



Cox, Vanessa L

A00346782

Last, First Middle

Student ID

**DEGREES CONFERRED:**

Bachelor of Arts

Awarded 16 Jun 2023

**TRANSFER CREDIT:**

Start	End	Credits	Title
01/2015	06/2019	9	<b>Santa Monica College</b>
01/2015	06/2019	9	<b>Santa Monica College</b>

**EVERGREEN UNDERGRADUATE CREDIT:**

Start	End	Credits	Title
09/2019	12/2019	16	<b>Life with Things</b> <i>5 - Introduction to Material Culture</i> <i>4 - Introduction to Fine Metals</i> <i>3 - Introduction to Ethnography</i> <i>2 - Collaborative Design (Gift) Project</i> <i>2 - Greener Foundations</i>
09/2019	12/2019	2	<b>Evergreen Student Civic Engagement Institute</b> <i>2 - Government, Cultural Studies, Social Justice</i>
01/2020	06/2020	32	<b>Indigenous Education/Child Welfare: Laws, Policies, Lived Experience</b> <i>4 - American Indian Literature: Dorris, Vowell</i> <i>4 - Reclaiming Indigenous Art</i> <i>4 - Critical Thinking: Richard Paul</i> <i>4 - Practicing Self-Care during COVID-19</i> <i>4 - Social Justice: Civic Engagement</i> <i>4 - Environmental Stewardship: Sit Spot/Journaling/Gardening</i> <i>4 - Independent Project: Whitman's Intentions</i> <i>4 - Introduction to Photography</i>
09/2020	12/2020	16	<b>What Are Children For? The Psychology and History of Childhood</b> <i>5 - History of American Childhood</i> <i>5 - Developmental Psychology</i> <i>3 - American Studies</i> <i>3 - Expository Writing</i>
01/2021	03/2021	11	<b>Reproduction: Critical Witnessing at the Intersections of Gender, Race, and Power</b> <i>4 - Introduction to History, Sociology and Politics of Reproductive Control and Reproductive Justice (U.S.)</i> <i>3 - Introduction to Critical Psychology: Gender, Race and Sexuality Studies</i> <i>2 - Introduction to Social Science Narrative Research Methods: Independent Interview Project</i> <i>2 - Introduction to Reproductive and Stress Physiology</i>
03/2021	06/2021	2	<b>Core Ballet</b> <i>2 - Ballet Technique 1</i>



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**EVERGREEN UNDERGRADUATE CREDIT:**

Start	End	Credits	Title
09/2021	03/2022	32	<b>America to 2025: Modern America, History, and Adolescent Psychology</b> 8 - Adolescent and Emerging Adult Psychology 4 - Quantitative Reasoning 4 - Research Methods in Psychology 8 - History: US History since 1865 4 - History: History of American Adolescence 4 - History: Research Methods in History
03/2022	06/2022	16	<b>Outdoor Leadership and Group Dynamics</b> 6 - Outdoor Leadership 6 - Communication and Group Dynamics 4 - Wilderness Medicine
06/2022	09/2022	4	<b>Children's Literature</b> 4 - Children's Literature
09/2022	03/2023	32	<b>Teaching English Language Learners: Culture, Theory and Methods</b> 4 - EL Instructional Methods and Program Models 4 - Language Acquisition Theory 4 - Understanding Language, Culture & Identity 4 - Introduction to Qualitative Research & Final Project 4 - Critical Pedagogy in the K-12+ Classroom 4 - Sheltered Instructional Strategies 4 - Linguistics and Grammar for Educators 4 - EL Assessment

**Cumulative**

181 Total Undergraduate Credits Earned



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**ACADEMIC STATEMENT**

Where the wild things are...

I have honestly struggled quite a bit my first set of quarters at Evergreen. Though the school was definitely not what I anticipated and thought it was going to be. The biggest struggle I had actually came from lack of feeling heard and or having my confusions understood. I am slowly beginning to create the world I need from the school to receive the education I need. Stemming honestly from a place of insecurity it became easier over time to be able to ask for helping also be able to realize myself when I do truly need the help.

I have spent a year here and still feel as though I'm learning the ropes on the way the school works. This 2020 year though started hectic amid the pandemic, it has become the best experiences I've had so far. I came into the school last year without being able to find a class I truly liked or even wanted to take. I settled and ended up in Life with Things, which ended up being a class that taught me about ethnography as well as fine metal work. Truthfully will be a class that will bring out skills through out my life. I got a very good feel for the education I wanted in the class I took my winter and spring quarter. Indigenous Education/Child Welfare: Laws, Policies, Lived Experience with Gary and Yvonne Peterson was what really set off my need to find more education focused classes at Evergreen. Since then I have taken America to 2025 which focused very heavily on United States history as well as psychology very deeply but as soon as covid hit everything changed. I wanted to foster a more childhood education and psychology focus. I fell in love with the idea of helping small and developing young minds. During the pandemic it hit me that I needed to not only knuckle down but I also had to face an adverse world of technology and school. I went through those few years essentially half the time I have been at evergreen staring at professors and other scholars through a tiny polka dot lens. The ability to not leave home helped fuel a desire and need for not only change but for evolution. I had wonderful professors who opened my eyes in ways I didn't know were possible. I fell deep into multidisciplinary classes that fostered spaces for rebels to decide what education they wanted. I did ballet in my bedroom, psychology and education at my kitchen table, I created art on my carpeted wood floor, and most of all I shared smiles on a screen with twenty other people while all doing the same thing. All these opportunities not only opened up a new world for me but a whole new idea. Being in education is what I need and want to do, having been influenced by so many wonderful amazing educators I finally found my path, my place. The solidifying factor for me in that fact was the class Teaching English Language Learners: Culture, Theory and Methods. Grace Huerta and Leslie Flemmer are not simply just educators but they are amazing human beings who set me on this wonderful path. The path to me and the rest of my life.



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## **September 2022 - March 2023: Teaching English Language Learners: Culture, Theory and Methods**

32 Credits

### **DESCRIPTION:**

Faculty: Leslie Flemmer, Ph.D., Grace Huerta, Ph.D.

The intent of this program was to explore foundational English language learner theories, research and methods specific to teaching K-12 and adult English and multilingual learners (EL/ML) in academic, content-area classroom settings. Our program considered how a careful study of culture, literacy, heritage language development, community building and program models can help future educators better serve MLs more effectively and equitably as students consider careers in education or in community-based organizations.

In the fall quarter we focused on first and second language learning, including the challenges MLs face when learning a new language given a variety of settings and conditions. Research-based concepts we examined ranged from assessing MLs home language surveys, testing, how teachers perceive MLs competence and performance, academic language strategies to provide comprehensible input and opportunities to produce comprehensible output, and 4x4 methods (i.e. instruction focusing on ML literacy and language proficiency levels). Other key concepts we discussed included the impact of the affective filter on oral language production, translanguaging, funds of knowledge, cultural "wealths" and the role zone of proximal development when designing peer or cooperative group learning targets.

Program seminar discussions focused on our weekly texts and articles, which included (to name a few), *Reading, Writing and Learning in ESL: A Resource Book for Teaching K-12 English Learners* (2017) by Suzanne Peregoy & Owen Boyle; *Assessing English Language Learners: Bridges to Educational Equity* (2016) by Margo Gottlieb; "The Art of the Reveal: Undocumented High School Students, Institutional Agents, & the Disclosure of Legal Status" (2017) by Marco Murillo; and excerpts from *Critical Pedagogy: Notes from the Real World* (2010) by Joan Wink. Critical pedagogy asks teachers to learn how to be reflective about teaching and generate inclusive practices when working with marginalized populations. In addition, by integrating cultural responsive pedagogy within our program curriculum (through teaching demonstrations), we asked students to name, reflect and act when considering problem-solving approaches in the ML classroom.

We also studied how to design English and academic vocabulary, content area strategies and assessment methods at various levels of language development. Each week, students were required to read a chapter and an article, and participate in classroom discussions, complete a dialectical journal (seven entries in total) and facilitate a seminar. Dialectical journal write-ups consisted of identifying, analyzing and critically discussing key quotes, vocabulary and making connections between the texts.

