, the Center Director let them know that "many families may be feeling as if they lost the community that Evergreen usually has, and any connection we can make between us and the families at the daycare could be super impactful." Because



Manzel, Bret Michelle

A00419200

Last, First Middle

Student ID

their work had to be remote, Bret and her classmate worked together with the director to create a booklist and a series of family literacy guides that could be distributed to families. They "took inspiration" from the kids' lit books we were reading in the program and added several more in order to center their family booklist around social justice issues. In addition, they wisely selected books that had an easily accessible read-aloud video on YouTube in case families were unable to purchase a book. The literacy guides Bret and her classmate constructed to accompany each book contained a series of family-friendly question prompts and simple arts and crafts activities related to a big theme or idea. Bret was rightly proud of the work they did together and hopes that their creations will be a way to connect with Center families even after COVID.

This was the kind of work that faculty hope Bret will continue beyond this program. We celebrate all of Bret's work this quarter under difficult circumstances and look forward to her work ahead. It was a pleasure to have Bret in our program this winter.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 4 - Community Based Learning and Action
- 3 - Modern Memoir
- 3 - U.S. History
- 3 - Education in Historical and Contemporary Contexts
- 3 - Storytelling and Children's/YA Literature



Manzel, Bret Michelle

A00419200

Last, First Middle

Student ID

September 2020 - December 2020: What Are Children For? The Psychology and History of Childhood

16 Credits

DESCRIPTION:

Faculty: Nancy Koppelman, Ph.D., Nathalie Yuen, Ph.D.

Students in this program studied the physical, cognitive, and social development of children, and how children's experiences have changed over the course of U.S. history. Students examined Jean Piaget's theory of cognitive development, Erik Erikson's psychosocial theory, Urie Bronfenbrenner's ecological model, Vygotsky's sociocultural theory, Kohlberg's stages of moral development, information processing theory, and behaviorism. The program also considered what childhood was like before these theories existed, and how they both described and changed what it means to grow up. Our work also considered how heredity, environment, and social change have influenced childhood, and examined whether both human development and historical change occur gradually or in distinct stages. Paula Fass's *The End of American Childhood: A History of Parenting from the Frontier to the Managed Child* guided our historical studies; Jennifer Paris et al.'s *Understanding the Whole Child* provided grounding in human development. Students heard several guest speakers who work with and on behalf of children. Our weekly schedule included two book seminars, all-program lectures and films, and writing workshops. Students wrote 15 seminar reports, a project that introduced research methods in psychology, a brief memoir, and a creative/critical essay on an aspect of childhood of their choice. Both project and essay were produced in several phases, with final iterations due at the end of the quarter. Students also completed a Life Stories project where they conducted a thematic analysis of memoirs by program members, wrote an essay analyzing historical changes in children's sense of self, and presented their findings to the program.

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: Nancy Koppelman, Ph.D., and Nathalie Yuen, Ph.D.

Bret Manzel did excellent work in the program. She attended most classes and almost all of her work was submitted on time. She was an active participant in seminars and other program meetings. She wrote most of the twice-weekly Seminar Reports. These reports were well-written and demonstrated a firm grasp of historical perspectives on childhood and a developing grasp of developmental psychology. She skillfully brought together knowledge and perspectives from these academic disciplines to the challenges of understanding contemporary childhood. She participated in several optional study groups and she gave credit to her fellow students for supporting her work.

Bret's research project focused on parenting styles and parent-child relationships. She demonstrated proficient library research and APA Style skills. Most of the sources she included in her annotated bibliography were recently published empirical studies from peer-reviewed journals. Her reflection was thoughtful and detailed. Bret created an engaging poster to share her findings and minimally contributed to the poster session.

Bret completed all parts of the Life Stories project. The focus of her Life Stories essay was that the self as motivated agent changed over time. Her essay would be improved by providing specific examples to support her analysis of change throughout American history. In the recorded panel discussion, she was professional and readily engaged with the other panelists.



