



Uhrich, Catherine M

A00436617

Last, First Middle

Student ID

Former Name(s): Boyles, Catherine ;

DEGREES CONFERRED:

Bachelor of Arts

Awarded 15 Dec 2023

TRANSFER CREDIT:

Start	End	Credits	Title
04/2018	12/2020	90	Pierce College
04/2021	08/2021	10	Central Washington University

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/2022	12/2022	8	Fables, Fairy Tales, and Other True Stories 4 - <i>World Literature, Classical to Contemporary</i> 4 - <i>Genre Studies: Fantastical Literature</i>
09/2022	12/2022	4	Interpersonal Communication Skills in the Workplace 4 - <i>Organizational Psychology (Certificate Sequence)</i>
09/2022	12/2022	4	Leading Self: Purpose-Driven Leadership 4 - <i>Organizational Leadership (Certificate Sequence)</i>
01/2023	03/2023	8	What Think You of Falling in Love? Writing, Literature, Storytelling, and Cultural Perspectives on Love 4 - <i>Comparative Literature, Writing, and Narrative Studies</i> 4 - <i>Literary and Cultural Studies: Social, Philosophical, and Historical Perspectives</i>
01/2023	03/2023	4	Leading Others: Building Capacity In Others 4 - <i>Organizational Leadership (Certificate Sequence)</i>
04/2023	06/2023	4	Art and Science of Clinical Application of Mindfulness 4 - <i>Art and Science of Clinical Application of Mindfulness</i>
04/2023	06/2023	4	Ceramics: Fundamentals 4 - <i>Ceramics</i>
04/2023	06/2023	4	Drawing: Foundations 4 - <i>Drawing</i>
04/2023	06/2023	4	Leading Organizations: Culture and Change 4 - <i>Organizational Leadership (Certificate Sequence)</i>
04/2023	06/2023	4	Positive Organizational Behavior 4 - <i>Organizational Psychology (Certificate Sequence)</i>



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EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
06/2023	09/2023	16	A People's Epistemology <i>4 - Philosophy of Knowledge</i> <i>4 - Political Economy</i> <i>4 - Composition</i> <i>4 - Critical Thinking</i>
06/2023	09/2023	4	Ceramics: Wheel Throwing <i>4 - Ceramics</i>
09/2023	12/2023	8	Introduction to the Nonprofit Sector and Grant Writing <i>4 - Nonprofit Administration</i> <i>4 - Grant Writing</i>
09/2023	12/2023	4	GIS and Mapping in Excel <i>2 - Excel</i> <i>2 - GIS</i>

Cumulative

180 Total Undergraduate Credits Earned



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Academic Journey Written By: Catherine M. Uhrich.

My academic journey at Evergreen College has been an amazing one! I will be graduating at the end of this Fall quarter of 2023 with my Bachelor's Degree. To say that I have worked hard for it is an understatement. I'm employed full-time, and I am what's considered a "night and weekend warrior". As an evening student, my dedication to my learning has been centered within my day. I would bring all of my books, reading materials, and homework along with me, and have utilized every opportunity to get my study time in. I am very pleased to say that I have been able to partake in and fulfill not only the wide-ranged course selection but also have maintained the credit hours that allow me to remain a full-time student. I am grateful to have earned my degree by not only working hard but also from the due diligence of the staff at Evergreen. The professors are wonderful! Dariush Khalighi, Rebecca Chamberlain, and Bruce Thompson are top-notch! There are many more professors but too many to mention. The library staff and having the ability to borrow loaner laptops are super helpful! I especially appreciated spending time in the computer/technology room (right across from the library) as it allowed me to get caught up with assignments and get help with any issues that may have come up with technology. I have named that room: "The Bat Cave" as the lights are turned down and students like myself can go in and just relax, work on, and concentrate on whatever needs to be done.

Any issues with tech or computer navigation/ the team that works in there and the volunteers were always ready to help. I appreciate having access to printout materials as needed for essays and assignments. I do wish that Evergreen offered more of a varied Anthropology program, a wider selection of cultures, and an understanding of social norms in pinpoint areas throughout the world. I feel that having a bigger variety (Anthropology) would speak to the many other demographics within the United States.

I am grateful that I have such a beautiful place to call my school. The campus is absolutely gorgeous! Having the parking spaces away from the main buildings gives the feel of a park-like setting (plus, I get my steps in).

I feel very privileged to attend college and look forward to continuing my academic journey and looking forward to earning my graduate degree.

I have grown so much, my confidence and overall knowledge have increased, and my mindset has flourished. I once used to think that education seemed and felt so distant and would think to myself, "How do people do it? and that they must be extremely smart."

I used to wonder where I stood in life and if that opportunity would ever be for me. Looking forward, I have not only the skillsets but the drive to get me to that next level. I am grateful that Evergreen balances out the educational opportunities, and makes sure to provide key academic courses in the evenings and on the weekends for working students like me. I did this for myself, and I'm glad that I did.

Thank you very much for helping make my dreams a reality.



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September 2023 - December 2023: GIS and Mapping in Excel

4 Credits

DESCRIPTION:

Faculty: Kale Albert McConathy

In this course students learned introductory level concepts and skills for both Excel and GIS. Computer labs used Esri's (Environmental Systems Research Institute) ArcGIS for Excel as a plugin in Excel, giving students a solid foundation for further the use of excel for data compilation, data manipulation, and mapping. Students learned the basics of manipulating spreadsheet data and converting it to GIS layers. Students learned how to manipulate spreadsheets and produce visually appealing maps to communicate patterns and trends in tabular data. GIS is a method of visual communication, and this class was an experiment in using commonly used spreadsheet data to communicate spatially informed concepts. Excel is one of the most commonly used programs for data and this class gives a foundation for professional and academic development through the teaching of excel concepts.

Every module typically included one to two labs, a brief lecture or reading and an overview of previous homework and lessons. Modules covered elements of the following topics:

- Basics of excel tables
- Excel Functions
- Pivot tables and Pivot Charts
- Geocoding
- Data quality and data integrity
- Use of geography codes for data enrichment
- Coordinate Systems
- Symbolization and Labels
- Data conversion
- GIS Demography and Tapestry Segmentation
- Managing dates/times in Excel and mapping with time
- History of Mapping
- Data Management/manipulation

Students were encouraged to think beyond the bounds of assignment to make unique spreadsheets, charts, and maps while compiling progressively more sophisticated excel and mapping skills.

