



Threats, Leah M

A00426564

Last, First Middle

Student ID

**DEGREES CONFERRED:**

Bachelor of Arts

Awarded 16 Jun 2023

**TRANSFER CREDIT:**

Start	End	Credits	Title
09/2000	06/2013	77	Community College Of Rhode Island

**EVERGREEN UNDERGRADUATE CREDIT:**

Start	End	Credits	Title
09/2021	06/2022	48	<b>Literacies of Transformation</b> 3 - <i>Autobiographical Literature and Expository Writing</i> 3 - <i>United States History</i> 3 - <i>Research Methodologies</i> 3 - <i>Applied Community Research</i> 3 - <i>Food Justice and Black Ownership of Land</i> 3 - <i>Project Management</i> 7 - <i>Algebra and the Mathematics of Infinity</i> 3 - <i>Psychology of Trauma</i> 3 - <i>Sociology of Food Justice</i> 3 - <i>Black Agrarian Traditions</i> 2 - <i>Fermentation Project</i> 2 - <i>Community-Based Learning: Evergreen Tacoma Community Garden</i> 5 - <i>Sociology of Culture and Identity</i> 5 - <i>Creative Writing</i>
06/2022	09/2022	8	<b>Therapy Through the Arts</b> 3 - <i>Art Therapy and Counseling</i> 3 - <i>Art Therapy and Education</i> 2 - <i>Art Therapy and Written Expression</i>
09/2022	06/2023	42	<b>With Liberty and Justice for Whom?</b> 6 - <i>Lyceum Seminars</i> 5 - <i>Abnormal Psychology</i> 5 - <i>General Psychology</i> 6 - <i>Lyceum Research</i> 5 - <i>Interdisciplinary Studies</i> 5 - <i>History/Culture</i> 5 - <i>Music/Psychology</i> 5 - <i>Humanities</i>
01/2023	03/2023	8	<b>Healing of a Black American</b> 8 - <i>Psychology</i>

**Cumulative**

183 Total Undergraduate Credits Earned



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Leah Threats

Academic Statement

The Evergreen State College - Tacoma

My name is Leah M. Threats, I am originally from the great Ocean State Rhode Island. My entire life I have always had a natural gift in care giving. As I became an adult through education, and personal experience that natural gift has turned into a great passion of mine. My strengths and qualities are adaptability and empathy. Adaptability has helped me to be flexible in my level of care giving. Empathy also helps me to see the situation in a holistic view, taking the clients culture and demographics into consideration when planning out my care for them. Knowing the intrinsic values, I have continuously been pursuing these ventures, I know I have the determination and aptitude to consistently better myself. In my educational journey I have over 77 credits from the Community College of Rhode Island, along with several certifications (some international) in Natural Medicine, Diversity and Compassion, Spirituality, Postmortem Care/Hospice and ABA/Behavior Technician certifications. I also held a certified nursing assistant cert, and a Nursing Assistant Registered certification.

The past six years my employment experience included working in various school districts in the state of Washington. This returned my original passion since childhood for teaching. Being in an educational setting and realizing my impact on students that have disabilities, are in low-income/poverty-stricken areas and have emotional or behavioral challenges reignited my awareness that I have impact and natural gift for working with children in these demographics. Completing several psychology courses in Rhode Island excited me to know and apply all I've learned to myself, my parenting and to those whom I may provide care for or teach in the future. I understand that sibling order, achieving at the very least the first level of Maslow's Hierarchy chart and a person's infancy and childhood caregivers all have a role in the development of a human. Many Black Americans have trauma that requires acknowledgment from our country of the brutal treatment of our ancestors, be they indigenous or of the African diaspora. Evergreen State College has from day one reminded me of my greatness as a black woman, and the influence my ancestors have had in the creation of the United States of America. There is importance in knowing my Black genealogy and knowing my ancestors were not just property holds so much empowerment for my spiritual growth and personal knowledge. Applying what I learned and will learn about human development, systemic racism, trauma healing and our current society's changes and adjustments will promote me to be able to teach or direct those I serve as either a teacher, or someone in human service field.