Another important aspect of learning in our program was through the design, research and presentation of ML teaching demonstrations. Students used such methods as comprehensible input and output, dual language instruction, visuals, multi-media, hands-on activities, realia, music and total physical response. Students aligned their content area objectives and assessment strategies with Washington's K-12 Common Core and WIDA K-12 ML standards (World-Class Instructional Design and Assessment).

Students in this program also completed 6 or more K-adult ML tutoring/service sessions in a local school or community-based organization where they were supervised by a mentor ML teacher. Students kept a log where they detailed their field experiences. They reflected upon how these experiences related to the content and practices introduced in our program. Students considered how to further develop diverse student and community relationships as they reflected upon their own future teaching practices.



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In order to demonstrate their understanding of the literature we studied this quarter, students completed a qualitative case study that included an extensive interview of either an English language learner or ML educator. Drawing from the data they collected, students analyzed their findings and demonstrated their understanding of such codes and themes as schooling, program models, culture, immigration, heritage language maintenance and how ML educators serve as school/community advocates. Students completed their written research by conducting presentations of their findings and recommendations to our learning community.

In the winter quarter, students focused their attention the study of language as a system with an emphasis on linguistics, critical pedagogy, sheltered/content area instruction and assessment strategies based on Washington's K-12 English Language Proficiency endorsement competencies. Texts we read included: David Freeman and Yvonne Freeman's *Essential Linguistics--What You Need to Know to Teach Reading, ESL, Spelling, Phonics and Grammar* (2017); Susan Behren's *Grammar: A Pocket Guide* (2010). Students developed lesson and unit plan that integrated such concepts phonology, morphology and syntax through the development of reading, writing, listening and speaking strategies across levels language proficiency levels. Students also designed ML grammar lesson and teaching demonstrations using verb tenses, prepositions and academic language in the content areas.

We also continued our study of cultural responsive teaching and learning by introducing such texts as Allison Dover and Fernando Rodríguez-Valls' *Radically Inclusive Teaching with Newcomer and Emergent Plurilingual Students--Braving Up* (2022) and Lorraine Valdez-Pierce's *Authentic Assessment for English Language Learners* (2016). These works, combined with students' ongoing ML tutoring fieldwork in the public schools, invited reflection about inclusive teaching practices when working with plurilingual and/or marginalized populations. The aim of these winter readings and field work was to consider the practice of inclusion, building student confidence, providing safe space, and offering choices when considering the curriculum and students' language repertoire in school and community settings. By examining these readings, students became partners with the learning communities where they tutored ML students in the field.

Finally, with critical pedagogy as an overarching framework for ML curriculum and instruction, the culminating project for our program was the design of an "Ideal ML Program Model" in such academic content areas as English, world languages, math, science, social studies, the arts and literature. Students included in their projects: a description of their ELL program model; the identification of a target audience and language proficiency levels; a philosophy statement and a description of their pedagogy; state, WIDA standards; and a curriculum unit. Through the completion of such a project, students demonstrated the basic principles of sheltered instruction as they presented content area lessons using specific language and literacy methods to provide MLs language instruction using comprehensible input and output. Authentic assessment strategies were also incorporated within the final project, with the use of peer feedback, observation and skill-based learning. In their presentation of this project (including a final teaching demonstration), students modeled a variety of ML methods such as: cultural relevant instruction, total physical response, dual language, grammar translation, and audiolingual approaches

In sum, this body of work offered students a means to develop their understanding of the complex and diverse needs of English language learners in the community this academic year. Through the study of culture, language theory, instructional methods and critical pedagogy, students generated strategies to best affirm and support the needs of K-12 MLs across the curriculum.

#### **EVALUATION:**

Written by: Leslie Flemmer, Ph.D., Grace Huerta, Ph.D.

Vanessa demonstrated an effective understanding of the foundational concepts associated with teaching English language learners (ELs) this quarter through the completion of such work as: designing



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multilingual (ML) instructional strategies, analyzing assessment methods, reflecting through reader response dialectical journals, creating and conducting an ML teaching demonstration, and completing a final ML case study research project and presentation. In addition, Vanessa completed 43 hours of tutoring sessions in a 4th grade classroom. This field work contributed to Vanessa's hands-on learning and firsthand experience observed and brought to our program's community with insights and stories of academic development. Finally, Vanessa's attendance and class participation were excellent.

Vanessa and a peer team successfully facilitated a seminar as they focused on two distinct readings that focused on ML instruction, such as teacher dispositions and the instruction of academic language. They addressed themes and stereotypes such as MLs as "fragile" populations who must navigate a system that relies on communicative performance and communicative competence. They highlighted how academic language can be overlooked in the classroom and serve as an invisible barrier to the access to content-area instruction and impact the academic achievement English language learners.

Vanessa and her peer seminar leaders invited a discussion of the article by Benjamin Blaisdel, "Critical Race Practice in the Era of Standards based Reform: The Story of One Elementary School." Their discussion included how educators have the potential to learn from one another when change and students demands it. This was a powerful theme as the team invited examples from the seminar participants. This educational dialogue illustrated the social, emotional, cultural and educational variable that impact the success of underrepresented students beyond the curriculum educators teach. Vanessa and seminar leaders did a effective job encouraging all the voices of our learning community to participate in this engaging discussion of the literature.

In addition, an important feature of student-led seminars included her preparation to discuss, learn, reflect, ask questions in our community. One aspect of this task was the weekly completion of the readings and dialectical journal writing. Vanessa completed 13 out of 13 dialectical journals drawn from our program research articles and texts that included analysis, academic vocabulary development, critical reflection and ideas for discussion.

Vanessa's teaching team also successfully developed and demonstrated a ML lesson titled "*Inferences and Literature Based on Esperanza Rising*" for 4<sup>th</sup> grade intermediate students with a focus on inference and academic vocabulary. Vanessa's teaching team developed a comprehensive lesson using the backward design framework which included content objectives, WIDA standards 1 (Social) and 2 (ELA), a formative assessment to show how students met the learning goals, an essential question, academic language and vocabulary development, and language learning instructional methods. The goal of this lesson allowed for students to infer problems or ways to create solutions from books they are reading and the characters. This lesson was a strong demonstration of how to incorporate the goal of advancing ML language learning and content area progress. The team used visual representation, anchor charts, student drawing to show learning of the story and vocabulary, independent and small group activities. These approaches to ELL curriculum design demonstrated Vanessa's understanding of English language and literacy development.

Vanessa successfully completed a case study of a fourth grade English language educator titled, "*An ELL Teachers Path to Deepen Education*." Vanessa found the lived experience of her participant, Heather, to be directly linked to her philosophy of teaching and advocacy of multilingual learners. She is bilingual and lived several years as young adult in Argentina. She has taught in four different school districts and has been an educator for over twenty two years, mostly teaching in programs supporting English language learners. Vanessa included in the research process several drafts of the paper, data from formal and informal interviews, utilizing and analyzing multiple pedagogical approaches to make meaning of the research, and recommendations garnered from the case study participant.



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Key takeaways for Vanessa included insights which she will incorporate into future teaching practices. The following are a few of these insights, for example, teaching methods involve the students, their parents, and families. Vanessa noted the importance of being observant and aware not just inside the classroom but also outside and making sure both family and students feel as though they are heard and included in the community. Other examples Vanessa noted in her data included the importance of providing translated documents; reaching out individually in a more personal way to ensure everyone will meet their learning targets, and listen to students to understand their struggles and their victories.

Vanessa shared a quote of Heather's, "Use receptive ears and thoughtful actions are what make the learning not only memorable but also fun, because you can gear your teaching toward what different students may need and yet still have a flowing class experience." Finally, Vanessa's strong presentation of this case study data was informative, creative, and filled with quotes, analysis, stories and personal anecdotes about the struggles and joys of multilingual students.

In the winter quarter, Vanessa and a partner completed a final "Ideal ML Program: Inclusive, Interactive, and Important" a 2-4th grade, ML beginner and intermediate dual language (Spanish) interdisciplinary curriculum project and presentation. This final interdisciplinary project consisted of five stages that included a philosophy and pedagogy statement, a curriculum and assessment plan, and three lessons.