EVALUATION:

Written by: Kale Albert McConathy

Catherine Uhrich was successful in GIS & Mapping In Excel, having participated during class sessions, and fully completing all charting, spreadsheeting, and mapping assignments. The class had two distinct areas, Excel & GIS, and Catherine Uhrich did well in both elements.

At the conclusion of the *GIS Intro and Principles* course, Catherine Uhrich demonstrated the ability to create and manage tabular data sources, perform data validation, use functions and equations, and showed a marked improvement in her data literacy skills from the beginning of class. She also showed an improved understanding of GIS skills, basic map making, and map reading. She was able to effectively communicate patterns in data to an audience via diverse methods of map symbology, charting, and pivot tables.



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Overall Catherine Uhrich showed good time management skills through good attendance and timeliness in homework submissions. She also showed good attention to the requirements for assignments and fulfilled every assignment requirement for all assignments.

Catherine Uhrich was able to independently derive patterns in datasets and reconcile them with potential causation based on data or context.

Catherine Uhrich demonstrated skill in basic web GIS, which will serve Catherine Uhrich well in future GIS coursework.

Catherine Uhrich established a strong foundation in Excel and GIS concepts and was qualified to expand GIS learning through future courses.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

2 - Excel

2 - GIS



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Student Self Evaluation for GIS and Mapping in Excel
09/2023 - 12/2023

Taking the GIS and Mapping in Excel was a challenging course. We used the ARCGIS Software throughout our class. I was able to complete and finish the assignments and the amount of work in its entirety. The instructor Albert, was patient and provided mapping lessons, with EXCEL based instruction throughout the quarter. This was one of the hardest 4 credit courses that I have taken since my time being at Evergreen. It is the amount of time that was spent and the somewhat complicated assignments that took up the majority of my evenings. I worked really hard and spent long hours completing the many tasks. Personally I believe that the difficulty rating for this GIS course should have been an eight 8-credit course, rather than a 4- credit course. It states that this is an introductory EXCEL course, but we used a ARCGIS specialized software built around the program that was highly advanced. EXCEL in my opinion is like a second language. You take basic knowledge of making charts, graphs, tables, and create data, then you can build onto and multi layer the program for what it is that you are wanting it to be. This was intense, I believe that students can get better with continued practice and further exploration of the program. Thank you.



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September 2023 - December 2023: Introduction to the Nonprofit Sector and Grant Writing
8 Credits

DESCRIPTION:

Faculty: Doreen Swetkis, Ph.D. and Allison Jones, M.Ed.

Introduction to the Nonprofit Sector, occurred in the first 5 weeks of fall quarter, and **Grant Writing**, was taught the second 5 weeks of fall quarter.

Interest in the nonprofit sector has intensified as the sector's importance and distinctiveness receives recognition as a unique area of study and practice. Introduction to the Nonprofit Sector provided a context to help students more clearly understand the conditions observed either working in a nonprofit organization today, in the future, or in studying or collaborating with nonprofit organizations. The students participated in several workshops and case analyses, presented a recent nonprofit story from the news, completed a community analysis, and conducted an analysis of a nonprofit organization of their choosing and presented their findings to the class.

Grant Writing provided a context to help students create a compelling strategy to secure support for a charitable project or organization of their choice. Specifically, students wrote a complete grant proposal using a standard grant application form that described the qualifications of the organization, presented research to provide context to the issue that the organization is addressing, developed a project budget that connects project activities to expected outcomes, described the project with a work plan and timeline, and presented a clear evaluation plan to determine project success. Students had the opportunity to engage in peer review and receive individualized feedback on their writing while strategizing their approach with their cohort.

EVALUATION:

Written by: Doreen Swetkis, Ph.D. and Allison Jones, M.Ed.

For the Introduction to the Nonprofit Sector module, Catherine aka Cathy performed well and fulfilled all learning objectives for the course: 1) learn about the history and nature of the nonprofit sector, 2) understand of the uniqueness of the nonprofit sector in relation to the public and for-profit sectors, 3) consider issues specifically relevant to nonprofit organizations, 4) learn about the strengths, weaknesses, opportunities and threats/challenges of doing nonprofit work in a contemporary context, 5) develop transferable professional skills, and 6) improve reflective writing, working in teams, and presentation skills.

Cathy attended and participated in class sessions, which was an assignment in this module. Cathy was always engaged and contributed to in class discussions, workshops, and seminar sessions. The second assignment was an online informal presentation of a recent news story on a nonprofit organization, and submission of the talking points for that presentation. Cathy made a good choice of article and effectively presented the talking points to the class. The third assignment was a community analysis on whether there was enough support to open a legal aid clinic in Pacific County, WA. Cathy's analysis was a very good effort, and Cathy's recommendation makes sense given the data cited to support it. One recommendation is to look at possible collaborators with local nonprofits and law firms.

The final assignment was an organizational analysis and in-person slide presentation on a nonprofit organization of Cathy's choosing. Cathy's analysis was well done overall, and provided much programmatic detail. One recommendation is to address all of the elements listed in the assignment, such as the organization's web presence and linkages to course topics and readings. Cathy's presentation was a good effort presenting on a large international organization. One recommendation is to limit presentation slides to 1-2 per minute of presentation time. Another recommendation is to limit the



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amount of text on the slides so that the audience can listen and not be too focused on reading a lot of text.

For the Grant Writing module, Cathy fulfilled the learning objectives including identifying and crafting an appropriate, sequential, consistent, and logical presentation of grant narrative elements and ideas. Cathy also succeeded in developing a writing approach, style, tone, and format appropriate for grantwriting.

Cathy demonstrated sufficient writing skills, choosing to write a grant proposal while simultaneously developing a plan for the creation of a new nonprofit organization, Lacey Kids Ascend, which aims to provide beds and bedding to school aged youth in need. She detailed the organization's plan, including creating a compelling community needs statement that emphasized the importance of sleep for healthy development. Cathy reflected on the personal and social significance of her learning by communicating an informed position on a matter of social importance.

With time and practice, Cathy will continue to increase aptitude for writing including the development of grant proposals as well as time management and reading comprehension in understanding and following the strict directions inherent in grantwriting.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

4 - Nonprofit Administration

4 - Grant Writing



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Student Self Evaluation for Introduction to the Nonprofit Sector and Grant Writing
09/2023 - 12/2023

I took this class with very little knowledge of what Grant Writing entailed. This class was taught by two instructors: Doreen Swetkis and also Allison Jones. In the first section: Doreen taught us what is meant to write grants. She gave us so much data i.e. vocabulary, lectures, explanations and very specific details of the in's and out's of all things concerning the Non Profit Sector. Doreen was extremely thorough. Toward the second portion of the quarter, Allison was able to help clarify templates and formats that were proper for this style of document writing. There was a sequence and a tone with request and asks, when forming these documents. Overall, I am happy that I continued learning by taking this class while I continue to learn and grow as an individual and as a future teacher. I have done well in this course.