Manzel, Bret Michelle

A00419200

Last, First Middle

Student ID

Bret's 6-pp. creative/critical essay was brief but interesting. Bret wrote the paper in five phases; each marked some improvement upon the last one in terms of focus, organization, and argument. Entitled "Why Do We Need Loving Parents?", she proposed a somewhat prosaic claim that Piaget's vision of pre-operational development is fostered by loving parental support. The paper made brief nods to other students' short memoirs and to our central history and psychology texts, but the analysis was somewhat thin and did not include a clear argument that employed our texts in pointed ways. Bret is an able writer, and would have benefited from digging deeper into our sources and expanding her analysis with more evidence to support and be more specific in her conclusions. Even so, the insights are worthwhile and showed a good beginning understanding of concepts in developmental psychology.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 5- History of American Childhood
- 5- Developmental Psychology
- 3- American Studies
- 3- Expository Writing



Manzel, Bret Michelle

A00419200

Last, First Middle

Student ID

June 2020 - September 2020: Figure Painting Intensive

2 Credits

DESCRIPTION:

Faculty: Lauren Boilini, MFA

This course was an introduction to principles and techniques in painting the figure. Emphasis was on learning to paint what you see through close observation. Additional study of color theory was explored while working with gouache as a medium. This class covered a wide range of technical, observational and pictorial painting issues, with some exploration of abstraction and an emphasis on the history of anatomy studies in art history.

EVALUATION:

Written by: Lauren Boilini, MFA

This second summer session I had the pleasure of having Bret Manzel as a student. We met remotely over Zoom twice a week for three weeks. Bret had good attendance and turned in almost all of her projects on Canvas. She participated occasionally during our synchronous sessions while we all painted together as a class, and communicated thoughtfully to me over email.

Bret had a strong sense of color, a sensitivity to shifts in temperature and a developed sense of style with her paintings. She had an impressive way of using the paint as if it is clay, pushing and pulling color and value into a form that looks molded. This was particularly successful in her second standing figure. She used the gouache in a more opaque manner but was able to work more transparently when it suited her. Going forward I encourage her to keep studying art history, particularly contemporary artists whose values reflect her own, and to continue painting directly from life.

Her final project, a diptych self-portrait, was cleverly stitched together with string. I am pleased to award her full credit for this course.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2

2 - Figure Painting



Manzel, Bret Michelle

A00419200

Last, First Middle

Student ID

June 2020 - September 2020: Experimental Watercolor

2 Credits

DESCRIPTION:

Faculty: Jill Sattler

Experimental Watercolor embraces the concept of play and builds upon basic watercolor skills to extend a student's technical and conceptual range. Students will explore, through various application techniques and personal experimentation, to find a rhythm within their work and technical skill. This will be done by looking at the different spaces we traverse and examining the objects within that space. We will be looking at authors who speak about objects and how our perception of things reveals how we are oriented toward the world.

Students are expected to show personal growth and development in their skills and aesthetic awareness. Class time will be used to experiment with various forms of watercolor and ways to manipulate the water to the artist's advantage.

Group critique follows each project. The conversation can show the artist what is working within the creative process and which areas can be improved. Students will learn to form critical comments, make observations, form respectful opinions and listen with intent to feedback about the "work" and not about the artist.

EVALUATION:

Written by: Jill Sattler

Discussion/Critique: Student was active and offered valuable feedback in course discussion/critique.

Technique: Student demonstrated knowledge of technique's demonstrated and incorporated them into several assignments.

Bret painted several beautiful pieces over the session. Her final culmination was a 3-D painting based on a song titled "Yellow Flicker Beat" by Lorde. For the base she painted a beautiful woman floating in the clouds. The clouds were petals from carnation flowers. The carnation flowers were also part of the woman's dress. She dripped orange and yellow pigment onto the petals before adhering them to the page. There are several cutout pieces of beautifully washed paper in the shapes of pointy flames(or petals). Her use of water and pigment seem second nature and are applied with a masterful hand onto the page. Overall, Bret showed great improvement in skill from week one and often incorporated past techniques into her paintings.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2

2 - Painting: Watercolor



Manzel, Bret Michelle

A00419200

Last, First Middle

Student ID

June 2020 - September 2020: Ecopsychology

4 Credits

DESCRIPTION:

Faculty: Susan J. Cummings, PhD

Mind and nature are inseparable. The natural world is not outside of us or separate from us, but it *is* us. Ecopsychology is an exciting emerging perspective that explores the connection between psychological and ecological health. Many of our psychological ills and our addictions are directly related to our lack of awareness and our perceived disconnection from our natural origins. The very destruction of our habitat is an expression of this lack of connection to the ground of our being. There are many emerging approaches to deal with this, such as the greening of playgrounds, nature-based therapy, architecture that aims to connect us with a healthy habitat, and the exploration of our assumptions.

We explored the historical and cultural influences underlying and leading up to this perceived separation from nature, cultural differences in perspectives, assumptions in psychology, the connections between pathology and this perceived separateness from nature, and the role of connectedness with nature in child development.