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## **January 2023 - March 2023: Healing of a Black American**

8 Credits

### **DESCRIPTION:**

Faculty: Marcia Tate Arunga, PhD

This individual learning contract (ILC), **Healing of a Black American**, was designed to conduct research on identity of Black (African) Americans. Techniques that address healing from intergenerational trauma are a featured practice through yoga and meditation. The student's research culminates in travel with a group of African American women to Kenya, East Africa. In this setting the student conducted experiential learning and intensive immersion and participant observations of African cultures. Maintaining a journal of learning and continual practice of healing techniques are read, observed, and co-deliberated first hand by the instructor.

### **EVALUATION:**

Written by: Marcia Tate Arunga, PhD

Leah Threats conducted her ILC titled **Healing of a Black American**.

In this winter quarter ILC, Leah Threats embarked on a scholarly journey of healing through self-identity. With a specific focus on locating the ancestral roots of people of African descent, Leah focused on the customs and practices of African Americans. She researched and acknowledged the role of systemic racism in America and how it continues to affect African Americans today. Leah was inspired to build self awareness through travel with other African American women through Kenya, East Africa. My evaluation is based on a host of journal entries as well as her artistic entries.

Leah's scholarly and intellectual acumen developed, and her ability to convey concepts about culture and identity were observed and acknowledged in tremendous ways. Leah developed her view of identity through study of generational trauma from personal experiences to very personal and intellectual readings. She narrated negotiating trauma in motion while conducting research.

Leah possesses the extraordinary ability to manage her independent research. She can reiterate what she has learned to disseminate information to her peers. Her use of spiritual yoga and meditation proved to be a team demonstration encouraging her peers to participate. Leah has a keen ability to observe others and to speak up where she can be a representative voice, making her a valuable team player.

### **SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8**

8 - Psychology



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Student Self Evaluation for Healing of a Black American  
01/2023 - 03/2023

I could not ask for a better experience in Kenya, Africa! It was something my spirit needed. I found myself crying at times and taking in all the amazing views and people that welcomed us to the country. The biggest take away was the fact that I could see my great-grandmother in other women of the Kanyamfwa village. I could see where culture that was still instilled in my great-grandmother and the way she raised my grandmother, my mother, myself and my children. My great-grandmother always had tea and coffee at noon, she included all of us. Matter of fact I wasn't aware that immediate family did not include great aunts and great uncles until I was well into middle school and my peers were shocked that I still had regular visits with my extended family members. I was able to immerse myself in the culture without having much of a difference from my actual upbringing. The trip did not make me less Black, it actually instilled more of the uniqueness of Black culture that includes history of our ancestors but also our own way of living. Being Black truly is something unique. We are not just of the African diaspora, but we have adopted our own way of life. Our rhythm is not something that can be replicated by any other race. Our music is unique, our clothing style, so many of customs and ways are not just African or just American but it is something solely ours. We have this connection to so many cultures including Africa, but also southern, and some cases native and Latino flare. I was able to take time for self to reflect on the journey to Africa, what it means for me and how I can also share it with my children. That was the biggest take away from the trip. I was able to do video diaries, wear African traditional clothing, eat the food some of my ancestors may have eaten as well.

My body was in heaven, the humidity meant that I had no arthritis flare ups and my skin was feeling so moist in the climate, matter of fact the first sign that I was back in the states was the aches in my knees had returned. I felt at home while walking the beach of Mombasa, and being in the Masai market felt much like being in the state of New York on any avenue shopping but with less people. I was amazed at the interaction with some Kenyan residents and their interpretation of who we were based on the music from America. It was comical at times being asked "do you know Beyonce". The reflection I took home was that there is much need for dialog between Black Americans and people in Africa. They were not aware of the hurt behind the word N\_\_ger, I was able to discuss with two young men about the discrimination of the word for Black people in America, that it is not used as a word of endearment, as they meant it to be. It was a learning moment for everyone there in the mist of the conversation to learn that word was used to hurt us not to uplift. Other instances included being held by the "mother" of the women in the village who held me with open arms, her kindness and humor reminded me so much of my own Nana that all I could do was cry and be held. She took time to walk with me and even though our language was a barrier I still felt the kindness and love from her holding my hand or placing her arm on my shoulder each morning we were there.