Mrs. Allison Jones made my day when she responded to my (newly-created) final grant proposal: *Lacey Kids Ascend Non Profit 501C3*, with the words "Congratulations" written in the comments box. I hope to write more Grants in the near future.



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June 2023 - September 2023: Ceramics: Wheel Throwing

4 Credits

DESCRIPTION:

Faculty: Bruce A. Thompson

The goal of this course was to provide students with opportunities to concentrate on advanced wheel throwing techniques. Students learned to develop better control over their cylinders, created forms with walls of uniform thickness, improved handles, spouts, lids and trimming techniques. Weekly demonstrations included surface techniques, lidded forms, handle making, and pouring spouts. Projects included vessels with attached handles, galleries and flanges, and teapot construction. Students worked toward the development of a personal style while drawing from a library of historically celebrated ceramic design.

EVALUATION:

Written by: Bruce A. Thompson

Catherine met the learning outcomes in *Ceramics: Wheel-Throwing* this quarter. Catherine attended regularly and collaborated well in group discussions of projects. Catherine made modest improvements in wheel throwing skills and showed some improvement at centering, pulling walls with even thickness and refining trimming techniques. Appropriate glaze application was evidenced in Catherine's presentation of final work. Catherine is a conscientious student who actively engaged with the assigned projects and was a pleasure to work with.

Catherine struggled with follow-through on projects and refinement of work and was challenged with image uploads in the Canvas platform.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Ceramics



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Student Self Evaluation for Ceramics: Wheel Throwing
06/2023 - 09/2023

Being a first-timer with ceramics and pottery, I went in, excited, and ready to learn. I was able to learn all of the basic concepts in what goes into making pottery. I was able to make a food safe salt/seasoning pig, a cell phone holder with an opening for the phone charger to come through. I made a medium-sized planter with drip pan, a xtra large square planter. It was fun and I really had a good experience. You work hard in pottery. I used the throwing wheel a few times and look forward to the Summer class 2023, to make more refined items. Using the stains and glaze were intimidating, a you don't always know what you will get after everything has been fired in the kiln. I really appreciate Bruce Thompson. he is very professional and has the patience and knowledge to teach us what we need to know- so that we can create and make our best products. Great class!



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June 2023 - September 2023: A People's Epistemology

16 Credits

DESCRIPTION:

Faculty: Anthony Zaragoza

In this course, we asked ourselves what is my most significant knowledge? What are the most important things I've learned in my life so far? As a learning community we reflected on these questions, wrote extensively about them, revised our writing multiple times, and presented our knowledge to each other on the final days of class. For this study of epistemology (the philosophy of knowledge), the student examined the most significant learning of the student's life through advanced reading, composition, and critical thinking. To do this, the student first listed, reflected on, and analyzed key pieces of their knowledge. Next, they wrote a paragraph about each one, then chose a smaller number of the paragraphs to expand into one-page pieces, then a smaller set of those pieces they developed into 3–5-page essays, and finally they shared some of this knowledge in a 10-minute presentation to peers. Throughout our work together, the student considered the process of deconstructing and decolonizing their thinking and how humans construct, reconstruct, analyze, and describe what we know and why it's important to know it. Readings and discussions focused on the distribution of power and wealth, how this has evolved historically, how this inequality has impacted various groups differently, and how people have worked together to change the conditions of their lives. Over the course of the quarter, students made use of the writing center, revised their work extensively and participated in class knowledge writing workshops.

EVALUATION:

Written by: Anthony Zaragoza

For this study of epistemology, Catherine (Cathy) examined deeply the most significant learning of Cathy's life through advanced reading, composition, and critical thinking, while also considering these through a lens of political economy. To achieve this, Cathy listed, reflected on, and analyzed 24 pieces of life knowledge. Cathy wrote a thoughtful paragraph about each, chose 8 of the paragraphs to expand into one-page pieces, then 4 of those pieces she successfully developed into 3–5-page essays, and finally Cathy shared some of this knowledge in a 10-minute presentation to the class. Each week Cathy was a consistently active, thoughtful and supportive co-learner in our work discussing our texts for the week, listening to our weekly knowledge panel guests who shared their knowledge, and workshoped Cathy's writing in small groups. Cathy did a wonderful job using this opportunity to develop ideas for productive and critical conversation involving a wide range of philosophical issues and social realities. In the written work, Cathy offered interesting and relevant observations and insights. In the presentation, the knowledge Cathy offered made me and the class reflect and learn from these discoveries. The presentation was great! Cathy demonstrated well the ideas in discussion, in writing, and the end of the quarter presentation. Cathy has had a very successful quarter studying epistemology. Cathy is an excellent co-learner and should be very proud of the knowledge Cathy shared, and the knowledge gained with and from the learning community this quarter! The deep dialectical dialogue Cathy has done and the skills developed contribute well to preparation for graduate school as well as careers in communications, policy analysis, leadership, organizing, social work, information management, nonprofit development, teaching, among various others.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 4 - Philosophy of Knowledge
- 4 - Political Economy
- 4 - Composition



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4 - Critical Thinking



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April 2023 - June 2023: Positive Organizational Behavior

4 Credits

DESCRIPTION:

Faculty: Dariush Khaleghi, MS, MBA

The changing nature of work has increased the demand on human capacity in organizations, taxing employees' inner psychological capital (i.e., hope, motivation, attention, and resilience.) This course discusses the key psychological and behavioral theories and concepts that help leaders and managers increase staff well-being, enhance and apply employee strengths, improve organizational performance, and achieve strategic goals and objectives. This course uses seminars, group activities, reflection assignments, and final projects to help students bridge theory and practice and gain the skills, knowledge, and competencies to become more effective managers and leaders.

This class will have a significant online component, and the class meetings will be conducted via Zoom.

This class is a part of a series of courses that comprise the Transformative Leadership Certificate sequence.