We also explored the role of innovation, creativity and Active Hope in ecopsychological healing.

Students reviewed the literature, engaged in experiential activities and projects, and brainstormed solutions.

SPECIFIC GOALS:

1. To allow students to gain a deepening understanding of historical and cultural influences on our perceptions of our place in the ecology.
2. To gain a deepening understanding of the impact of our perceptions, beliefs and cosmologies on the ecology and our psychological wellness.
3. To explore personal change and transformation.
4. To explore the "Three Stories of Our Times": Business as Usual; The Great Unraveling; The Great Turning.
5. To examine the role and relevance of Ecopsychology in psychological health.
6. To examine the role of psychological health and Active Hope in planetary transformation.

EVALUATION:

Written by: Susan J. Cummings, PhD

Bret had a good understanding of how psychological and ecological well being reflect on one another and had good insight into how cultural, historical and cosmological perspectives have led us to our current precarious ecological situation as well as possible solutions.

Her presentations were informative and well done and included information on "Run for Salmon" and explained how people run, walk and/or kayak 300 miles following the salmon route to raise awareness of the plight of salmon.

Her journal entries included descriptions and reflections on her time in nature.

It was a pleasure having Bret in class.



Manzel, Bret Michelle

A00419200

Last, First Middle

Student ID

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Psychology



Manzel, Bret Michelle

A00419200

Last, First Middle

Student ID

March 2020 - June 2020: Ideas to Realities: Grant Writing and Fundraising for Social Enterprises

4 Credits

DESCRIPTION:

Faculty: Don Chalmers, B.S., J.D.

This course introduced students to the fundamentals of grant writing and fund raising. After an orientation to contemporary philanthropy and trends, students learned how to increase the capacity of a social enterprise to be competitive for grants and other donations. We shared ways to plan realistic projects, identify promising funding sources and write clear and compelling components of a grant, based either on guidelines for an actual funder or a generic one. Working individually or in small groups, student developed their project idea, outlined the main components of a grant and prepare a brief Common Application or alternative funding application.

EVALUATION:

Written by: Don Chalmers, B.S., J. D.

It was a pleasure to have Bret in our course. She attended and actively participated in eight of nine classes and completed most of the assignments. She showed good imagination in developing her term project focus, Affordable Daycare Center. Her comments and questions indicated Bret had a good grasp of and showed interest in forming and developing social enterprises. Her final project, a good Common Application, was developed based on her personal experience and demonstrated an understanding of many of the concepts we discussed in the sessions on funding applications. She would be well suited to take additional coursework in social entrepreneurship including resource development.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

- 1 - Social Enterprise Development
- 2 - Grant Writing
- 1 - Fundraising



Manzel, Bret Michelle

A00419200

Last, First Middle

Student ID

March 2020 - June 2020: 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 was 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

Bret had a good understanding of Abnormal Psychology and the various cultural and historical underpinnings informing its development as well as its current status.

For Bret's team paper on Evidence Based Therapy, she focused on Wilderness Therapy being used for veterans, specifically the Warrior Expeditions. Her presentation was clear and well organized. She indicated there are significant decreases in PTSD symptomatology. In her paper, which was very well written, she provided a graph to illustrate the effectiveness of this form of treatment.

It was a pleasure having had Bret in class.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Psychology



Manzel, Bret Michelle

A00419200

Last, First Middle

Student ID

March 2020 - June 2020: Justice at Work: Labor, Civil Rights, Immigration, and the Law
8 Credits

DESCRIPTION:

Faculty: Sarah Ryan and Arleen Sandifer

Students in Justice at Work studied the historical development of patterns of job segregation and discrimination and the laws, practices and institutions that contributed to and maintained a racially stratified employment system, as well as laws meant to outlaw discrimination. They also studied the evolution of immigration law from the 1790 statutes that restricted naturalization to "white persons." They studied the history of African American workers' struggles against job discrimination and of the social movements whose work led to the passage of the Civil Rights Act of 1964. They aimed to read applicable statutes and case law critically and to apply some basic tools of legal research, reading cases to determine the facts, the holding and the rationale. Students engaged with important works in critical race theory to deepen their understanding and critical analysis of racism in systems of employment. They also considered the positionality and historical context of monographs, documentaries, and cases. Students used a variety of formats, from individual project research and writing to real time video seminars and online text based seminars. Guest practitioners, documentary films, and news events were rich sources for their analysis.