Vanessa and her teaching partners provided a strong discussion about critical pedagogy, and the importance of giving voice to the voiceless, while inviting involvement in their education as well as the opportunity to question it (Wink, 2010). The team also addressed making connections with such stakeholders as students, families, community, faculty and the district when seeking involvement and reforms.

Vanessa and her partner provided a strong discussion about the importance of maintaining and supporting heritage languages, while providing English language development, particularly with ML students who are formulating their cultural identities. Vanessa's team noted the importance of teaching methods such as unpacking students' funds of knowledge, and the use of a culturally responsive curriculum. These approaches offer new views to long-held assumptions about the history and perspectives not always addressed in textbooks. She also integrated the use of reading, writing, listening and speaking across content-areas. She emphasized the use of comprehensible input and output as part of their ML pedagogy.

Vanessa's program model introduced three dual language interdisciplinary lessons that included, a social-emotional focus (the use of self talk journals), as well as mathematics and earth science education. For example, one particular lesson focused on Biology and scientific methods such as observations and discussed academic language in English and Spanish (i.e. seasonal changes, photosynthesis, tree and leaves). The team focused on developing English language proficiency while implementing WIDA Language for Science K-3 Standard 4 (explain/interpretative) and lowering students' affective filter. She provided students an opportunity to share their prior knowledge and were introduced to essential questions about why a leaf changes in color, using pre-prepared images, outdoor observation, writing and drawing activities and prompts for discussion (comprehensible output) and assessment. Vanessa's team ML ideal program model and culminating lesson presentation, with its social-emotional focus on writing a positive self-talk journal, and engaging affirmation dance, demonstrated their strong understanding of the key ML concepts introduced throughout the program.

Vanessa also led a second seminar in the winter. Her team focused on readings from *Peregoy and Boyle's Reading, Writing and Learning in ESL* and Dover and Rodriguez-Valdez's, *Radically Inclusive Teaching*. The team invited groups to share reading strategies ranging from how to build ML communities through on-line learning, such as during the COVID shut downs. The teams noted the lack of equal educational access during the pandemic, such as the lack of resources and internet resources.



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Also, Vanessa and her team invited the seminar to read examples from their texts where they noted the importance of teachers engaging and affirming ML students through the use of heritage language readings, culturally relevant ice breakers, efferent and aesthetic as well as resources to families. The seminar discussions included how educators have the potential to invite other genres of content readings such as fiction, journalism, and poetry. Other strategies Vanessa's groups shared included the use of reading selections based on ML language proficiency, review of text structure, headers, and context markers which enabled the groups to self-assess the creation of their genres and readings.

Finally, students completed a grammar teaching demonstration, for example the use of verb tenses, prepositions and academic language. Vanessa successfully led a lesson where she introduced various types of stative verbs for beginning third grade MLs, such as of being emotional, mental, involving the senses. In her demonstration, Vanessa successfully engaged students by using total physical response game to access verb comprehension.

This quarter students also completed both grammar teaching demonstrations, for example the use of verb tenses, prepositions and adjectives. Vanessa successfully led a lesson where she introduced nouns for beginning fourth grade MLs. Her lesson focused on common, proper, portion and mass noun types. Vanessa used engaging visuals and puzzles to model and assess students' understanding of each noun type.

In sum, Vanessa's collective work this quarter, including dialectical journals, seminar facilitation, case study research, ML tutoring, lesson planning and demonstrations, and overall participation in community learning and building, represents a comprehensive, thorough understanding of the conditions and strategies that support ML students.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 32**

- 4 - EL Instructional Methods & Program Models
- 4 - Language Acquisition Theory
- 4 - Understanding Language, Culture & Identity
- 4 - Introduction to Qualitative Research & Final Project
- 4 - Critical Pedagogy in the K-12+ Classroom
- 4 - Sheltered Instructional Strategies
- 4 - Linguistics & Grammar for Educators
- 4 - EL Assessment



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## **June 2022 - September 2022: Children's Literature**

4 Credits

### **DESCRIPTION:**

Faculty: Jon Davies, Ed.D.

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

### **EVALUATION:**

Written by: Jon Davies, Ed.D.

Vanessa Cox successfully completed this course and earned full credit. They consistently shared a genuine commitment to working effectively with other participants. Through completion of chapter summaries and a well-developed annotated bibliography and critique, Ms. Cox 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, Ms. Cox's performance in this course was excellent.

### **SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4**

4 - Children's Literature



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## **March 2022 - June 2022: Outdoor Leadership and Group Dynamics**

16 Credits

### **DESCRIPTION:**

Faculty: Cynthia Kennedy, MBA, and Paul Przybylowicz, Ph.D.

This one-quarter program was composed of three major threads: outdoor leadership, communication, and group dynamics. These threads overlapped through both theoretical and experiential work. Students registered for either 12 or 16 credits. The 16-credit curriculum included a fourth thread, wilderness medicine which was a two-week intensive Wilderness First Responder training.

The theoretical foundations in interpersonal communication, judgment and decision-making skills, leadership theory, teaching and facilitation, diversity in the outdoors, trip planning, and the history of outdoor leadership viewed through multiple perspectives were anchored by *The AMC Guide to Outdoor Leadership* by Kosseff, *The NOLS Wilderness Guide* by Harvey, *The Power of Curiosity* by Taberner and Siggins, *Collaborating with the Enemy* by Kahane, *Dare to Lead* by Brown, *Black Faces, White Spaces* by Finney, and additional online articles and videos.

Students read, discussed, and analyzed these texts in the context of their own leadership development. Each student also created a leadership development plan using the Clifton Strengths leadership assessment tool which helped them identify and bring forward their natural leadership strengths.

Students put the theories of leadership into practice through small group work and developed self-awareness in their own personal and work lives through directed observations and reflective writing. Weekly summative writing documented their understanding of their own learning. In addition, each student prepared and taught two teaching topics, one pertaining to practical backpacking skills, and one about diversity in the outdoors. Students worked in small teams that planned and led a day-long field trip into the Olympics. For a final project, students developed a detailed plan for a multi-day trip (3 days, 2 night minimum) which could be submitted to a potential investor for financial support. The trip plan included all the logistics and planning needed to ensure the safety and well-being of clients, along with a day-to-day plan that included teaching workshops. During week 9, students then completed their planned trip and compared the actual experience with the planned to refine their skills and perspectives.

The wilderness medicine part of the program focused on the knowledge and skills needed to deal with trauma, environmental and medical issues in wilderness settings. Students completed an 80-hour Wilderness First Responder training, which is outdoor industry standard for anyone leading/guiding groups or individuals. The *Wilderness Medicine Handbook* developed by Wilderness Medicine Training Center anchored the curriculum. Students learned through lectures, workshops, and extensive simulations. Progress was assessed through individual observations of skills during simulated emergency situations in the field, daily case studies, and a written comprehensive exam. Successful completion resulted in a 3-year, nationally recognized certification.

### **EVALUATION:**

Written by: Cynthia Kennedy, MBA, and Paul Przybylowicz, Ph.D.

Vanessa Cox was an engaged and committed student who had a good quarter and earned full credit. Vanessa attended most of the classes, turned in a majority of the assignments and was usually well-prepared to fully participate. Vanessa submitted a third of the weekly learning summaries which documented a very good overall understanding of the program themes.

Part of Vanessa's leadership success this quarter came from using the Clifton Strengths assessment tool to identify and strengthen several of her natural leadership talents through a personal leadership



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development plan and ongoing practice. Vanessa has the following strengths: individualization, developer, learner, belief, and empathy. She gets excited about learning and is able to translate this into enthusiastic interactions with peers. Vanessa also likes to figure out how each individual can contribute. This unique combination of strengths is a true asset to her ability to be a strong outdoor leader and was evident in her Vanessa's writing showed an improvement in core judgment skills, an important component of leadership, through awareness of herself as well as others in a group, including expanded and clear awareness of issues pertaining to diversity in the outdoors and a good understanding of how to resolve conflict.