I was also able to take in the beauty of the village, that enforced the want to own a farm, to have livestock, to work the land. The biggest take away was that all my wants are capable and achievable with work and dedication. I was able to be in nature, my favorite thing to do. Waking up to a rooster each day, seeing chickens walking about freely kept my heart at peace and tranquility. I am so grateful for the opportunity to be in another country, to see many Black faces living together in harmony. Even during the revolution days with guns being fired sitting in a space where there was beauty everywhere, birds still singing, stray cats walking about the hotel grounds, there was still a silence around us. The revolution was a set time and that was not American there was no extra minute to the time set aside for the revolution. At 5pm the revolution ended and within the hour life came about, children were heard playing once again, car traffic was heard, and people were moving about freely. It was something that was so odd to me, but at the same time comforting that even when in conflict and disagreement there was order.



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As we traveled to another area of Kenya there were cows, donkeys, and goats roaming freely along side cars, tuktuks, bodabodas, and people weaving thru the traffic. I was in awe that not one accident occurred in all the chaos of the busy streets. Not one person was hit, not one car crashed into another, no one stole the livestock or messed with them. It was truly a sight to see. I was able to know that less is more. It enforced that family is key to success and to be sure to take my family with me wherever I go. When I achieve something it is not just for me but for everyone connected to me. I was taken away how one woman purchased her fathers land and used it to benefit others in the village. There were still some challenges but they were minimal compared to the benefits of the trip. Not having an actual shower, I was still able to bathe in hot water. Even though the food was not like the variety we have in America there was still enough food for everyone to enjoy. I was able to reflect on myself as a Black woman and what it could possibly mean to my ancestors that I returned to one of the locations they were stolen from. I felt blessed to touch the bottom of the Indian Ocean where an ancestor fished in, or swam in and possibly chose to end their life at. It was such a spiritual journey with connection and reminders to take the time to pause and honor the earth, honor my ancestors and honor my Black culture as it is in its full uniqueness. Being able to connect the trip to who I am and what I want to be as a teacher, having a different way of seeing education in the slums of Kenya and realizing that material things are not important. How I connect with others, how I can reach others no matter the difference and barriers that are there.



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## **September 2022 - June 2023: With Liberty and Justice for Whom?**

42 Credits

### **DESCRIPTION:**

Faculty: Kamara Taylor

The faculty and students embarked upon a thorough study of the origins and current status of justice in American society. From an interdisciplinary perspective, we considered various definitions and theories of justice, reviewed the way justice is carried out in different settings and historical periods, and examined the possibility of achieving truly just social institutions. Topics include social and environmental justice, just political and economic systems, criminal justice, just healthcare and public health, access to education and other systems, representations of justice in media, as well as concepts of equity, fairness, equality, and access. By the end of the academic year, students will be able to offer concrete recommendations for the steps necessary to achieve justice for all in our society.

The theme for the fall quarter was *identifying the problem and clarifying the question*. We laid the foundation for the rest of the year, both substantively and in terms of the tools necessary to operate effectively in the learning community. We explored the concept of justice as it is explicated in theory, history, and practice. The concept is analyzed from both the perspectives of the legal system and moral teachings. In seminars, we read and analyzed texts dealing with issues that have historically raised questions of whether justice was achieved. Students examined their personal experiences with justice issues by constructing an autobiographical memoir.

The winter quarter theme was researching the roots, causes, and potential solutions. We looked at specific contemporary issues in justice viewed from a variety of institutional perspectives, most notably justice in education, health care, public health, law, science, government, and politics. Students investigated specific justice issues of interest to identify a particular problem, define its dimensions, determine its causes, and establish action plans for its remedy.

In the spring, the theme was progress to implementation. This final quarter was devoted to the design and implementation of projects aimed at addressing the issues of injustice identified in the winter quarter. Seminar groups combined their efforts to undertake actual programs aimed at assisting the community in righting a current injustice or providing greater justice for the community. The projects took the form of educational events, publications, multimedia presentations, or art installations, to help the community find higher levels of justice.

### **EVALUATION:**

Written by: Kamara Taylor

During her studies in *Psychology*, Leah was active and expressed acute knowledge with submitted assignments, however, she is encouraged to be a more active participant in class discussions. Her written responses to discussion questions indicated her ability to express her understanding of key concepts and her ability to apply these concepts in practice. Leah extended course content by making connections to real-world examples and lived experiences. She performed well in this class.

Leah's studies in *Abnormal Psychology* exemplified what it means to be a scholar in a collegial institution through the practical application of her understanding of course content and making connections to her lived experiences. Leah's contribution was always engaging and welcoming and demonstrated a solid understanding of philosophical terms and the ability to apply the knowledge gained in the course in a manner that aligned with the course goals and learning outcomes.