Spring texts included White by Law, by Ian Haney Lopez, Black Labor and the American Legal System, by Herbert Hill, The March on Washington, by William P. Jones, America for Americans, by Erika Lee, Illegal People: How Globalization Creates Migration and Criminalizes Immigrants, by David Bacon and Critical Race Theory: An Introduction, by Richard Delgado and Jean Stefancic.

EVALUATION:

Written by: Arleen Sandifer, J.D.

When Bret entered Justice at Work, she "had a very basic level of understanding of issues such as civil rights, race, immigration, and workers' rights." Through her participation in online seminars, synchronous video seminars and written analyses of assigned texts, Bret worked diligently to think deeply and broadly about the interrelated issues of democracy and discrimination as those issues interact in the world of work. Bret's work revealed a burgeoning learner, increasingly confident in thoughtful academic discourse around the challenging issues of race, immigration, discrimination and civil rights advocacy within the world of work.

Especially impactful to Bret's newfound perspective when studying the history of race and discrimination against people of color, immigrants and women were the documentary films assigned to extend and deepen students' understanding of the issues addressed in written texts. Bret was especially impacted by "*Slavery by Another Name*" which detailed the history of convict leasing after the Civil War as a means of ensuring a steady supply of and control over labor that previously was enslaved. Bret employed what she learned from this visual text to establish connections between the history of prison labor leasing, Jim Crow laws and the current prison system that imprisons a disproportionate number of men of color. She learned that through her study of this material, she was engaging in the study of revisionist history. It "turned certain aspects of history on its head for (her)."

Bret's best work consisted of a capably-crafted annotated bibliography on César Chávez. Bret's bibliography contained a variety of respected academic sources. It contained sources that addressed various aspects of Chávez' life and the ultimate impacts of Chávez' social justice work on the lives of the farm workers for whom he advocated. Bret's annotations provide a rich foundation upon which Bret can build future research.



Manzel, Bret Michelle

A00419200

Last, First Middle

Student ID

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

4 - U.S. History: Race, Immigration and Work

4 - Political Science: Civil Rights and Immigration Law and Politics



Manzel, Bret Michelle

A00419200

Last, First Middle

Student ID

September 2019 - March 2020: Irrepressible Bodies: Hope, Health, and Resilience in a Turbulent World

32 Credits

DESCRIPTION:

Faculty: Carolyn Prouty, D.V.M., Joli Sandoz, M.F.A., M.A., M.A.

FALL QUARTER: Participants in the first quarter of *Irrepressible Bodies: Hope, Health, and Resilience in a Turbulent World* engaged in an interdisciplinary inquiry into public health, community studies, and human biology. We examined the history and infrastructure of institutional public health in the U.S., as well as the social determinants of health, and immunization and population health. Our exploration of transformative resilience as a positive response to change led us to study the common good, hope, individual and community resilience, socialization, and the roles of social capital in health and in communities. Finally, we examined topics in gender, feminist, and LGBTQ lives such as identity, discrimination, and oppression, and investigated related health disparities.

Program members read articles and book chapters, discussed each week's readings in a Tuesday seminar, participated on Wednesday in inquiry-based small group workshops and learning activities for further concept exploration and application, and then reflected on their work at the end of each week. Entries in a learning notebook, including notes from readings and learning activities, provided material from which to craft weekly inquiry papers. The culminating integrative project required participants to develop an essay during an eight-week process of review and iteration. Writers presented their project to the group in a seven-minute spoken presentation. The critical thinking program component consisted of instruction, response, and practice in analytical thinking. We relied on metaphor as a tool for making connections between program threads and key ideas.

Our study of human biology focused on fundamental understandings of how structure relates to function in cells and tissues, and in the muscular, skeletal, integumentary, endocrine, and reproductive systems of the human body. We used an online text, videos, and modeling of pathological conditions as our texts and workshops. Students acquired laboratory and clinical skills including microscopy and dissection. Faculty assessed learning through lab worksheets, take-home quizzes, and participation in lab and lecture discussions.

Participation in Greener Foundations, a quarter-long module of instruction and community-building activities, supported students' academic skill development. Participants were introduced to college support services and practices, wellness strategies, study techniques, and reflective writing.

WINTER QUARTER: Our work in winter emphasized governance and government, including legislative process and resident/citizen opportunities for advocacy. We also studied the effects of wealth inequity and racialization and ableism on health and well-being. Our study of "race" included its non-biological basis, as well as racial disparities in health and medicine. We also critically examined the medical vs. social models of disability.