Interpersonal skills, including effective communication, are another important component of leadership and Vanessa took advantage of the many opportunities we gave her to practice self-leadership and good communication in small-group settings. These included leading discussions, teaching peers, co-leading a field trip, providing feedback and expressing ideas. Vanessa completed a little more than half the communication work; overall her work was good. This came through in the two teaching plans, which demonstrated fair understanding of the technical skills needed to frame and present a focused lesson to a group. As a culmination of her leadership and communication work throughout the quarter, Vanessa, along with 5 other students created a final trip plan for a backpacking trip along the Hoh river. The final plan was very good. Vanessa gained invaluable experience by doing the trip with the other students and comparing the planned with the actual. Their trip plan demonstrated she was capable of planning for the safety and well-being of a small group of clients.

Vanessa worked hard in the wilderness medicine part of the program. Her work on the case studies and the final exam demonstrated a solid understanding of the trauma, environmental, and medical issues that can occur in the backcountry. Vanessa's performance during the simulations and skills labs improved significantly and demonstrated a very good ability to apply this knowledge to simulated real-life accidents. Vanessa earned a nationally recognized certification in wilderness medicine and is well prepared to cope with medical emergencies in the back country. Overall, Vanessa left this program well-prepared for further study and work in outdoor leadership, group dynamics and wilderness medicine.

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

- 6 - Outdoor Leadership
- 6 - Communication and Group Dynamics
- 4 - Wilderness Medicine



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## **September 2021 - March 2022: America to 2025: Modern America, History, and Adolescent Psychology**

32 Credits

### **DESCRIPTION:**

Faculty: Nathalie Yuen, Ph.D. and Bradley D. Proctor, Ph.D.

This two-quarter program combined the disciplines of American history and developmental psychology to explore modern America and adolescence. The program led students through intermediate-to-advanced work as part of the Psychology, Health, and Community as well as the Humanities: Culture, Text, and Language in World Societies paths of study.

In fall quarter, essential themes included academic research practices, identity development, and the concepts of personal and national identity. In winter quarter, essential themes included research methods in psychology and history and the contexts in which young people develop. This program was conducted during the on-going coronavirus pandemic; classes were mostly held in person, with occasional online meetings, after more than a year of remote learning.

Historical themes explored included historical research methods, historical changes to adolescence, modernity, post-modernity, the American Civil War, the development of market capitalism, utopian communities, femininity and masculinity at the turn of the twentieth century, racial oppression, segregation, civil rights activism, intersectionality, the end of the Cold War, and dichotomies of optimism and pessimism at the turn of the twenty-first century. Readings included Grace Palladino, *Teenagers: An American History*, John Lewis, *March: Book One*, and selections from numerous historical monographs. Students were to complete three assignments researching in the Library of Congress database of digitized historical newspapers and a comparative book review of historical monographs.

For the psychology part of this program, students examined physical, cognitive, and social development during adolescence (ages 10-18) and emerging adulthood (ages 18-25). Students also explored quantitative research methods in psychology, including research ethics, measurement, survey research, sampling, experimental research, and descriptive statistics. Readings included Sarah-Jayne Blakemore, *Inventing Ourselves: The Secret Life of the Teenage Brain*, literature reviews, and empirical studies. Students were to complete a series of assignments focused on explaining and applying psychological theories and concepts to examples from their own lives and the media.

Each week included writing activities and in-person lectures and workshops. Students engaged in student-facilitated seminar discussions on both the history and psychology readings. In fall quarter, students wrote weekly reflections about the readings after these discussions. In winter quarter, students submitted weekly workshops before seminar. Students were asked to facilitate, in groups, one seminar discussion each quarter.

The major project of the program was a literature review essay due at the end of winter quarter. Students were to pick a topic of their own, related to the overall themes of the program, and find scholarly sources, drawing from both empirical studies of psychology and academic scholarship about American history. They connected these sources in an analytical essay that served to assess the field of scholarship about their topic. Students were to submit a proposal, a comparative book review, and multiple drafts of this essay, as well as give a five-minute "lightning" presentation at the end of the fall quarter.

The literature review emerged from an annotated bibliography project completed during the fall quarter. Students included between 15 to 20 sources to summarize and analyze in annotations. Students submitted a proposal and multiple drafts.



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Students selected a sample of writing assignments, including the seminar reflections and workshops, history assignments, psychology assignments, and interdisciplinary assignments to be included in an academic portfolio that was submitted at the end of each quarter.

**EVALUATION:**

Written by: Bradley D. Proctor, Ph.D. and Nathalie Yuen, Ph.D.

Vanessa Cox did successful work in America to 2025: Modern America, History, and Adolescent Psychology. Vanessa attended most program activities, which included lectures, workshops, and seminars. Vanessa finished this program with a solid foundation for further studies in history and psychology.

Vanessa was an engaged participant throughout both quarters of the program. In Week 8 of winter quarter, Vanessa planned and facilitated seminar discussion with a group of other students. Vanessa shared out the results of a breakout conversation to the larger group of the class. This seminar discussion was productive, largely because of Vanessa's preparation and facilitation.

Vanessa's written work was generally good. Vanessa also submitted one historical newspaper assignment. It included fascinating articles about the gender roles and expectations women were expected to demonstrate in the past. Vanessa did a strong job both summarizing and analyzing these articles. In fall, Vanessa completed most of the weekly seminar reflections, and in winter, Vanessa completed almost all of the reading workshops. In both cases these assignments demonstrated good and sustained engagement with seminar materials.

Vanessa completed all of the psychology assignments and most of the optional activities. Vanessa demonstrated a good understanding of physical, cognitive, and social development in adolescence and emerging adulthood and a fair understanding of research methods in psychology. This work also showed a good application of psychological concepts across multiple contexts.

At the end of fall quarter, Vanessa completed an annotated bibliography about children and the American Civil War. Vanessa submitted a proposal and multiple drafts of the bibliography. In the final draft, Vanessa effectively summarized scholarly sources in history and psychology. This was a somewhat successful project that would have benefited from a greater focus on empirical studies in psychology.

For the final project of the program, Vanessa adapted this bibliography into a draft of a literature review essay about the experiences of women and children during the Civil War. Though the essay would have been improved with clearer academic citations, it reflected thorough and engaged research in both historical and psychology sources. Vanessa used these sources to show how the field of Civil War historical research continues to need to better center gender and race in its analysis, and can also use research on trauma to better inform its analysis.

Vanessa gave an engaging presentation that provided an overview of the major findings of this literature review. Vanessa provided historical background as well as specific vignettes about the experiences of women and children during the Civil War. The presentation generated supportive and engaged questions from classmates, which Vanessa answered clearly and confidently.

At the end of each quarter, Vanessa submitted portfolios containing a selection of the academic work completed. In fall, this portfolio included a portfolio statement; examples of notes from the history lectures and workshops, history and psychology assignments, and seminar reflections; the annotated bibliography; and a letter to future students. The letter focused on the history and psychology content from the fall quarter. In winter, the portfolio was framed by a reflective statement about Vanessa's



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learning, and included good examples of notes from lecture and submitted assignments. Both of these portfolios captured Vanessa's intellectual engagement throughout the program.

Overall, Vanessa made significant progress and contributed to the learning community by supporting other students. Vanessa is well prepared for intermediate to advanced work in the humanities and social sciences. It was a pleasure having Vanessa as part of our program.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 32**

- 8 - Adolescent and Emerging Adult Psychology
- 4 - Quantitative Reasoning
- 4 - Research Methods in Psychology
- 8 - History: US History since 1865
- 4 - History: History of American Adolescence
- 4 - History: Research Methods in History



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**March 2021 - June 2021: Core Ballet**

2 Credits

**DESCRIPTION:**

Faculty: Jehrin Alexandria

In this course, students will learn the fundamentals of classical ballet. They will work on gaining greater physical flexibility and coordination. In addition students will practice the Beamish BodyMind Balancing Technique, as well as exploratory dance exercises. They will work to achieve a heightened awareness of self through movement both in and outside of class.