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During her studies in the *Psychology of Music* Leah exhibited a strong grasp of key concepts, theories, and empirical research related to the psychological aspects of violence. The assignments completed, class presentations, and contributions to discussions showcased a deep understanding of the course content and an ability to synthesize complex information effectively. Leah demonstrated strong critical thinking skills and an impressive ability to analyze and evaluate different perspectives on violence. This includes considering the psychological, sociocultural, and biological factors that contribute to music and brain behavior and a thoughtful examination of the complex interplay between individual and societal influences on violent behavior. Leah actively participated in class discussions offering insightful and well-reasoned contributions to the topics discussed that contributed to the overall intellectual climate of the class by asking probing questions, offering alternative viewpoints, and engaging in respectful debates that added value to the learning environment.

In the class, *Introduction to Interdisciplinary* the main objective was to introduce new students to research, writing, computer applications and presentation skills that are pertinent to the liberal arts and the research component that is our learning community winter focus. We explored the subjects of human development, biology, psychology, environmental studies, business, law, math and literature. Leah excelled in this class often contributing significantly in discussions and team projects. In the course, *The China Character* we investigated the modernization of the Chinese language in the context of Chinese cultural history from the colonial period to now. During this class Leah was present at every class and actively participated in class sessions and discussions. She is an exemplary student and is awarded full credit.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 42**

- 6- Lyceum Seminars
- 5- Abnormal Psychology
- 5- General Psychology
- 6- Lyceum Research
- 5- Interdisciplinary Studies
- 5- History/Culture
- 5- Music/Psychology
- 5- Humanities



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## **June 2022 - September 2022: Therapy Through the Arts**

8 Credits

### **DESCRIPTION:**

Gilda Sheppard, Ph.D.

Throughout history, art has served to awaken creative processes. Artistic expression has proven to have the ability to communicate human feelings that cannot be expressed by words alone. The course will explore the role that movement, visual art, music and media can play in problem solving and in the resolution of internalized fears, conflicts or blocks. In addition, we will examine the importance of archetypes in our lives. Through a variety of hands-on activities, field trips, readings, films/video and guest speakers, students will discover sources of imagery, sound and movement as tools to awaken their creative problem solving from two perspectives-as creator and viewer. Engaging in the practice of creative cognition is a central element in this program. Furthermore, students will investigate their construction of identity in multiple contexts, real and imagined: work, family, online, friends etc. Students interested in human services, media, education, and the arts will find this course valuable and engaging. This course does not require any prerequisite art classes or training.

### Required texts:

*The Art Therapy Sourcebook* (updated & revised) by Cathy Malchiodi, 2007.

*Vice* by Ai, 1999.

Selected Readings from: *Art Therapy Techniques and Applications* by Susan I. Buchalter, 2009

### **EVALUATION:**

Written by: Gilda Sheppard, Ph.D.

Leah Threats was enrolled in Therapy Through the Arts during summer, 2022. Leah's responses to the readings and class activities effectively met the program's requirements and was distinguished among their peers. Leah's responses to class activities and discussions consistently added to the learning process in the class. Oftentimes Leah brought added depth to class discussions extending the learning and a cohesive learning community where peers can feel comfortable being challenged with self and community. Leah's written response to the *Art Therapy Sourcebook* provided a very good overview. In addition, their application of theories from Art Therapy to intervene in difficult cases was focused and practical, thoughtfully keeping emotions in mind.

For the final, interactive presentation she used her biography to demonstrate the power of recalling the multiple stories in life using such prompts and punctuation from nature, spontaneity, consciousness, drawing, meditation, and yoga.

