



Colson, Tiernan I

A00415404

Last, First Middle

Student ID

TRANSFER CREDIT:

Start	End	Credits	Title
09/2018	06/2019	5	Pierce College
01/2021	08/2023	82	South Puget Sound Community College
01/2021	08/2023	3	South Puget Sound Community College

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/2023	03/2024	32	America to 2025: Expressive Culture, History, and Identity 8 - US History 1820-present 8 - American Studies 1820-present 8 - Expressive Culture 8 - Popular Culture Studies
04/2024	06/2024	16	Outdoor Leadership and Group Dynamics 6 - Outdoor Leadership 6 - Communication and Group Dynamics 4 - Wilderness Medicine
09/2024	12/2024	12	Forward Freedom Formation: The U.S. Civil War in American Memory 4 - History: US Civil War 8 - Cultural Studies: Historical Memory of the Civil War

Cumulative

150 Total Undergraduate Credits Earned



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September 2024 - December 2024: Forward Freedom Formation: The U.S. Civil War in American Memory

12 Credits

DESCRIPTION:

Faculty: Kristin Coffey, PhD and Bradley Proctor, PhD

This one-quarter interdisciplinary program combined the study of history and literature around the American Civil War and its lasting impact on American culture. Program activities included lectures, writing workshops, reading seminars, and a library workshop.

Fictional texts read included *The Red Badge of Courage*, *Cold Mountain*, and *Gone with the Wind*, as well as the neo-slave novels Shirley Anne Williams's *Dessa Rose*, Margaret Walker's *Jubilee*, and Frances Ellen Watkins Harper's *Iola Leroy*. Critical historical texts included James McPherson's *The Battle Cry of Freedom* and W.E.B. DuBois's *Black Reconstruction in America, 1860-1880*.

Students were asked to strategically choose selections to read of the critical historical texts as well as supplemental historical research articles in an exercise called "Choose Your Own Adventure." Students also watched the films *Glory* and *Gone with the Wind*, selections from the Ken Burns documentary series *The Civil War*, and Beyonce's visual album *Lemonade*.

The major essay assignment was a substantial critical and literary analysis essay, of which students were to submit three drafts in progress and one final revised essay. This essay was to include analysis of selected program texts, both critical historical and literary works, framed around an organizing idea or argumentative thesis of the student's creation. Students also submitted weekly logs tracking their progress on the Choose Your Own Adventure reading assignments, progression on the multi-modal assignments, and responses to questions related to in-class activities that demonstrated their learning.

The final project was to be a multi-modal project of the students' own design. This project was to be based in original research and present, in a variety of modes of presentation, students' own analysis of a topic of their choosing related to the history and memory of the American Civil War. These projects were shared in the final week of the program as either formal oral presentations or in a gallery sharing space.

EVALUATION:

Written by: Bradley Proctor, PhD

Tiernan Colson completed a mostly successful quarter of learning in this program. Tiernan was attentive and engaged and a good contributor to class discussions, with comments that always demonstrated deeper interests in the program material.

Tiernan submitted weekly logs of learning progress in the first half of the quarter. When completed, these logs were thorough and thoughtful, demonstrating Tiernan's strong interest in the politics and economy of the Civil War era.

Tiernan submitted all required drafts of the critical and literary analysis paper, and on the final draft submitted, Tiernan did a very good job exploring the political economy of the United States during the Civil War era, particularly economic structures that drove the sectional crisis. It effectively incorporated quotations from a small selection of program readings. It would have benefitted from another round of revision to incorporate a fuller discussion of Reconstruction.

For the multi-modal project, Tiernan shared a PowerPoint presentation about four Black writers who were enslaved: Phyllis Wheatly, Ouldah Equiano, Jupiter Hammon, and William Wells Brown. Tiernan had



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done solid research about these writers, whose works and lives were directly relevant to program themes.