During winter quarter, program readings included *The Long Haul* (Myles Horton) and *The Value of Nothing* (Raj Patel, chapters 1-6), and articles presenting sociological theory and its application to issues of individual and population health. The Washington State Legislature was in session; students researched and followed through the legislative process their choice of one to three bills relevant to program themes, participated in the Legislative Day training and visit with legislators organized by an advocacy organization (again of their choice), and toured the Capitol building.

Program members turned in reading notes as preparation for weekly seminars, and documented their analysis of ideas from the readings in weekly essays (450-600 words). Three longer papers (900-1200



Manzel, Bret Michelle

A00419200

Last, First Middle

Student ID

words) spaced through the quarter provided opportunity for complex inquiry, including synthesis. A day-long visit to Evergreen's Tacoma campus, a unique on-going experiment in equitable adult learning, and a substantive case study exercise involving market analysis and policy writing provided opportunities for participants to integrate their learning. They reported on their bill tracking efforts, advocacy activities, and associated learning in a five-minute spoken presentation.

Our continued study of human biology this quarter focused on fundamental understandings of the neurologic, sensory, blood, cardiovascular, respiratory, immune, and urinary systems of the human body. We used an online text, and videos, and modeling of pathological conditions served as our resources for workshops and learning. Students refined laboratory and dissection skills through participation in labs where they determined their own blood types; dissected a brain, eye, 'pluck' (larynx/lungs/heart), and kidney; and participated in a lab, manipulating and measuring changes in their urine. Faculty assessed student learning through lab worksheets, take-home quizzes, and participation in lab and lecture discussions.

Students' academic skill development was supported by their participation in Foundations of College Success, a module of instruction and community-building activities during which students were introduced to college support services and practices, wellness strategies, study techniques, and metacognitive strategies designed to foster both personal and academic growth.

Throughout the program, students were invited to rethink assumptions, respond to the ideas of others, and work collaboratively during workshops, frequent small group discussion, and seminars.

EVALUATION: FALL QUARTER

Written by: Carolyn Prouty, D.V.M.

Bret Manzel has just completed a very successful first quarter at Evergreen in the program *Irrepressible Bodies*. Joining the program with a strong background in reproductive justice and sex education through her role at Planned Parenthood's Teen Council, as well as a passion for working with the homeless, Bret wanted to learn more about public policy and health. Bret was an engaged, responsible, and hard-working student, and she participated fully in all of our activities. Over the quarter, Bret demonstrated a very strong understanding and application of the program content in her weekly papers, integrative project, and collaborative class participation.

Bret came to the program with solid writing and critical thinking skills, and successfully built upon them through the quarter. She made many solid and well-developed connections to larger program ideas such as gender oppression and community resilience throughout her writing, and used detailed, specific language in a logical step wise fashion to construct arguments. Her prose was often clear, direct, and specific, all of which made it easy to understand and persuasive, and her papers increasingly contained new and intriguing connections between/among the readings. Bret often took advantage of the opportunity to revise the draft versions of her essays, and though some work was turned in late, she made substantive changes that incorporated her own and others' ideas, demonstrating her careful listening in seminar. Bret can continue to work on deepening her critical analysis and capturing her own understandings in relationship to our topics.

In anatomy and physiology, Bret did excellent work overall, showing comprehension of the majority of the objectives on her examinations, vocabulary quizzes, and lab worksheets, with her best performance on her exams. She turned in her work on time, and she participated eagerly in in-class inquiries and workshop activities about the clinical applications of our learning. Bret's lab write-ups were very good overall; timely and mostly complete, and she correctly answered some optional questions on her exams



Manzel, Bret Michelle

A00419200

Last, First Middle

Student ID

and lab worksheets that demonstrated comprehension of some more advanced material. In lab, Bret was prepared, inquisitive and engaged, and she particularly enjoyed learning reproductive physiology and the opportunity to dissect reproductive and other organs, though the dissections challenged her senses!

For Bret's excellent Integrative Project, the thinking pathway she chose to explore was how to build resilience in homeless communities. In her well-organized, thorough, and well-written essay, she began by identifying that "shifting away from individualism is how we build trust in communities and therefore, build community resilience." Using multiple drafts to clarify her thinking, Bret drew on several authors and concepts from our program to richly examine the essential components of community resilience as "including everyone who exists in the community, recognizing and respecting people's needs, giving people a voice, and creating relationships within and outside of the community." Bret included reflections of her own learning from working with homeless communities, including the disenfranchisement that comes with time limits, and the importance of *both* "hand-ups" *and* "hand-outs". She concluded with a plea for the need for both linking and bridging social capital; the resources and experiences of people from within and from without the community. Bret presented her arguments in a well-crafted, well-prepared, and well-delivered presentation.