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

In this class we examined some of the key ideas and processes involving therapy through the arts. This interdisciplinary study included reading, application, and the use of a variety of materials in the class in order to experience different methods of art therapy. Students used writing, class discussion, and active demonstration in order to examine, analyze, and interpret topics in art therapy, both in theory and practice. Students were asked to apply art therapy to difficult subjects written about in contemporary poetry. In response to our studies, students individually planned and presented a project that reflected insights about themselves, including an expanded self-understanding and ability to communicate. For





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these projects, they combined several different methods of art therapy. The methods included, among others: music, movement, mask making, drawing, psychodrama, guided poetic writing, spontaneous drawing, video camera, collage, and mandalas.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8**

3 - Art Therapy &amp; Counseling

3 - Art Therapy &amp; Education

2 - Art Therapy &amp; Written Expression



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## **September 2021 - June 2022: Literacies of Transformation**

48 Credits

### **DESCRIPTION:**

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

The Tacoma campus program was designed for students who are preparing for professional advancement, completing their Bachelor of Liberal Arts degree, preparing for graduate or professional school, and interested in community leadership. This year's studies addressed multiple ways of thinking, learning, and doing in the midst of a rapidly changing world. Our faculty and staff have designed a curriculum to develop skills in research, analysis, and critical and creative thinking. In our 2021-22 academic program, we applied a variety of knowledges while focusing on issues, challenges, and emergent solutions within students' professional lives and communities.

In fall quarter, students researched and critically examined multiple intelligences and the social construction of knowledge and theory, and de-colonial approaches to various literacies. These included but were not limited to the following types of interdisciplinary literacies: textual, linguistic, numeric, scientific, financial, media, logical, statistical, sociological, environmental, technological, legal, theories of knowledge, and cultural responsiveness.

In winter quarter, based on work done in the fall, students identified, explored, and developed topics for further research and study using their acquired knowledge and literacies in situations designed to transform themselves and their communities. An introduction of a strategic process for applying methods of restorative and transformative community practices was critically examined.

In spring quarter, students continued to research and use various communications media to demonstrate the transformations that they have analyzed and interrogated throughout the program.

### **EVALUATION:**

Written by: Paul McCreary, Ph.D.

Ms. Leah Threats had a very successful first academic year at The Evergreen State College-Tacoma program. She participated effectively in class activities, submitted thoughtful and well-written analytic essays, and made substantial contributions to group projects. Her individual work was very good, and she made important contributions to the groups with whom she worked. Particularly noteworthy was the lead role that Ms. Threats took in research projects this year. Ms. Threats has indicated a deep interest in becoming an elementary school teacher with an emphasis in special education. She has taken steps to gain the necessary skills and should be an excellent professional and valued colleague.

In mathematics work during fall quarter, Ms. Leah Threats satisfied all expectations in an exemplary manner and gained a good understanding of the material. Ms. Threats participated in collaborative problem solving sessions and participated in individual and group presentations of ideas and activities about mathematics. Classmates were substantially helped by Ms. Threats to make presentations and evaluate their own presentation skills for effectively communicating mathematical ideas. Ms. Threats demonstrated an ability to integrate and document learning of mathematics by producing a final project. The final presentation was a creative demonstration of interdisciplinary applications of mathematics.



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In her work on *Sociology of Culture and Identity*, Leah Threats distinguished herself among her peers. Leah completed all required readings, papers, film screenings, online lectures from noted scholars in the field and the construction and presentation of a creative project that demonstrated her learning. Her contributions oftentimes brought more depth to seminar discussion as she successfully used sociological and legal concepts to explore historical forces that involve the role of race and racism in voting practices, law and public policy formations, social interactions among diverse individuals and groups. Leah critically explored ideas and practices of “zero sum” perspectives and practices. In addition, Leah completed a final creative project. Her final project was a Power Point presentation on poverty’s effect on children and youth in education and the impact of such policies as gentrification. Leah’s emphasis was on the racial impact within levels of poverty, and the change in the Hilltop neighborhood in Tacoma from 40.56% Black in 1970 to about 20% Black in 2020, due partly to gentrification. The presentation was planned to include the lack of resources in the Hilltop, compared to the North End of Tacoma. Using quantitative and qualitative data of population movement within geographic areas, her project brought validity and reliability to racial composition in these areas. Leah addressed Maslow’s *Hierarchy of Needs* and lack of resources within the Hilltop neighborhood area, as it relate to educational resources.

Ms. Leah Threats had a very successful year in Lyceum and Seminar. Her coursework convincingly met program expectations. Her written work and participation in seminar discussions were evidence of this. Her analyses and reflections upon assigned readings and course-related materials indicated a very good understanding of forces that influence *Literacies of Transformation*, especially with respect to historical and contemporary practices throughout the world that shape and impact her academic area of interest and plans for the future. As evidenced by submitted work, Ms. Threats possesses an enhanced understanding of the social construction of knowledge and theory. This work also demonstrated a well-developed ability to write clear, articulate responses to and evaluations of reading materials. Her work on the course-writing assignments convincingly met program expectations by demonstrating her ability to reflect upon, synthesize, and integrate her academic work.