In sum, Tiernan persisted to complete promising work in this program. Tiernan has all the skills and passion needed to succeed at high levels in humanities programs, especially the study of history.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12

4 - History: US Civil War

8 - Cultural Studies: Historical Memory of the Civil War



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April 2024 - June 2024: Outdoor Leadership and Group Dynamics

16 Credits

DESCRIPTION:

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

This one-quarter program was composed of four major threads: wilderness medicine, outdoor leadership, communication, and group dynamics; these threads overlapped through both theoretical and experiential work. The wilderness medicine was a two-week, intensive Wilderness First Responder training which is the outdoor industry standard for backcountry guides.

The theoretical foundations in interpersonal communication, judgment and decision-making skills, leadership theory, teaching and facilitation, diversity in the outdoors, trip planning, and the history of outdoor leadership viewed through multiple perspectives were anchored by *The AMC Guide to Outdoor Leadership 3rd* ed by Kosseff, *The NOLS Wilderness Guide* by Harvey, *The Power of Curiosity* by Taberner and Siggins, *Been Outside* by Wendler and Zamore eds., *Dare to Lead* by Brown, and additional online articles and videos.

Each student also created a leadership development plan using the Clifton Strengths leadership assessment tool which helped them identify and bring forward their natural leadership strengths. Students read, discussed, and analyzed these texts in the context of their own leadership development. They had opportunities to develop their own skills through leading discussions, teaching peers, providing feedback and expressing ideas.

Students put the theories of leadership into practice through small group work and developed self-awareness in their own personal and work lives through directed observations and reflective writing. Weekly summative writing documented their understanding of their own learning. Students worked in small teams that planned, and individually prepared and taught, an outdoor skills workshop pertaining to practical backpacking skills. For a final project, students worked in small groups to plan a multi-day group expedition (3 days, 2 night minimum). Students completed their expeditions during week nine and compared the actual experience with the planned to refine their skills and perspectives. Students also completed a detailed plan for a multi-day trip that could be submitted to a potential investor for financial support. These two trip plans gave the students the opportunity to move from theory to practice.

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

EVALUATION:

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

Tiernan Colson was an engaged and committed student who had a very good quarter and earned full credit. Tiernan attended most of the classes, turned in about three quarters of the assignments in a timely manner, and was well-prepared to fully participate. Tiernan submitted all the weekly learning summaries which documented a very good overall understanding of the program themes.



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Part of Tiernan's leadership success this quarter came from creating a leadership development plan that used the Clifton Strengths assessment tool to identify and strengthen his natural leadership talents. Tiernan has the following strengths: Incluser, Context, Harmony, Belief, and Futuristic. This unique combination of strengths is a true asset to his ability to be a strong outdoor leader. Tiernan's writings were good and showed an improvement in core judgment skills, an important component of leadership, through awareness of his own role, as well as others, in a group. Tiernan expanded his awareness of issues pertaining to diversity in the outdoors and has a good understanding of how to resolve conflict.

Interpersonal skills, including effective communication, are another important component of leadership and Tiernan took advantage of the many opportunities we gave him to practice self-leadership and good communication in small-group settings. Overall, his work was very good. Tiernan completed both Outdoor Skills preparatory workshops for creating and teaching a lesson on backcountry travel techniques. His teaching plan demonstrated a minimal understanding of the technical skills needed to frame and present a focused lesson to a group. Overall, he could have been better prepared for the teaching and included more talking points and activities.

As a culmination of his leadership and communication work throughout the quarter, Tiernan's individual trip plan for a backpacking trip to Klahane Ridge, in the Olympic Mountains of Washington State, demonstrated the basic skills needed for such a trip. The individual and group expedition plans, along with completing his multi-day expedition, demonstrated that Tiernan is capable of planning for the safety and well-being of a small group of clients on outdoor adventures.

Tiernan worked hard in the wilderness medicine part of the program. His work on the case studies and the final exam demonstrated a very good understanding of trauma, environmental, and medical issues in wilderness settings. Tiernan's performance during the simulations and skills labs improved significantly. By the end, he demonstrated a good ability to respond to medical emergencies in the backcountry. Tiernan earned a Wilderness First Responder certification.