EVALUATION:

Written by: Dariush Khaleghi, MS, MBA

Catherine, who also goes by Cathy, was an excellent student. She completed this course's requirements and learning objectives and received full credit. Cathy was an engaged and active student. Cathy could articulate the importance of building organizational cultures of purpose, connection, and well-being. She learned to harness individual and collective strengths to build positive and productive teams and healthy organizations. Cathy demonstrated the skills, abilities, and knowledge to design, develop, and maintain fair and equitable organizations for meaning, productivity, and psychological well-being. She displayed great insights into leveraging the power of emotions and psychological capital to create positive organizations and promote positive leadership. Cathy left no doubt she was ready to advance in this field of inquiry.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Organizational Psychology (Certificate Sequence)



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Student Self Evaluation for Positive Organizational Behavior
04/2023 - 06/2023

Cathy Uhrich (*She/Her*)

Transformative Leadership/ D. Khaleghi

May 30, 2023 at 3:20pm

After taking the Transformative Leadership Program, I feel much more confident in the decisions and choices that I make moving forward. I especially like the practices of teamwork, studying and understanding the various aspects as to what makes teams productive versus non effective and unproductive.

There's a lot that goes into teamwork and leadership. Understanding the different leadership processes to include change and adaptation, identifying the many biases in all aspects and areas that individuals may hold culturally, systemically, within the organizational culture. In addition, identify specific strengths and talents that individuals have, and strategically place them, and utilize their specific skills sets accordingly.

I believe in being a transparent leader within the legal and company constraints set forth by policy. I believe that you can be a leader and still have a human connection with your coworkers. I strive to be a firm leader but one that is approachable and personable. I choose to set goals that are attainable with an outline laid out, as to what steps will be necessary to attain the overall outcome/goals to be successful.

I will remain a compassionate leader. A leader who understands the community, as I am also part of that community. I learned many things about myself after taking the Transformative Leadership Program. I have learned that I can relate to (almost) all of the material that has been presented to us. I have learned that I am very teachable and having the opportunity to take deep dives into the specific examples and chapters throughout this training, which has given me an outlook and an understanding that I don't think I have recognized before taking this course. I can look at specific situations with a greater understanding of the processes, see people and circumstances from a leadership lens with better insights, and recognize many situations with clarity.

I want to be the leader and that team member who practices what they say. I want to put words into motion, to allow progress to speak for itself. I strive to create an environment where we practice equity, equality, compassion, acceptance, where individuals can feel that they have purpose, and feel respected in the workplace. I would like to ensure that when I speak with fellow coworkers and team members, I engage in open, clear, and authentic communication. I strive to practice active listening and make sure that when I am engaging in a conversation, I am talking with the person and not at the person. True communication works both ways, making sure that the other individual feels heard and that they have had the opportunity to voice their thoughts, ideas and opinions are especially important.



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April 2023 - June 2023: Leading Organizations: Culture and Change

4 Credits

DESCRIPTION:

Faculty: Dariush Khaleghi, MS, MBA

The business world has entered a new normal characterized by relentless change, complexity, and continuous disruptions. As a result, the leadership work has shifted from traditional hierarchical leadership practices to building additional organizational capacity through individual and team development. This course focuses on group dynamics and developing leadership capabilities in others (i.e., collaboration, decision-making, and team leadership) across the organization. This course uses seminars, group activities, discussions, critical and independent thinking, and reflective writing and presentation to achieve the learning objectives of this course.

This course will be delivered remotely. The offering will include lectures, workshops, and seminars. Our approach will emphasize participation in synchronous (Zoom) sessions.

This class is part of a series of courses that comprise the Transformative Leadership Certificate sequence.

EVALUATION:

Written by: Dariush Khaleghi, MS, MBA

Catherine, who also goes by Cathy, did an excellent job in this course. She met the course requirements and learning objectives and earned full credit for this course. Cathy demonstrated the skills and capability required to analyze and articulate the context and nature of change and how to manage it more effectively. She showed the competency, experience, attitudes, and knowledge needed to develop, design, implement, and maintain change momentum effectively and efficiently, causing minimal negative impacts on people and organizations. Cathy demonstrated the ability to leverage emotions and social and emotional intelligence to facilitate and promote positive change. She showed she could promote a culture of change capable of developing individual and collective strengths to lead and manage change more successfully. Cathy demonstrated leadership agility and how to be an effective change leader, leaving no doubt she could advance in this field of inquiry.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Organizational Leadership (Certificate Sequence)



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Student Self Evaluation for Leading Organizations: Culture and Change
04/2023 - 06/2023

Cathy Uhrich (*She/Her*)

Transformative Leadership/ D. Khaleghi

May 30, 2023 at 3:20pm

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April 2023 - June 2023: Drawing: Foundations

4 Credits

DESCRIPTION:

Faculty: Lauren Boilini, MFA

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

The quarter's work culminated in an independent final project. During our final group critique, each student had to introduce their work and what they learned.

We met for 3 hours in person on campus and spent roughly 4-5 hours on asynchronous coursework/independent work time per week.

EVALUATION:

Written by: Lauren Boilini, MFA

This spring of 2023, I had Cathy Uhrich as a student in my Drawing: Foundations course. Cathy established interest in this class as someone with limited previous experience, looking to build skills. Cathy successfully achieved the learning objectives for this course with great work, constant communication, and good attendance.

Cathy submitted all of the assigned projects, most of them on time. The assignments submitted included 100 gesture studies, one still-life, three skeleton drawings, two master copies, two portraits, and one plein-air landscape. In-class we practiced with charcoal, ink, conte, pencil, and sculpture, doing foreshortening studies, linear perspective, and figurative and facial proportion. Cathy actively participated through each weekly exercise. Cathy completed the quarter's work by submitting a 2-week project, a collection of different exercises with ink and a variety of materials, a self-described personal challenge. This experimental prompt was thoughtful and inventive and Cathy gave a thorough introduction to the work during our final critique that earned a heartfelt response from our cohort.

Cathy worked hard this quarter and showed a steady degree of improvement, especially with proportion and the figure. The personal goals that Cathy set were met by remaining in continuous contact with me over the quarter, constantly asking questions and following up on any concerns, and devoting a good amount of time on each project. Cathy was particularly open to feedback, always willing to hear constructive criticism, easily able to verbalize challenges and problem-solving tactics, and willing to rework things based on my suggestions. Cathy had a lot of direct engagement with the learning community, participating in the ongoing dialogue every week and providing generous, thoughtful observations, easily able to articulate thoughts on drawing techniques.



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SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Drawing



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April 2023 - June 2023: Ceramics: Fundamentals

4 Credits

DESCRIPTION:

Faculty: Bruce A Thompson

Students gained an overview of ceramic studio practices. They learned a variety of hand-built ceramic techniques beginning with traditional methods and moving toward current ceramic technologies. The course emphasized functional pottery with technical demonstrations based on utility. Through their thematic projects, students began to develop an informed and personal style while gaining solid foundation skills in both functional and sculptural work. Students received critical analysis of their resulting work through written observations and through group discussions. The course introduced students to clay types, kiln firing methods, glazing and related surfacing techniques. Presentations on the history and contemporary application of ceramic arts contextualized studio work.