**EVALUATION:**

Written by: Jehrin Alexandria

Vanessa participated fully in weekly ballet class. In practicing the ballet vocabulary and steps they increased their overall flexibility as well as coordination. In addition, they participated in core strengthening exercises via the Beamish Bodymind Balancing technique. Vanessa practiced somatic movement exercises weekly and was introduced to Developmental Movement Therapy.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2**

2- Ballet Technique 1



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## **January 2021 - March 2021: Reproduction: Critical Witnessing at the Intersections of Gender, Race, and Power**

11 Credits

### **DESCRIPTION:**

Faculty: Arita Balaram, PhD, Carolyn Prouty, DVM, Julia Zay, MA, MFA

The second quarter of this two-quarter program offered an interdisciplinary inquiry into the study of reproduction using the lenses of psychology, sociology, politics, human biology, and media studies. Our study of reproduction attended to the intersections of race, gender, sexuality, class, and disability and centered critical race, feminist, queer, and trans methods and perspectives.

Students gained a complementary knowledge of reproduction as an experience shaped by social and political structures and resistance to those structures. We challenged gender essentialism and the idea of race as a biological construct and studied central mechanisms of reproductive control, including access to contraception, abortion, forced sterilization, and genetic testing.

Students read articles and book chapters that introduced essential concepts and Rickie Solinger's *Pregnancy and Power: A Short Introduction to Reproductive Politics in the US*. Students participated in inquiry-based workshops, lectures, seminars, and film screenings and demonstrated their knowledge in seminars, weekly summary, analysis, integration writing assignments; a midterm; and a culminating assignment. In this assignment, students pursued a multi-stage interview-based project focused on one of the program's guiding questions. Students were introduced to narrative research methods and throughout the quarter built their interview skills: they identified a narrator who they interviewed about their reproduction story; analyzed the interview data utilizing texts from the program; and presented their analyses in a podcast, 'zine, or research paper. Students enrolled for 16 credits engaged in peer-review at various stages in the process.

Students who were successful in this program gained a foundational knowledge of stress physiology, infertility and Assisted Reproductive Technologies (ARTs), early fetal development and intersex variations, and the physiology of pregnancy and labor. They demonstrated and applied their learning through online, take-home quizzes. Students were also given multiple optional opportunities on each quiz to demonstrate advanced conceptual knowledge about applications of each subject.

### **EVALUATION:**

Written by: Carolyn Prouty, DVM

Vanessa Cox was an engaged, curious, and enthusiastic student who joined our 2-quarter program mid-way through. Vanessa came to our program with an interest in reproductive politics, and in particular, genetics and the ways that pregnancy and parenting vary across different types of families. Fairly new to the study of the subject matter of this program, Vanessa's work in this program demonstrated that she has gained a solid foundational understanding of gender, race, class, and sexuality as they relate to reproduction. Vanessa completed most assignments, and most of those on time, had excellent attendance, and stayed in strong communication with faculty.

In seminar, Vanessa was often prepared, and shared her thoughts and observations generously, as well as participating attentively by listening. When sharing, she expressed interesting observations and questions about the texts, and made connections between program topics and lived experiences. She also played a role in validating and responding to the comments of her peers. As a good listener, she was rewarded with strengthening her understanding of her own and others' views.



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Vanessa's weekly papers captured her observant responses to the readings, and connections she made to other texts and topics. She can continue to develop her unique voice as a writer: to look for how to explore complexities and develop her own unique theses. We encourage her to make use of a structure for differentiating the phases of brainstorming, composing and revising her writing. This will allow Vanessa's writing to become more formal and precise in an academic context.

Vanessa's midterm demonstrated a solid effort, revealing that she had a beginning grasp on the central concepts of the program. Vanessa showed learning around the topics of ethical issues surrounding surrogacy and infertility treatment, as well as implications of incarcerating pregnant, drug-using people. She provided a strong discussion of how infertility treatments might be distributed, identifying some of the conflicting needs of different people involved in surrogacy.

For her winter interview project, Vanessa produced an organized paper that explored her narrator's experiences of being in an unsafe marriage, raising a child alone at a very low income, and abortion and miscarriages. Vanessa found passages in program texts that related to these topics, and presented these in her paper as well. While her paper lacked in-depth analysis and contextualization of her narrator's story, Vanessa was successful in respectfully and accurately capturing the experiences shared with her. Vanessa completed some of the assignments associated with the project, as well as a reflection of her learning through the process.

In physiology, Vanessa did very good work overall on the first exam, showing comprehension of most of the concepts in infertility, ARTs, and the physiology of pregnancy, and good work demonstrating understanding of some objectives concerning the physiology of labor, stress physiology, and intersex variations. Vanessa appreciated learning more about the fact that Women of Color, especially Black women, are more susceptible to complications during birth and have higher risk pregnancies.

Vanessa has brought diligence and a positive attitude to our program, and is prepared to deepen the work she's started in this program with an increased understanding of herself as a learner.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 11**

- 4- Introduction to History, Sociology and Politics of Reproductive Control and Reproductive Justice (U.S.)
- 3- Introduction to Critical Psychology: Gender, Race and Sexuality Studies
- 2- Introduction to Social Science Narrative Research Methods: Independent Interview Project
- 2- Introduction to Reproductive and Stress Physiology



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## **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.

Vanessa did good work in the program. She attended every class meeting, participated often in study groups, met with faculty regularly to discuss fine points of assignments, and overall was a devoted and committed student. She participated in every seminar, and her twice-weekly Seminar Reports demonstrated good grasp of historical perspectives on childhood and developmental psychology. She showed an increasingly deft ability to bring knowledge and perspectives from these academic disciplines to the challenges of understanding contemporary childhood. In addition, Vanessa helped to build community in the class by recognizing others' contributions to her learning, and by generously giving her time to others. The program benefited a great deal from Vanessa's steady presence.

Vanessa's psychology research project focused on substance use and mothers. She demonstrated proficient library research skills and intermediate APA Style skills. All of the sources she included in her annotated bibliography were recently published empirical studies from peer-reviewed journals. Her reflection was brief and focused on summarizing the sources. She did not participate in the poster session where students shared their findings with the entire program.

Vanessa completed two of the three parts of the Life Stories project. Her Life Stories essay focused on the self as motivated agent and how children's roles have changed in the United States. Although she refers to children as students and laborers, specific examples and citations were missing from her writing. She did not participate in the recorded panel discussion.



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Vanessa completed four out of the five phases of the creative/critical essay and, instead of writing the final paper, opted to complete a lengthy comprehensive take-home final exam. In six short essays which totaled eleven pages, Vanessa demonstrated a penetrating understanding of Vygotsky's sociocultural theory, Piaget's theory of cognitive development, and the influence of parenting styles on children. Moreover, she showed consistently that she can think about issues in developmental psychology in light of history and vice versa. She wrote a convincing essay introducing the idea that childhood has a history, providing many examples to illustrate this fact. Her prose sparkles with interest and commitment; the experience of reading her words is of observing the heightened engagement of an able mind. She also noted that theories of child development embody adult ideas about children, and showed that she appreciates the dynamics between adult self-interest and commitments to normative ideas about children. Overall, Vanessa showed that she is a serious student of the humanities and social sciences. She is fully capable of doing more work in these fields of study in the future.

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

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



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## **January 2020 - June 2020: Indigenous Education/Child Welfare: Laws, Policies, Lived Experience**

32 Credits

### **DESCRIPTION:**

Faculty: Gary Peterson, MSW, and Yvonne Peterson, MA

Students in the “Indigenous Education/Child Welfare: Laws, Policies, Lived Experience” program committed to prepare themselves to work effectively in institutions that have historically viewed Indians and their cultures as deficient and tried to force them into the mainstream. Students researched the laws and policies of Indian Education and Indian Child Welfare in North America from treaty-time to present. As scholars, students selected a topic for in-depth coverage. They learned techniques of the “River of Culture” template to identify historical moments and applied information to their research, documentary, and interactive timelines. Using the River of Culture timeline allows students in a collaborative learning environment to explore the laws, policy, and lived experience of American Indian Tribes and peoples - recent and past - as well as the significance of cultural traditions and ancestral wisdom. Students examined how knowledge becomes a tool for social change. While building a learning community, students engaged in academic work learning to effectively use research methods, ask essential questions to focus on independent projects, and move critical thinking theory to praxis. They learned to utilize Bloom’s Taxonomy as the basis for formulating essential questions, understanding laws, policies, and social justice. The learner-centered environment provided an opportunity for students to experience working in collaborative groups, write and record poetry, experience research methods to include ethnographic interviewing and interviewing techniques, writing workshops, an introduction to Indigenous arts, and learn how to develop inquiry-based curriculum.