Overall, Tiernan is leaving this program prepared for further study and work in outdoor leadership, group dynamics and wilderness medicine.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

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



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Student Self Evaluation for Outdoor Leadership and Group Dynamics

04/2024 - 06/2024

Self Evaluation - this quarter has been fantastic for my sense of identity and self-worth. The beginning of this course was without a doubt the most difficult time I'd spent in academia here at Evergreen, the first three weeks of class were spent in an intensive Wilderness First Responder training course which absolutely dominated my mental space as most of the time spent that week was in the classroom as it was an 80 hour training course which translated to 40 hours per week. The amount of homework was not exceedingly difficult nor over abundant but it was enough in combination with class time to prove to be a difficult endeavor. With this training course came a certification in being a Wilderness First Responder which I achieved after a retest in week 3. Post-WFR prove to be a real challenge as well as the volume and complexity of work quadrupled near unanimously across the board, there were five books that were required readings translating to around 1,800 pages and was divvied up roughly 200 to 400 pages a week across five or so books though no more than three were read at a time. Again to struggle in week five missing progressively more and more assignments over the course of the quarter though I managed to salvage if you key assignments that were integral to my learning and growth as a person, though I never neglected my readings for this class which proved to be quite instrumental to a few key ideological changes. These changes encompass my sense of self-worth as a requirement for full credit during this class was to make a group and with that group create a group trip plan which would be no less than 2 days but no greater than 10 days, our group chose to go on a 40 mile hike looped back to Cascade locks in North Oregon. This group is without a doubt the most difficult physical endeavor I'd ever part taken, it's difficulty sprang from my unpreparedness in the intensity of the hike but also from my lack of experience in hiking, all this being said our group finished our trip with no severe detriment. Me personally, I ended up with a fairly substantial friction blister as well as a few other minor blisters and a condition called boot shock was on my left and right big toes. This trip, however, proved to be insanely spiritually nourishing, because it was the most difficult thing I had ever done this brought with it the pride and accomplishing something so monumental in my life without any substantial aid for my group members or from my classmates. All in all, this is possibly one of the most expensive classes I had ever taken at Evergreen, or possibly ever, and as such this class would be highly recommended by me to any person I would come across.



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September 2023 - March 2024: America to 2025: Expressive Culture, History, and Identity
32 Credits

DESCRIPTION:

Faculty: Bradley Proctor, Ph.D., Sean Williams, Ph.D.

This two-quarter program in American history and popular culture explored significant developments between the 1820s and the 1920s in its first quarter. The program began with a focus on the many ways scholars approach the study of history and culture. That was followed by an examination of settler colonialism and nation-building in the early 19th century. The middle section of the term emphasized the importance of the American Civil War, Reconstruction, and its aftermath. Fall quarter ended with the early twentieth century and the Jazz Age as analyzed through the lens of gender and sexuality. Throughout the quarter students learned about such diverse subjects as utopianism, queer theory, the frontier, modernity, liminality, immigration, and 19th century entertainment. Readings included Kruse and Zelizer's *Myth America*, Eric Avila's *American Cultural History*, and multiple scholarly articles. Films included *Modern Times*, *The General*, *The Man Who Shot Liberty Valance*, *Daughters of the Dust*, and *Singing in the Rain*.

In winter quarter—following a review of the previous quarter's work—we examined program topics chronologically through the Depression, World War II, The Swing Era, the Civil Rights Movement, the Cold War, the Vietnam Era, the development of science fiction, and the many subdivisions of popular musical styles at the end of the 20th century. Readings for winter quarter included the books we had used in fall quarter together with multiple scholarly articles about identity, nostalgia, the nation as home, advertising, several musical genres, religion, civil rights, and more. Films included *Some Like it Hot*, *The Cradle Will Rock*, *On the Waterfront*, *Fences*, *Freedom on My Mind*, *Star Wars*, *Back to the Future*, an episode of *Star Trek: The Next Generation* ("A Matter of Time"), and *Barbie*.