Assignments included 6 glaze test cylinders cups, sculptural cell phone holders, functional salt containers, a 12" tall coil-built planter with separate water basin and an 8" x 8" tile composition intended as a combination trivet and coaster set.

EVALUATION:

Written by: Bruce A Thompson

Catherine who goes by "Cathy" met the learning outcomes in *Ceramics: Fundamentals* this quarter. Cathy attended regularly, submitted work on time, and collaborated well in group discussions of projects. Cathy has a solid understanding of the principles of studio ceramics to include ceramics terminology and the physical properties of ceramic materials as evidenced by her presentation of final work. Cathy is a strong, conscientious student who actively engaged with the assigned projects and was a pleasure to work with. Cathy was very good at seeking instructional support when appropriate and had excellent communication throughout the quarter.

Cathy is fully prepared for intermediate level course work in expressive-based studio ceramics.

Cathy completed all projects and came in to finish work during open studio times. She balanced her ceramic work while carrying an ambitious 20 credit course load. She also overcame her fear of glazing outcomes and produced a group of successful nature inspired tiles in green, orange and yellow stained tones.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Ceramics



Uhrich, Catherine M

A00436617

Last, First Middle

Student ID

April 2023 - June 2023: Art and Science of Clinical Application of Mindfulness

4 Credits

DESCRIPTION:

Faculty: Jamyang Tsultrim, Loppon, MA

This course emphasized the theory, practice, and clinical applications of mindfulness to treat conditions such as chronic depression, anxiety, and other health conditions. Students explored empirically based mindfulness approaches, and each student developed an individual practice as a means of experiencing first-hand the benefits and challenges inherent in this mindfulness therapy model. The learning objectives of the course were to understand various evidenced-based mindfulness interventions; to assess current research findings to determine suitable clinical applications using these theories; and to develop a model intervention using clinical mindfulness approaches for a specific topic. Student evaluation was based primarily on student achievement of class learning objectives, attendance, participation, and completion of required assignments. This course was taught as an in-person class. The textbooks for this course were: *Mindfulness-Based Cognitive Therapy for Depression (second edition)* by Teasdale et al., *The Art and Science of Mindfulness: Integrating Mindfulness into Psychology and the Helping Professions (second edition)* by Shapiro et al., and *Altered Traits: Science Reveals How Meditation Changes Your Mind, Brain, and Body* by Goleman et al.

EVALUATION:

Written by: Jamyang Tsultrim, Loppon, MA

Catherine Uhrich successfully exceeded all requirements and achieved all the learning objectives of this course. She showed particular strength in engaging fully with all class learning activities with the sense of enthusiasm and commitment in her learning process. She also actively contributed her insight and experience for a collaborative learning atmosphere. She was very responsible in completing all the assignments on time and attending all her classes. She was also consistently well-prepared for seminar discussion, utilizing detailed discussion assignment notes related to the readings. Catherine achieved a foundational understanding of the clinical application of mindfulness through completing and uploading practice assignments of Mindfulness-Based Cognitive Therapy (MBCT), completing assigned readings and discussion papers, writing a mid-term paper and maintaining active in-class participation during small and larger seminar discussions.

In particular, Catherine's mid-term paper showed a solid understanding of the core concepts of mindfulness-based program and developing practical skills in mindfulness, as well as their practical application in both self-care and helping others. This paper also demonstrated a clear familiarity with the structure and contents of MBCT program and its application for relapse prevention of recurrent episode of major depression. Thus, it was graded as excellent due to meeting all the criteria of the expected learning objectives. To develop practical experience in mindfulness interventions, Catherine completed an 8-week Mindfulness-Based Cognitive Therapy program, kept a daily mindfulness practice as well as a detailed documentation and uploaded them on the canvas throughout the quarter. After completing the assigned readings, she also posted all the discussion assignments which included three main concepts and their supportive reasons and responded to classmates' questions.

In particular, Catherine designed a final project a 5-week mindfulness program titled "5-Week Wellness, Meditation, & Mindfulness Practice" based principally on evidenced-based mindfulness treatment approaches for developing a personal well Being program. This final paper was presented in the form of power point format and demonstrated in-depth insight in 5 wellness themes: awareness and mindfulness, breathing exercises, healthy lifestyle choices, meditation and body scan and mindful walking/yoga practices. She also developed a comprehensive wellness program through expanding many core



Uhrich, Catherine M

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Student ID

concepts, practices and skills of mindfulness and other wellness activities for each week program. She thoroughly reviewed the existing literature on the topic and demonstrated good comprehension of clinical mindfulness protocols. Her final paper appropriately utilized the standard academic APA writing format and style.

In brief, Catherine clearly achieved the learning objectives of the spring quarter by developing a knowledge base and insight into empirically based mindfulness theories and their application to clinical conditions; and by developing practical skills in mindfulness. Catherine's self-evaluation also detailed the achievement of class learning objectives through active participation in both theoretical and experiential learning during the quarter. Because of her development in understanding and clinical application of mindfulness, she was inspired to pursue further study and application for personal growth and helping others. She has shown genuine enthusiasm and is prepared to advance to further studies in these topic areas.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Art and Science of Clinical Application of Mindfulness



Uhrich, Catherine M

A00436617

Last, First Middle

Student ID

Student Self Evaluation for Art and Science of Clinical Application of Mindfulness
04/2023 - 06/2023

After taking the Art and Science of Clinical Application of Mindfulness-Psychology Course, I have learned to use and apply mindfulness practice into my daily life.

Practicing awareness, and breathing techniques has helped me with overall clarity by allowing myself to be better in-tuned with my overall awareness, emotional-well-being, and to address any stressors and/or discomfort within my physical body. I have always loved yoga and walking/exercising out in nature. This course has allowed me the opportunity to add to my overall wellness with breathing exercises and meditation. One of the main books that we used was called: (MBTC) Mindfulness Based Therapy for Clinical Depression. MBTC is full of clearly defined practices and routines and it gives a pinpoint description of how MBCT practices were developed for individuals suffering from clinical depression. When patients that were in therapy came to a psychologist for treatment, it is there, that psychologist developed MBCT which empowered patients to see things (ideas and mindsets) differently. When patients could exchange negativity and feelings of hopelessness, doctors and clinical therapist would work with them to exchange a negative thought for a healthy thought and/or behavior. This kind of cognitive therapy, along with meditation, body scans, breathing exercises, all helped individuals move toward a more positive, and productive outlook and mindset. Today, Mindfulness Practices are used world wide and the popularity has increased and is sought out by big corporations, and through the education sector to improve emotional health, mental health, and overall wellness in individuals across the board.