Ms. Threats is an exemplary adult learner. She is intelligent, disciplined, and dedicated to learning.

Ms. Leah Threat’s performance in the study of trauma and mathematics convincingly met expectations. She demonstrated her ability to integrate the fields of mathematics and trauma, and her contributions to class discussions indicated that she was actively engaged with course content. Ms. Threat did an excellent job collaborating with her team homework group members on math problems and gained a very good understanding of the mathematics concepts and problem-solving skills emphasized in each assignment. She greatly enhanced her knowledge of fundamentals in trauma through readings, classroom discussions, and writing assignments. She maintained a high level of intellectual engagement with both mathematical and trauma topics in this course. She successfully collaborated with fellow students to creatively arrive at solutions to challenging problems. Ms. Threat’s final presentation was a creative and impressive demonstration of interdisciplinary applications of mathematics and trauma. Overall, Ms. Threat demonstrated an advanced understanding of mathematics and trauma, as well as an ability to apply this knowledge in communication and collaboration with others.

Ms. Threat’s performance in *Spoken Word, Creative Writing, and Transformation* met expectations with distinction. Ms. Threats actively participated in class discussions, frequently adding content that caused the conversation to shift in a new direction towards deeper learning. Ms. Threats greatly enhanced her understanding of the craft of spoken word and creative writing, and regularly demonstrated her ability to assess spoken word poems. She was easily able to incorporate new learning into her own writing, which grew significantly over the quarter. Her writing assignments convincingly demonstrated the ability to produce a product that built upon what we studied about the craft of writing. Her strengths as a writer include the use of language, images, emotional tone, depth of concept, and fostering tension on the page. Much to the delight of the audience and her classmates, Ms. Threats participated in the end-of-quarter public reading by performing poetry she had written during the quarter. Overall, she



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demonstrated a very strong understanding of spoken word and creative writing; Ms. Threats is ready for further study in this field; I will not be surprised at her success.

Leah was an excellent student during both quarters of the Food Justice Through the Microbiome offering. She actively participated in our synchronous classes. In winter and spring, Leah's discussion board and annotation assignments demonstrated a deep understanding of asynchronous presentations and seminar readings along with a thoughtful engagement with class peers on these materials. In our discussions of *Farming While Black*, Leah generously shared many personal cultural traditions that brought our readings of this seminar text to life. For the winter fermentation project, Leah fermented a number of vegetables like peppers and cabbage and conducted a mini tasting lab with family members that was discussed in the final presentation. In the spring quarter, Leah co-facilitated a lively seminar on the "Black Food Geographies" video presentation by Ashante Reese and one chapter from *We Are Each Other's Harvests* and presented an informative slide show on the history of Black farmers. For the community project, Leah volunteered with the Evergreen Tacoma campus community garden, which was being revived after a two-year closure. Leah worked with a group of classmates on a weekly basis, doing tasks like starting seeds, building garden beds, and planting and harvesting vegetables. Leah created a vibrant final presentation that wove together beautiful images, videos, and reflections that captured this vital community garden work. For this final project, Leah shared about the inter-generational space that she was able to build in this garden by connecting with elders, who shared their knowledge about gardening with them, as well as youth, who helped in the garden. Leah also interviewed Ursula Thompson, an organizer of "Food is Free, Tacoma" about tips on starting a new community garden. In sum, Leah contributed profoundly to our learning community this quarter and was a pleasure to work with in this course.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 48**

- 3 - Autobiographical Literature and Expository Writing
- 3 - United States History
- 3 - Research Methodologies
- 3 - Applied Community Research
- 3 - Food Justice and Black Ownership of Land
- 3 - Project Management
- 7 - Algebra and the Mathematics of Infinity
- 3 - Psychology of Trauma
- 3 - Sociology of Food Justice
- 3 - Black Agrarian Traditions
- 2 - Fermentation Project
- 2 - Community-Based Learning: Evergreen Tacoma Community Garden
- 5 - Sociology of Culture and Identity
- 5 - Creative Writing



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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.