Student activities in both quarters included seminars, faculty lectures, workshops, and expository writing. Members of the program participated in field trips to the Washington State History Museum in Tacoma, and to the archives of the State of Washington and the Evergreen State College. Students wrote several assignments analyzing 19th-century newspapers and 21st-century scholarly articles about the past. They also compared two recordings of the same song by two different artists, wrote and sang an advertising "jingle," and explored downtown Olympia in search of specific material and sonic objects in winter quarter. For the culminating project of each quarter, students had the option to write an analytical essay or to produce a creative "unessay" project applying the analytical tools of the program to a topic in American history or culture between 1820 and 1920 in fall, and between 1920 and 2020 in winter. Each student presented their work in front of the class in the final week of each term; in winter quarter the presentations took the form of an academic conference.

EVALUATION:

Written by: Sean Williams, Ph.D.

It has been a pleasure to have Tiernan Colson be part of the **America to 2025** program. He has been an enthusiastic student as evidenced by his attention to detail, his effective completion of assignments, and his willingness to ask good questions in class. By being one of the people who engages the topic of the day through questions and comments, Tiernan's presence has had something of a ripple effect through his classmates, who have come to feel welcome to participate themselves. Tiernan's attendance and daily participation have been very good, and he has become an important part of the overall cohesion of the learning community.



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Each student was invited to explore two sets of historical newspaper accounts, and two contemporary articles about events and issues of the 19th century in fall quarter. Tiernan selected newspaper articles that discussed nine resolutions about women's suffrage; a defense of the slave trade; and a comedic piece about a poorly written poem. Later in the quarter, Tiernan focused on newspaper articles about *Uncle Tom's Cabin*: the segregation of street cars in Virginia; and the Battle of Bull Run. For the first supplemental journal article, Tiernan examined an article about alcohol's celebration in the original settlement of the United States, and the shift in the 19th century to a debate between teetotalers and temperance organizations. For the second, Tiernan summarized and connected to the class materials an article about the "Maine law," which taxed and restricted alcohol. In each case, his analyses were informative and effective.

In winter quarter, as part of the historical newspaper assignment, Tiernan examined articles about the attack on Pearl Harbor; jazz as an American art form; and a piece in favor of Roosevelt's election. The second set of newspaper articles—from the Evergreen State College newspaper over several decades—included articles about Affirmative Action; a review of the new *Star Trek* film; and campus diversity. He wrote an effective comparative piece about two recordings of the same song—"Make the World Go Away"—by different artists, and composed and sang a brief commercial "jingle" on a brand of meat. For the short piece on isolating audio and material objects in downtown Olympia, Tiernan did very good work. His summary and analysis of a contemporary article focused on Ronald Reagan in the role of Knute Rockne.

In fall quarter Tiernan chose to explore the issue of the temperance movements and Prohibition. Tiernan carefully detailed the early development of temperance from the late 18th century and some of the contextual elements that allowed it to surge in popularity, including the influx of Irish and German immigrants to the US. He also examined the shifts in the nature of the temperance movements over the 19th century, including the impact of the Civil War. This very successful essay was simultaneously rigorous, fascinating, and far-ranging because of its contextual background. Tiernan's presentation outlined some of his primary discoveries; he appeared confident and knowledgeable as he discussed a movement that presaged Prohibition by 100 years.

In winter quarter Tiernan's final project focused on Richard Nixon and the war on drugs as a distraction from protests about the Vietnam War. Tiernan wrote in detail—and cited his sources—about the ways in which Nixon used the campaign against drug use to target specific demographics of people against whom he held a grudge. Tiernan presented the results of his research at the end of the term; he spoke easily and confidently, and answered questions with aplomb. In both fall and winter quarters, the projects, the presentations, and Tiernan's overall participation in the program have all been broadly successful and deeply meaningful.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 32

- 8 - US History 1820-present
- 8 - American Studies 1820-present
- 8 - Expressive Culture
- 8 - Popular Culture Studies



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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) 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.