Relying on a “sit spot” technique, students initiated a study of environmental stewardship and identified ways to create a sustainable earth. They worked to understand the past, act in the present, and to contemplate a vision for the future of Indian education and Indian child welfare best practice. Through readings, movies, speakers, conference participation, and attending campus and longhouse events, students engaged in program themes. Students learned how the language of oppression is foundational for understanding how the impacts of historical events still reverberate in marginalized communities today.

Winter quarter, students used the book *Education for Extinction* and the films *In The White Man’s Image*, *Rabbit Proof Fence*, and *Where The Spirit Lives* to write an essay detailing the differences and/or similarities laws, policies, and the lived experience of Indigenous people in the board schools. After seminar on each and using the River of Culture history template to compare/contrast dates, geography, government policy of the United States, Australia, and Canada, and the indigenous history and culture(s) of each continent, students became skilled at isolating the 5 steps of colonization in each country and could list the traumas resulting from the experience for their essay. To extend the work, students wrote using the probe “Tell them I...” to list attributes represented by survivors of boarding schools.

Students seminare and wrote a literary analysis of the Michael Dorris book, *Yellow Raft in Blue Water*. Because students examined all parts of the novel including character, setting, tone, and imagery, and thinking about how Michael Dorris used those elements to create certain effects, students talked about urban Indians and Indian Country, mixed heritage and blood quantum, language loss and revival, the way secrets kept and are found out provide an answer to identity, survival, understanding perspective, the Church and sexual abuse, and intergenerational trauma/hopes/dreams and family. Students identified quotations and shared them with the learning community to highlight an understanding of the characters and ways the characters experienced moments in their interactions of the same events.



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Students were able to use the River of Culture template to correlate laws, policy, and lived experiences to what was happening within the novel.

In terms of history and using the River of Culture history template, several workshops highlighted the Doctrine of Discovery; Understanding Indian Treaties as Law; Tribal Sovereignty; Treaty Making; Issues Facing Indian Tribes in the 21<sup>st</sup> Century (ATNI); US vs. Washington and Barbara Lane's ground breaking research on Tribal fishing, economy, and lifestyle in the Puget Sound area in pre-contact time; and Tribal Membership. Vocabulary was identified, maps, flora/fauna, five steps of colonization and impacts for the 21<sup>st</sup> century, contemporary issues for Tribes in Washington State, and writing about each topic were aspects of the workshops. Probes for writing included: *What would my ancestors say...* (select a topic or issue to write about) and *I first encountered...* (describe a social justice example; did you resolve the injustice?). Workshops included an opportunity of students to work in collaborative small groups to identify and work with the vocabulary, propose a timeline of events unique to the topic, and make presentations from their readings and essential questions. They reported about movements for change and the importance of understanding your own position on issues and why you hold that position. Students when applying Paulo Freire's thinking learned that, from his perspective on oppression, if they view themselves as bystanders they are siding with the oppressor. Students compared analogous situations and practiced transferring insights to new contexts in their presentations and in their writing (essential questions, probe responses, and reflective essays).

Independent projects required students to pose essential questions to focus their work, and they were responsible for identifying resources, developing the historical background for their project by applying the River of Culture/Historical Timeline, committing to honing three elements of critical thought from Richard Paul's 35 elements and presenting their final projects at the end of the quarter. Several students opted to job shadow at tribal centers in the area, moving theory to practice in work environments and sharing what they learned by reporting on their independent projects to the program.

Students committed to building foundation information for service delivery in the field of social work continued to research and write about the following topics: cultural competence, the language of oppression, target/non-target groups, the cycle of oppression, and the cultural continuum. Several students elected to attend the National Indian Child Welfare Association's annual conference in Denver, CO, by choosing to volunteer at the conference, act as guides for speakers, and to support the presentations by handling technical equipment and coordinating the session evaluations.

Reclaiming Indigenous Art included pine needle, cattail, and cedar bark/sweet grass basketry, beading (medallions, key chains, ball hats), felt bags (beaded notebook cover), leather pouches, antler awls and rawhide sheaths, rattles, and miniature drums, and Devil's Club walking sticks. Teachers for the Indigenous arts included: Morning Star Means-Marcellay, James Delacruz, Lindsey Howtopat, Nadine Benson, and LaDean Johnson. To instill the reality of oppression occurring in the world, students were encouraged to investigate the cultural practices from the people from whom they descend and to use their own cultural art icons on the many projects that evolved over the quarter. This extension, by studying all cultures in terms of oppression, puts the act of reclaiming Indigenous arts as a means to identify skill sets to appreciate Indigenous art and not as an art to culturally appropriate.

Students continued their "sit spot" activity to build observation skills sets for environmental stewardship credit. They submitted essays, journal entries, significant art pieces, photos, and sketched depictions of observations. In groups, student's brainstormed ways an average citizen could "save the planet" and then acted upon several ideas.

Students extended academic work by participating in self-selected workshops or attending ones identified by the program: Wa He Lut College Access Day; monthly Coastal Jam; attend the Affiliated Tribes of Northwest Indians winter conference in Portland, OR; Roger Fernandez Storytelling at the Fiber



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Arts Studio; Joshua Chaney, WASHPIRG campus organizer for events; Stokley Towles – Creative Notebook Workshop; and Wayne Au “Organizing & Teaching for Social Justice.

Texts included: Freire Paulo. *Pedagogy of the Oppressed*; Adams, David Wallace. *Education for Extinction: American Indians and the Boarding School Experience*; Jose Barreiro. *Thinking In Indian: A John Mohawk Reader*; Tommy Orange, *There, There*; Daniel Immerwahr, *How to Hide an Empire: A History of the Greater United States*; Daniel Okrent, *The Guarded Gate*; Madison Grant, *The Passing of the Great Race*; and a number of essays related to program workshops and themes. Howard Zinn’s *A People’s History of the United States* was added for winter quarter.

Spring quarter, students in the “Indigenous Education/Child Welfare: Laws, Policies, Lived Experience” program were challenged by the coronavirus pandemic and the move by The Evergreen State College to conduct classes using remote learning. The ins and outs of technology made virtual learning a part of the everyday experience and problem solving was a task each student shared. Students immediately set up a program Facebook for students to find information and announcements for each workshop topic. A student established a Zoom and maintained daily links for faculty and students to make presentations and seminar. A student established a blog to cover topics related the COVID-19 and other topics from across the nation. Students without Wi-Fi connections in outlying areas relied on cell phone calls to faculty and drove to access points to connect via their computers and cell phones. An essential question surfaced during workshops – Can we make Choices that promote the common good? Students shared the many changes impacting their lives including the move off campus and for many back to their home states to live with family...social distancing, wearing masks, knowing how individual actions become part of a collective action, and becoming informed about best practices regarding infectious disease occupied research, journaling, and reflection essays. Students engaged by maintaining a journal responding to teacher-selected prompts, free writing and ways each student was reacting to the reality of shelter-at-home and seclusion from our learning community, creative writing including poetry, drawings/charts/webs, and identifying vocabulary related to the pandemic. End of quarter independent presentations often focused on research students’ accomplished regarding COVID-19.

George Floyd was suffocated by a police officer in Minneapolis, while three other officers looked on. Protests erupted across the United States and across the world and our students could see people committed to social justice support Black Lives Matter and could see our shared connections as Black, Indigenous and People of Color. In our program learning community we are aware of students who identify as both Black and Indigenous and who face multiple types of discrimination. Workshop themes took on conversations to give recognition to the reality that our struggles are intertwined and interconnected, and we stand in unity beside our relatives in the name of justice. Distance learning added to the challenges to teaching and talking about sensitive issues. Despite challenges, students made space in our Zoom workshops to process the difficult and deeply painful events that brought our quarter, and for many, our year to a close. Self-reflection, processing feelings and becoming aware of the way our own identities and experiences shape the perspectives we hold and trusting our process of seminar as a program committed to diversity significantly increased academic engagement, empathy, critical thinking skills, and civic responsibility. Students came to realize how fragile democracy can be and it is through rigorous historical analysis of the river of culture with the study of human behavior we can commit to a heightened understanding of racism, religious intolerance, and prejudice and promote greater understanding of our roles and responsibilities in a democracy. Each student reflected on George Floyd’s death and police violence towards Black Americans.