To be a Clinician of Mindfulness- you must first, be actively practicing all, if not some forms of Mindfulness Therapy yourself. For without actively practicing the routines and exercises, you would not be able to meet the other person- in therapy or training- at/or near the same level.

Professor Jamyang Tsultrim is a Former Tibetan Buddhist and has long worked in the field of Clinical Therapy for individuals suffering for cognitive and emotional disorders.

I am very thankful to have taken this psychology course, and to have had the opportunity to learn about MBCT.

Thank you.



Uhrich, Catherine M

A00436617

Last, First Middle

Student ID

January 2023 - March 2023: Leading Others: Building Capacity In Others

4 Credits

DESCRIPTION:

Faculty: Dariush Khaleghi MS, MBA

The business world has entered a new normal characterized by relentless change, complexity, and continuous disruptions. As a result, leadership has shifted from traditional hierarchical leadership practices to building additional organizational capacity through individual and team development to achieve their missions and objectives. This course focuses on group dynamics and developing leadership capabilities in others (i.e., collaboration, decision-making, and team leadership) across the organization. This course uses seminars, group activities, discussions, critical and independent thinking, and reflective writing and presentation to achieve the learning objectives of this course.

This class is a part of a series of courses that comprise the Transformative Leadership Certificate sequence.

EVALUATION:

Written by: Dariush Khaleghi MS, MBA

Catherine continued to be a top student in my classes. She met the course requirements, completed the learning objectives, and received full credit. Catherine was an active learner and demonstrated that she could interpret and analyze the complex topics in this course, increasing her knowledge and self-awareness. She was an active participant in the course activities. Catherine demonstrated an excellent understanding of examining group dynamics and improving intergroup relationships to develop cohesive teams. She applied the topics in this course to bridge theory and practice, transform groups into high-performing teams, and lead them through change and transition. Catherine incorporated the learning from this course to articulate new insights and plans to enhance personal and leadership effectiveness. She did an excellent job in this course and left no doubt she was ready to advance and excel in this field of inquiry.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Organizational Leadership (Certificate Sequence)



Uhrich, Catherine M

A00436617

Last, First Middle

Student ID

Student Self Evaluation for Leading Others: Building Capacity In Others
01/2023 - 03/2023

After taking this class Leading Others: Building Capacity in Others. I've been able to strengthen my overall confidence and my knowledge within the leadership context. The materials that are provided are amazing! The material is very updated with videos, Ted talks, and literary text. Each chapter is layered with the precise examples given and is presented in such a format that helps individuals and team members to take deep dives with an analytical lens into what they are learning.

Building Capacity: Gives the needed skill set(s) for leaders in many fields. It concentrates on the leadership attributes, that can be utilized in teamwork, team building, and overall management with individuals to utilize a person's skills, which in turn, provide healthy and functional workplace well-being.

The dissections of the processes, and the many parts and areas of; business, leadership, and the overall workplace environment is addressed and studied within the group.

The knowledge that I have gained by taking leadership classes has helped me tremendously. I will be able to take what I have learned and utilize the information and implement it in the workplace environment.



Uhrich, Catherine M

A00436617

Last, First Middle

Student ID

January 2023 - March 2023: What Think You of Falling in Love? Writing, Literature, Storytelling, and Cultural Perspectives on Love

8 Credits

DESCRIPTION:

Faculty: Rebecca A. Chamberlain

This advanced literature program surveyed different representations of love as students investigated how stories of star-crossed lovers, unrequited love, spiritual love, and love of friends, family, and the natural world are compelling forces in literature, myth, history, and culture. From Shakespeare's "As You Like It," when Rosalind asks, "What think you of falling in love," transforming gender stereotypes and social conventions, to the metaphysical aspects of love expressed by Jalāl al-Dīn Rūmī, 13th C. Persian poet, when he remarks, "in the end, everything is about loving and not loving," students drew inspiration from classic texts. They explored representations of love from the passion of "Isis and Osiris" in ancient Egypt, to Sappho, "Eros and Psyche," and the categories of love described by Plato and classic Greek traditions, to Medieval Courtly love traditions, Arthurian Romances, Tristan and Isolde, Heloise and Abelard, and Rumi, to sacred texts and spiritual traditions, to naturalists' descriptions and devotion to the natural world, to diverse literary traditions from Shakespeare to Blake, and the Beatles, and contemporary traditions of social and humanitarian service through "love in action" represented by bell hooks and others. As they explored various aspects of love, from the romantic to the mystical, they considered selections from various authors, poets, artists, and filmmakers. They explored how love is represented in traditional cultures, world mythology and folklore, contemporary media and podcasts, firsthand narrative accounts, and sociological and psychological studies of how different cultures sanction or restrain this powerful emotion.

Students reviewed a variety of sources, both contemporary and traditional, as they engaged in critical reflection and analysis of texts, films, and performances, and developed tools of literary criticism, historical analysis, creative expression, and cultural studies. Sources included ballads and songs, literature, mythology, poetry, plays, films, novels, and works of art. Students experienced a rigorous program of reading, writing, artistic expression, oral presentation, and critical discussion. Writing, research, and independent projects were designed for the committed student who wanted to work deeply and write well. Instructional strategies included lectures, workshops, films, performances, seminars, and mid-term examinations.

Assignments Included: 1) Attendance and Participation; 2) A Journal/Portfolio; 3) Learning Goals; 4) Weekly Reading Journal; 5) Five Reflective Essays; 6) Reading Journal; 7) Writer's Choice Protect (three drafts); 8) Mid-Term Examination; 9) Contribution to the *Journeys in Love Program Reader*, and 10) A Major Independent Study Project that included: a) a project proposal; b) project work and weekly learning; c) a bibliography; d) a final synthesis essay; e) final presentation of project; 11) Evaluations of work.

Texts included: Diane Ackerman, *A Natural History of Love*; William Blake, *The Marriage of Heaven and Hell*; Chretien De Troyes, *Arthurian Romances*; Sam Hamill, Ed., *The Erotic Spirit: An Anthology of Poems of Sensuality, Love, and Longing*; bell hooks, *All About Love*; Gabriel Garcia Marquez, *Love in the Time of Cholera*; William Shakespeare, (author) Juliet Dusinberre, Ed. *As You Like It (Arden Shakespeare: Third Series)*; and Sappho (author) and Mary Barnard (translator), *Sappho: A New Translation*. Students also read extensively from, Chamberlain, Rebecca, Ed., *Journeys in Love: A Program Reader in Literature, Culture, History, Psychology, and Gender* (that included articles, myths, short stories, poems, essays, films, podcasts, academic resources, and websites.)