Bret successfully completed the Greener Foundations portions of the program. Bret attended all of the Greener Foundations classes and completed all (8/8) of the Greener Foundations assignments and posted them to Canvas; she also linked TAO to Irrepressible Bodies, completing 6 of 6 modules. Bret was an active participant in pair and share and group discussions in class.

Bret took full responsibility for her studies this quarter, attending most class sessions, completing nearly every weekly paper assignment, and engaging in a process of draft and revision for her final project. In seminar and in class discussions, Bret was generally well prepared, and participated readily in discussions within small groups, including facilitating the participation of others. Bret also generously shared her thinking about program themes in our larger discussions, particularly when we were making sense of films and videos that we had watched together, which helped our learning community to make collective sense of these concepts.

It was a pleasure to have Bret in our program, and we look forward to working with her next quarter!

WINTER QUARTER

Written by Joli Sandoz, M.F.A., M.A., M.A.

Bret documented good grasp of and ability to apply key program concepts, especially those connected to economy, legislative process, and racialization. She also thought usefully about theory of change, specifically while reading Horton's *The Long Haul*. Perhaps most important, Bret acknowledged her own growth and interest in engaging in inquiry, a capacity essential to life-long learning. For example, she wrote about finding a reading about racialization difficult, but being "still very interested in how it worked and very willing to learn more about it...after this quarter I will be able to examine subjects in a much more critical ways." I concur; Bret's work, already more than adequate in its restatements of and response to authors' ideas, deepened during the quarter, reflecting a move to asking more complex questions and evidencing more decisive thinking.

Bret's well-designed slide presentation about following a bill through the Legislature evidenced her strong understanding of both bill research and legislative process. She observed that the bill's implementation mechanisms and financial aspects were amended as it moved forward, a brief but interesting piece of analysis. Bret noted that consideration of the values a bill represented focused her learning here. This presentation was well-prepared and delivered with poise, and Bret answered knowledgeably audience questions about bill content and context.



Manzel, Bret Michelle

A00419200

Last, First Middle

Student ID

All of Bret's writing communicated clearly; her papers presented information straightforwardly and with logical structure. I'd like to suggest here that Bret draw more heavily in her writing from her own understandings in relation to our topics, as her thinking is well worth sharing. She wrote, for example, that

"When you give people opportunities they might not normally have access to, you not only allow them to break the chains of where society says they should be, but you also allow them to break those chains themselves, giving them autonomy over their own choices."

In her strongest written work, Bret applied and cited direct quotations well, and made generally excellent use of writing mechanics.

Bret successfully completed the Greener Foundations portion of the program. She attended all of the Greener Foundations classes, participated actively, and completed six of six Greener Foundations assignments including posting them to Canvas.

Bret took responsibility for her performance this quarter, missing seven (of 50) class sessions overall, and just one (of 17) assignments in the government, critical health literacy, and critical thinking portions of the program. Much to her credit, she posted all but two of her assignments on time. Bret also twice contributed to learning community common good by taking in-class notes and posting them online for those who missed class sessions.

Irrepressible Bodies co-faculty Carolyn Prouty D.V.M., supervised Bret's work in the Anatomy and Physiology module. Carolyn wrote the following evaluation:

"In anatomy and physiology, Bret's work in winter quarter was of very good quality, demonstrating mastery of most concepts. On her take-home examinations, she showed very good understanding of the nervous and urinary systems in particular, and she frequently used strong physiologic reasoning to puzzle out applications of our learning. Bret came well-prepared for lab, and was always enthusiastic, working willingly and constructively with her colleagues during dissections. Her lab worksheets and vocabulary quizzes were generally of very good quality, if sometimes sparse. Bret clearly enjoys studying these topics, and she shared her excitement eagerly with her colleagues. It was a delight to work with her to deepen her knowledge of human biology."

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 32

- 8 - Human Biology: Introduction to Anatomy and Physiology with Lab
- 5 - Introduction to Governance and Government Studies
- 4 - Introduction to Public Health
- 4 - Introduction to Community Studies
- 3 - Critical Health Literacy: Social Justice, Race and Dis/Ability Studies
- 2 - Analytical Thinking and Writing
- 2 - Practical Critical Thinking
- 4 - Introduction to Liberal Arts Education



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.