Students used the Sarah Vowell’s book *Unfamiliar Fishes* to read as the common text, seminar, and use the River of Culture history template to suggest how Vowell intertwined history, political science, social justice, and humor to research and write about the history of Hawaii. To extend the work, students wrote using the probe “The next time I eat a boxed lunch I will imagine what it takes to get the sampling of food from around the world...” imagining the multicultural mix represented on a lunch plate.



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In terms of history and using the River of Culture history template, several student initiated workshops on the Facebook link to share independent research and community service initiatives within their communities while being sheltered-at-home. Many reported and kept journals about COVID-19 statistics within their county, hometowns, Reservations, and extended family

Independent projects required students to pose essential questions to focus their work, and they were responsible for identifying resources, developing the historical background for their project by applying the River of Culture/Historical Timeline, committing to honing three elements of critical thought from Richard Paul's 35 elements and presenting their final projects using a virtual modality and/or submitting a research paper/PowerPoint summary at the end of the quarter. Several students opted to job shadow at tribal centers in the area, moving theory to practice in work environments and sharing what they learned by reporting on their independent projects to the program.

Students committed to building foundation information for service delivery in the field of social work by linking the National Indian Child Welfare Association's on-line conference and the many topics reported available on webinars. Students continued their research on Indigenous Education seeking out information from the National Native American Boarding School Healing Coalition and compared/contrasted experiences cross-culturally with Canada, Australia, and New Zealand.

For the Reclaiming Indigenous Art workshop, students received a cultural art kit containing beading materials (beads, needles, wax, felt, medallions, key chains), felt bags, and leather pouches. To instill the reality of oppression occurring in the world, students were encouraged to investigate the cultural practices from the people from whom they descend and to use their own cultural art icons on the many projects that evolved over the quarter. This extension, by studying all cultures in terms of oppression, puts the act of reclaiming Indigenous arts as a means to identify skill sets to appreciate Indigenous art and not as an art to culturally appropriate.

Students continued their "sit spot" activity to build observation skills sets for environmental stewardship credit. They submitted essays, journal entries, significant art pieces, photos, and sketched depictions of observations. In groups, student's brainstormed ways an average citizen could "save the planet" and then acted upon several ideas.

Students took advantage of a storytelling webinar highlighting Roger Fernandez, Lower Elwha and/or participated in Stokley Towles-Special Pandemic Edition of the Creative Notebook Workshop. Within their families, students extended their learning by tutoring younger public school family members, selected webinar topics and extended their academic learning, and experimented with projects they normally would not have had time for including gardening, painting, hand-work like knitting and crocheting, and identifying edible plants.

For print and non-print resources student's self-selected texts, articles, YouTube clips, and films for their academic projects.

#### **EVALUATION:**

Written by: Yvonne Peterson, MA

Vanessa Cox has shown herself to be an effective and dedicated independent learner in The Evergreen State College *Indigenous Education/Child Welfare: Laws, Policies, Lived Experience* program. She managed her time well and engaged in an active commitment to gain skills necessary to be an effective advocate and ally to American Indian communities. She became educated about the laws and policies confronting Indian Tribes. She elected to focus her research on the topics of Indian Tribes in the Pacific Northwest, specifically the Cayuse and a study of the Whitman Massacre. Her PowerPoint presentation titled *Whitman's Intentions* featured her essential questions, was Tribal specific, highlighted the



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dimensions of critical thought she was honing through her research (intellectual courage, evaluating the credibility of sources of information, and making interdisciplinary connections), and she used the River of Culture history template to show the role the Whitman's played in Indian/White relations. As part of her presentation, she shared a poem summarizing the encounter. She was organized, a compelling speaker, and engaged others with how to process academic material using critical thinking skills (praxis and synthesis). She listened objectively to others in order to understand a wide variety of viewpoint, asked thoughtful questions to better understand others' experiences and she participated collaboratively and responsibly because our learning community was culturally diverse.

Vanessa was a strong writer and relied on reflection and easily moved to synthesis as she wrote poetry, reflective journal entries, and expository essays. She worked well with creative modes of inquiry to recognize practical and theoretical problems across disciplines demonstrating an understanding of the importance of the relationship between analysis and synthesis, and the interconnectedness of disciplines. Her dedication to experiencing cross-cultural communication, social justice, and community building was evident throughout the quarters. The quality of academic work she has produced for the program has been very high and demonstrated a significant depth of understanding and mastery of difficult political concepts connected to encountering difference, developing insight into egocentricity and sociocentricity, and thinking independently. Over the two quarters, Vanessa demonstrated consistent honing of the following critical thinking skills in her academic work and volunteer activities in the campus community: developing intellectual perseverance, refining generalizations and avoiding over simplifications, and clarifying issues, conclusions and/or beliefs.

Vanessa committed to learning about environmental stewardship and completed assignments directing students to establish a "sit spot" to observe nature in the area surrounding campus. She took camera in hand and by the end of the program was able to supplement her culminating presentation with significant photography of her sit spot environment, hiking trips in the foothills near Olympia, and of the garden she was able to tend on her balcony. Her interest in photography should be an academic endeavor as she continues her studies.

Vanessa was able to educate herself about COVID-19 and she committed to being sheltered-at-home. She learned health vocabulary regarding the pandemic, what health professionals do, and took note of the evolving curriculum around COVID-19. She kept herself informed about the George Floyd death and reflected deeply about how to move to praxis. She supported local protests, dialogued about social justice possibilities, and while in large groups practiced social distancing.

Vanessa Cox can be described as a strong scholar and the freedom she had in this program to define and set parameters for her research opened the way for her to sharpen her focus in the area of Indigenous Studies. She exits the *Indigenous Education/Child Welfare: Laws, Policies, Lived Experience* program in good standing and receives 32 credits.

#### **SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 32**

- 4 - American Indian Literature: Dorris, Vowell
- 4 - Reclaiming Indigenous Art
- 4 - Critical Thinking: Richard Paul
- 4 - Practicing Self-Care during COVID-19
- 4 - Social Justice: Civic Engagement
- 4 - Environmental Stewardship: Sit Spot/Journaling/Gardening
- 4 - Independent Project: Whitman's Intentions
- 4 - Introduction to Photography



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**September 2019 - December 2019: Evergreen Student Civic Engagement Institute**  
2 Credits

**DESCRIPTION:**

Faculty: Jeannette Smith, Wendy Endress

"Citizens of communities need to know the cultural and global contexts in which a community exists, understand the historical and sociological relevance of important social movements, have exposure to multiple cultural and religious traditions, and understand how their political system works." National Task Force, 2012 is the guiding principle for this year's ESCEI program. Students spent eight-ten hour days in deep thought, hands-on work, and community service as we explored these themes. Students heard from multiple staff and faculty from the Evergreen Community, engaged with Evergreen students, and connected with resources in Olympia and Shelton. Each opportunity provided more context for what it means to be civic minded. Each opportunity brought a deeper and broader understanding of the various ways, avenues, and access points for civic engagement. Over six days, students built a community within a community.