Films included: *Gabbeh*, Mohsen Makhmalbaf; *Orphee*, Cocteau; *Black Orpheus*, Marcel Camus; "As You Like It," Kenneth Branagh; "Shape of Water," Guillermo del Toro; "Tristan and Isolde," Kevin



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Reynolds; *Power of Myth*, "Love & The Goddess," Bill Moyers and Joseph Campbell; "bell hooks, Talks About Love; and selections from "El Postima," "Like Water for Chocolate," "Ugetsu," and other films.

Guests included: Laura Simms: "Robe of Love: The Power of Stories to Evoke Love and Life's Work." Matthew Trenda and Tobey Anderson, and the South Sound Storytelling Guild (SSSG); Max Cohen, "Prophets & Poetics: Intersectional, Outsider, New World Poets Invoke Blake."

EVALUATION:

Written by: Rebecca A. Chamberlain

Catherine (Cathy) did excellent work in this upper-division literature and writing program. They demonstrated solid academic reading, writing, comprehension, presentation, and research skills as they pressed into analyzing major literary works and themes and developed proficiency in critical and creative practices. Cathy demonstrated solid leadership and interpersonal skills, contributing to class discussions and workshops, giving feedback and valuable critique in writing and peer groups, making comments online and in class, and supporting and deepening other students' understanding of the materials. They demonstrated discipline, focus, and solid organizational and time management skills in meeting deadlines and producing quality writing, presentations, and work in person and online, earning 98.99% in their online work. They attended 18-19 classes. They developed and met thoughtful learning goals. For the core of their academic work, they wrote five reflective essays that offered a sophisticated analysis of program topics, themes, literary works, and a variety of films, podcasts, and literary genres. They were particularly articulate in exploring different themes and definitions of love in literature and culture, in discussing creative writing, and were often one of the first students to direct a discussion or to understand how to follow through on complex assignments. Cathy did excellent work on the mid-term Blue-Book essay examination, making connections between the major works from the program, comparing and contrasting different texts, and discussing magical realism in *Love In the Time of Cholera*. Cathy is becoming a talented creative writer and poet, and for their major writing project, they submitted two lighthearted poems and stories. "Cherry" was a story of pathos and transformation, and was a wonderful allegory or metaphor for human life, role, and destiny. Cathy's poems and writings are concise and transformative and their words often drop the reader into deeper insights. Their creative writing examined love through personal experience, and observations, and explored the human condition to make universal connections between language, literature, and life. Cathy continued writing in their independent project.

Cathy developed an excellent project presentation that featured their creative writing and explored themes of love through three poems that were paired with photographic images in an exquisite PowerPoint presentation. Cathy's writing was complimented by their discerning use and pairing of words and images for effect. Their oral presentation included good inflection and energy in their voice. Cathy's first piece was about finding love and described love in a military family and a loving partnership that was impacted by 911. The line, "joy to heartbreak, and heartbreak to joy," stood out. Their poem, "Cherry," was an exquisite example of the interplay between words and images as she featured some of her most powerful and joyful writing. Their final piece, "The Colors of Love," used images and the qualities of color to describe their beloved, and is an exquisite descriptive poem and tribute to a life-long partnership.

In closing, Cathy was a solid collaborator in the program. They showed initiative, reliability, and personal responsibility for their learning, the material, and the learning community. They raised the quality of class interactions, offered excellent insights, demonstrated a complex understanding of the materials, and made important contributions to all aspects of the program. Cathy extended themselves to support other students. Cathy also brought tea one night to support hospitality and inclusive learning. Cathy demonstrated their ability to work as both an academic and a creative writer and to understand and synthesize a variety of literary works. In the future, Cathy should attend their final evaluation conference



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Student ID

to get specific feedback from the instructor. Cathy is a lifelong learner who takes joy in their accomplishments. I will watch their career with interest.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

- 4 - Comparative Literature, Writing, and Narrative Studies
- 4 - Literary and Cultural Studies: Social, Philosophical, and Historical Perspectives



Uhrich, Catherine M

A00436617

Last, First Middle

Student ID

Student Self Evaluation for What Think You of Falling in Love? Writing, Literature, Storytelling, and Cultural Perspectives on Love

01/2023 - 03/2023

There were many text, movies, video, short clips, hey variety of prompts, poetry, and excerpts, stories, Shakespeare, and music clips, that helped round-out different stories topics, genres, about love. This class required several text that needed to be purchased and we had about 6 to 7 days to go through each book. I was challenged in the sense that I made sure to stay on task. I completed all of my assignments on-time and I really felt; I did a good job. I read all of the material, carried my reading material with me, so that whenever I had downtime, whether be at work, walking or at a doctor appointment, I could use my time effectively. This class was interesting, there was no area or subject untouched, including sexuality in regards to gender, age, ethnicity, are we studied lust, love, and longing. We were able to take deep dives into other a few other cultures to include some history, and how love was perceived in the years past. I have learned many things and I'm ready to continue to learn about more topics. Thank you.



Uhrich, Catherine M

A00436617

Last, First Middle

Student ID

September 2022 - December 2022: Leading Self: Purpose-Driven Leadership

4 Credits

DESCRIPTION:

Faculty: Dariush Khaleghi, MS, MBA

We need a new generation of leaders and game-changers. The notion of leadership that once resonated with greatness no longer inspires new dreams, compelling visions, and revolutionary actions. The unethical behavior, self-indulging decisions, and ego-driven conduct of many contemporary leaders have eroded society's trust in corporate, public, and political leaders. There is an urgent need for principled and purpose-driven leaders driven by a set of universal virtues, a strong moral compass, and a deep desire to serve a global society and a sustainable world. This course teaches students critical concepts and skills to examine their passion and purpose, develop a vision, mission, values, and a plan of action to serve their communities. The learning objectives of this course are as follows.

- Explain the impact of the emerging VUCA world on leadership.
- Describe the key characteristics of the VUCA environment.
- Examine how leaders' mindset, values, and beliefs drive their behaviors and actions.
- Apply system thinking and personal mastery techniques to become a more effective leader.
- Demonstrate ethical, inclusive, and responsible leadership.

This class is a part of a series of courses that comprise the Transformative Leadership Certificate sequence.

EVALUATION:

Written by: Dariush Khaleghi, MS, MBA

Catherine, who also goes by Cathy, was a top student and learner in this course. She used her natural leadership skills to influence and enrich class discussions and conversations. Cathy brought extensive organizational experience and background to this course. Cathy's final paper on leading with communication and self-management was thoughtful and insightful. Cathy was a passionate and engaged learner and contributed to the class discussions significantly. Cathy left no doubt she was ready to excel and advance in this field of inquiry.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Organizational Leadership (Certificate Sequence)



Uhrich, Catherine M

A00436617

Last, First Middle

Student ID

September 2022 - December 2022: Interpersonal Communication Skills in the Workplace
4 Credits

DESCRIPTION:

Faculty: Dariush Khaleghi MS, MBA

Interpersonal skills are the behaviors and strategies a person uses to engage and interact with others effectively. They are the key to developing productive relationships with diverse people, contributing to a positive and healthy work environment, and enhancing the workforce's well-being. This course will cover topics discussed, such as self-awareness, conflict management, and collaboration, and how to use these skills successfully in the workplace as a team member and leader. This course uses seminars, group activities, reflective assignments, and a final research paper to help students bridge theory and practice to develop strong interpersonal skills. After completing this course, students will be able to:

- Analyze the theories underpinning effective interpersonal skills in the workplace
- Discuss the role of diversity, inclusion, and belonging in communication
- Examine effective leadership from the prism of interpersonal communication skills
- Explain the power of words and storytelling in inspiring and charismatic leadership
- Define the role of communication in leading and managing others and organizations

This class is a part of a series of courses that comprise the Transformative Leadership Certificate sequence.

EVALUATION:

Written by: Dariush Khaleghi, MS, MBA

Catherine, who also goes by Cathy, did outstanding in the course. She completed the learning objectives, met the expectations and course requirements, and received full credit. Her final paper on self-management and emotional intelligence was informative, engaging, and insightful. Cathy left no doubt she was ready to advance and excel in this field of inquiry.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Organizational Psychology (Certificate Sequence)



Uhrich, Catherine M

A00436617

Last, First Middle

Student ID

September 2022 - December 2022: Fables, Fairy Tales, and Other True Stories

8 Credits

DESCRIPTION:

Faculty: Steve Blakeslee

The aim of this intermediate-level program was to explore the nature and uses of fantastical literature through the ages, and to consider the enormous modern-day appeal of this type of storytelling. One key, and perhaps counterintuitive, idea was that some authors have found the fantastical mode to be the best means of addressing real-world dilemmas, particularly those of the 20th century. Program activities included seminars, workshops, brief lectures, and occasional films. Students wrote responses to the texts, prepared book summaries for the program's bibliography, and completed a final project that extended their learning in the program.

Texts: Laura Gibbs (trans.), *Aesop's Fables*; Daniel Heller-Roazen (ed.), *The Arabian Nights*; J.R.R. Tolkien, "On Fairy-stories"; Maria Tatar (ed.), *The Classic Fairy Tales*; George Orwell, *Animal Farm*; Kurt Vonnegut, *Slaughterhouse-Five*; essays by Salman Rushdie and Ursula K. LeGuin; and one additional book of the student's choice.

EVALUATION:

Written by: Steve Blakeslee

Throughout the quarter, Catherine (Cathy) committed herself to the ideas, texts, and activities of the Fables program. Based on a review of her in-class work and completed assignments, she made good progress toward our program objectives, familiarizing herself with the themes, settings, narrative approaches, and purposes of fantastical writing and also developing her skills in reading, writing, speaking, and working collaboratively. Cathy's attendance was near-perfect and she submitted every assignment on time; she also took enthusiastic part in small-group discussions and workshops, and made her thoughts known in full-group seminars as well. Cathy's response papers indicated her general interest in and involvement with our shared texts, although these pieces often heavily favored summary over analysis. She needs to work hard on her expository writing to clarify her intentions, themes, and arguments; provide support for her claims; and clean up many passages at the sentence level. For our program bibliography Cathy prepared an appreciative summary of her individual book choice, Charles Dickens' *A Christmas Carol*.

Cathy's modest project was a short creative piece inspired by Dickens' novel. Working from the familiar notion of the Golden Birthday, Cathy introduced a twist: birthday celebrants are awarded a three-week trip in time, visiting moments in their future as they choose. Cathy's piece offers many possible landing points and focusing questions to go with them: "Which friends do you choose? Which schools to attend? ...What steps do you take to help your health in the future? Which location will you reside in?" At our final class, Cathy read an excerpt from her story with conviction and gusto. While she could further develop her idea and refine her prose, this draft gave her an excellent chance to apply the program's lessons to her own creative work.

I thank Cathy for joining us this quarter. With further study and practice, her knowledge and skills should continue to grow.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

4 - World Literature, Classical to Contemporary

4 - Genre Studies: Fantastical Literature



Uhrich, Catherine M

A00436617

Last, First Middle

Student ID

Student Self Evaluation for Fables, Fairy Tales, and Other True Stories
09/2022 - 12/2022

I am very pleased with the course Fables, Fairy Tales, and Other True Stories, taught by Professor Steve Blakeslee. This class was wonderful! The materials selected were informative, educational, and highly interesting. I have always thought that Fables and Fairy Tales were for children, not for adults. I was wrong. It was fascinating to take such deep dives into the literary works of the fantastical world. We studied it analytically as individuals and also within our weekly group discussions. Listening and sharing our ideas and thoughts about the literature was highly educational and it was insightful to learn about others' insights and takeaways. What I have learned about myself is that I am able to keep up with all of the assignments and have fully enjoyed the overall learning experience of this course. I am able to put a book down and have multi-analytical views of the story, yet I am able to focus on and narrow down the highlights and concepts that are most pertinent. I am learning that I should stay open-minded to different genres to further allow myself to have an open and growth mindset. My educational journey is important. I need to continue to have a well-rounded education and allow myself to fully experience and enjoy the journey. I am thankful that this school embraces learning. It is not just about the grade, it is about educating the person as a whole. Taking ownership and having control over the direction of our academics is important for genuine growth. I am growing and looking forward to taking more courses that will ensure my well-rounded education.



The Evergreen State College • Olympia, WA 98505 • www.evergreen.edu

EVERGREEN TRANSCRIPT GUIDE

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

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

Educational Philosophy:

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

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

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

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

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

Academic Program

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

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

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

Evaluation and Credit Award:

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

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

Credit is recorded by:

Quarter Credit Hours: Fall 1979 to present

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

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

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

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

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

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

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

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

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