**EVALUATION:**

Written by: Jeannette Smith & Wendy Endress

Vanessa expressed appreciation for the opportunity to meet people and know that she was not alone in struggling to find community when leaving the campus. During ESCEI, Vanessa was engaged and approachable. Her shared perspective on the materials was valuable. As a student with more life experience, others in the program looked up to Vanessa as a mentor and she provided a level of support and friendship that allowed others to flourish and build community.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2**

2- Government, Cultural Studies, Social Justice



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## **September 2019 - December 2019: Life with Things**

16 Credits

### **DESCRIPTION:**

Faculty: Julia Heineccius, MFA (Fine Metals), and Eric Stein, Ph.D. (Anthropology and History)

In Life with Things, a one-quarter interdisciplinary program, students studied key theoretical perspectives in material culture studies, ethnographic fieldwork methods, fine metals techniques, and received an introduction to the college through a two-credit Greener Foundations component. As part of the theoretical work on material culture, students attended lectures; completed weekly readings; composed two-page seminar passes that focused on summaries, key terms, challenging passages, and forming questions; participated in seminar discussions; and produced two longer essays, which expanded their abilities to analyze written texts and communicate orally and in writing. For the ethnographic work, students cultivated a dedicated field notebook, in which they completed eight ethnographic observations that emphasized various aspects of place, materiality, exchange, and meaning, with much of the work centering on a three-day field trip to galleries and other sites in Seattle and an interview-based final collections ethnography. Beginning and intermediate fine metals work included non-ferrous metal shaping, riveting, silver soldering, and hollow-form techniques. As part of the fine metals work, students expanded their descriptive vocabulary and ability to describe the formal and conceptual content of art, in part through bi-weekly attendance of an artist lecture series. A final collaborative project required students to apply ethnographic methods to design a fine metals and mixed-media gift in coordination with an office on campus; the project modeled the kinds of practices between artists and clients and community groups and ethnographers. Greener Foundations work introduced students to techniques in academic planning, time-management, wellness, reflective writing, finance, and community building.

### **EVALUATION:**

Written by: Julia Heineccius, MFA (Fine Metals) and Eric Stein, Ph.D. (Anthropology and History)

Vanessa took responsibility for program work in Life with Things, attending nearly every class session, completing all work, and collaborating effectively with peers. Vanessa's well-organized final portfolio provided good documentation of substantial learning during the quarter.

In seminar, Vanessa contributed to in class discussions on readings and films. Vanessa completed every weekly seminar pass, though these could have used more focus toward the end of the quarter. An essay on gifts and exchange argued compellingly for the blurred relationship between gifts and commodities, making good use of garage sales as an example. Vanessa's final essay made very good connections with several scholars' ideas, demonstrating a grasp of sociologist Pierre Bourdieu's work on capital and Sianne Ngai's theories of new aesthetic categories. Though the essay might have worked more directly with the texts, it was clear that Vanessa had paid attention in lecture and applied the learning to the discussion of various material examples.

Vanessa's ethnographic notebook contained a very good selection of potential sites for cultural analysis. An entry on a Paimarire blanket was especially notable, though brief. A container analysis was more substantial, and made some initial interpretations of the symbolic and cultural significance of the object. Vanessa's interview-based final project, which Vanessa presented to the class, provided a good overview of a friend's glass pendant collection and explored the detailed classification scheme. While the essay might have connected more with the analytical perspectives from class, it provided an extensive account that showed Vanessa listening closely and paying attention to detail.

Vanessa's collaborative gift design project was very successful. The group connected with Evergreen's Academic Advising center, completed an interview and study of the space, and made a metal and wood



Cox, Vanessa L

A00346782

Last, First Middle

Student ID

photograph display to better represent the diversity of students who attend the college. The piece was well-presented, and was received by the director of academic advising who clearly valued the work.

Vanessa was an enthusiastic and collaborative presence in the fine metalsmithing studio portion of the program. For the first major fine metalsmithing project, Vanessa invested a satisfactory amount of time in the practice of hand-cutting and cold connecting brass, and showed a developing understanding of the techniques. Vanessa connected several layers of brass, inventively using a repurposed ring as the riveting element. Vanessa persevered in the creation of the final container project, building a functional round copper box with a press-formed crescent moon motif on the lid. This project provided strong evidence of basic skills in metal forming and silver soldering. In her reflection on the container, Vanessa evidenced a greater understanding of the thought and labor that goes into even simple and small objects.

Vanessa completed the Greener Foundations portion of our program, consistently attending and showing a good level of engagement in the community-building and academic support activities.

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

- 5- Introduction to Material Culture
- 4- Introduction to Fine Metals
- 3- Introduction to Ethnography
- 2- Collaborative Design (Gift) Project
- 2- Greener Foundations



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## EVERGREEN TRANSCRIPT GUIDE

**Accreditation:** The Evergreen State College is fully accredited by the Northwest Commission on Colleges and Universities.

**Degrees Awarded:** The Evergreen State College awards the following degrees: Bachelor of Arts, Bachelor of Science, Master of Environmental Studies, Master of Public Administration and Master In Teaching. Degree awards are listed on the Record of Academic Achievement.

### **Educational Philosophy:**

Our curriculum places high value on these modes of learning and teaching objectives:

- Interdisciplinary Learning
- Collaborative Learning
- Learning Across Significant Differences
- Personal Engagement
- Linking Theory with Practical Applications

Our expectations of Evergreen Graduates are that during their time at Evergreen they will:

- Articulate and assume responsibility for their own work
- Participate collaboratively and responsibly in our diverse society
- Communicate creatively and effectively
- Demonstrate integrative, independent, critical thinking
- Apply qualitative, quantitative and creative modes of inquiry appropriately to practical and theoretical problems across disciplines, and,
- As a culmination of their education, demonstrate depth, breadth and synthesis of learning and the ability to reflect on the personal and social significance of that learning.

Our students have the opportunity to participate in frequent, mutual evaluation of academic programs, faculty and students. In collaboration with faculty and advisors, students develop individual academic concentrations.

### **Academic Program**

Modes of Learning: Evergreen's curriculum is primarily team-taught and interdisciplinary. Students may choose from among several modes of study:

- **Programs:** Faculty members from different disciplines work together with students on a unifying question or theme. Programs may be up to three quarters long.
- **Individual Learning Contract:** Working closely with a faculty member, a student may design a one-quarter-long, full-time or part-time research or creative project. The contract document outlines both the activities of the contract and the criteria for evaluation. Most students are at upper division standing.
- **Internship Learning Contract:** Internships provide opportunities for students to link theory and practice in areas related to their interests. These full- or part-time opportunities involve close supervision by a field supervisor and a faculty sponsor.
- **Courses:** Courses are 2-6 credit offerings centered on a specific theme or discipline.

The numerical and alpha characters listed as Course Reference Numbers designate modes of learning and are in a random order.

### **Evaluation and Credit Award:**

Our transcript consists of narrative evaluations. Narrative evaluations tell a rich and detailed story of the multiple facets involved in a student's academic work. A close reading of the narratives and attention to the course equivalencies will provide extensive information about student's abilities and experiences. Students are not awarded credit for work considered not passing. Evergreen will not translate our narrative transcript into letter or numeric grades.

**Transcript Structure and Contents:** The Record of Academic Achievement summarizes credit awarded, expressed in quarter credit hours. Transcript materials are presented in inverse chronological order so that the most recent evaluation(s) appears first.

Credit is recorded by:

**Quarter Credit Hours:** Fall 1979 to present

**Evergreen Units:** 1 Evergreen Unit (1971 through Summer 1973) equals 5 quarter credit hours

1 Evergreen Unit (Fall 1973 through Summer 1979) equals 4 quarter credit hours

### **Each academic entry in the transcript is accompanied by (unless noted otherwise):**

- The Program Description, Individual Contract or Internship Contract which explains learning objectives, activities and content of the program, course or contract.
- The Faculty Evaluation of Student Achievement provides information on specific work the student completed and about how well the student performed in the program or contract.
- The Student's Own Evaluation of Personal Achievement is a reflective document written by the student evaluating his or her learning experiences. Students are encouraged but not required to include these documents in their official transcript, unless specified by faculty.
- The Student's Summative Self Evaluation is an optional evaluation summarizing a student's education and may be included as a separate document or as a part of the student's final self- evaluation.

Transfer credit for Evergreen programs, courses and individual study should be awarded based upon a careful review of the transcript document including the course equivalencies which are designed to make it easier for others to clearly interpret our interdisciplinary curriculum. These course equivalencies can be found at the conclusion of each of the Faculty Evaluation of Student Achievement.

The college academic calendar consists of four-eleven week quarters. Refer to the college website ([www.evergreen.edu](http://www.evergreen.edu)) for specific dates.

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

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

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