



McKay, Jessica Delores

A00310204

Last, First Middle

Student ID

Former Name(s): Cook, Jessica Delores;

DEGREES CONFERRED:

Bachelor of Arts

Awarded 10 Jun 2016

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/2012	12/2012	13	Dancing Molecules <i>4 - Principles of Chemistry with Lab</i> <i>4 - Introduction to Dance</i> <i>3 - Collaborative Movement Project with Performance</i> <i>2 - Introduction to Social Justice</i>
01/2013	03/2013	16	The Nisqually River: From Mountain Goats to Geoducks <i>4 - Historical and Contemporary Issues in the Nisqually River Watershed</i> <i>4 - Natural History Field Work and Journaling</i> <i>4 - Natural History of Western Washington Birds</i> <i>4 - Special Projects in Environmental Education</i>
04/2013	06/2013	16	Student-Originated Studies: Environmental Education, Natural History and Related Fields <i>4 - Planning, Implementing and Evaluating Self-Directed Projects</i> <i>8 - Internship: Environmental Education with South Sound Green</i> <i>4 - Natural History: The Trees of the South Puget Sound Region</i>
04/2013	06/2013	2	TRiO at Evergreen: Understanding and Deconstructing your Academic Experience <i>1 - Reflective Writing</i> <i>1 - Technical Writing</i>
09/2013	03/2014	32	Bella Bella or Bust - 2014 <i>4 - Pacific NW History: 1828-2013</i> <i>8 - Native American Studies: Encounters, Laws, Policies, Lived Experience</i> <i>4 - Political Science: Social Justice</i> <i>4 - Art: Native American, NW Coast</i> <i>4 - Art as Group Therapy</i> <i>2 - Grant Writing</i> <i>6 - Social Work: The Indian Child Welfare Act, Act History</i>
01/2014	03/2014	2	TRiO at Evergreen: Deconstructing your Academic Experience and Understanding the Financial Cost <i>2 - Financial Literacy</i>
03/2014	06/2014	16	American Frontiers, Homelands, and Empire <i>4 - U.S. History: Native Nations and Immigration</i> <i>4 - Native American Studies: Treaties and Federal Indian Policy</i> <i>4 - World Geography: Boundaries and Imperial Expansion</i> <i>4 - Immigration Studies: Migration and Labor</i>



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EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/2014	12/2014	16	Food: Coevolution, Community and Sustainability <i>5 - U.S. Food Policy</i> <i>4 - Biology: Food Science, Coevolution, Environment</i> <i>3 - Seminar: Food Systems</i> <i>2 - Communications: Persuasion</i> <i>2 - Systems Modeling</i>
01/2015	06/2015	32	Native Decolonization in the Pacific Rim: From the Northwest to New Zealand <i>4 - Maori History, Society, and Politics in Aotearoa / New Zealand</i> <i>4 - Introduction to Qualitative Research Methods</i> <i>8 - Native American Studies: Introduction to Tribal Social Services and Governance</i> <i>8 - Independent Study in Indigenous Studies</i> <i>4 - Comparative Indigenous Studies: Pacific Rim</i> <i>4 - Expository Writing</i>
09/2015	12/2015	16	The Art of Living Consciously <i>6 - Consciousness Studies</i> <i>2 - Self-Leadership</i> <i>2 - Contemplative Studies</i> <i>2 - Introduction to Psychology (Jung)</i> <i>4 - Independent Study: Eye Movement Desensitization and Reprocessing Therapy (EMDR) and Art Therapy</i>
01/2016	03/2016	16	The Reach of Federal Indian Law and Policy <i>8 - Federal Indian Law and Policy</i> <i>4 - History of The United States Supreme Court</i> <i>4 - Introduction to Legal Research</i>
03/2016	06/2016	4	Identity, Race, and Gender <i>4 - Independent Study in Identity, Race, and Gender</i>

Cumulative

181 Total Undergraduate Credits Earned



ACADEMIC STATEMENT

The Evergreen State College - Olympia, Washington 98505

OFFICIAL TRANSCRIPT DOCUMENT

McKay, Jessica Delores

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This transcript from The Evergreen State College includes an Academic Statement, written by the student, that documents the student's undergraduate education. If the student has not yet graduated, the College offers the option of including an interim Academic Statement in the transcript. Please note that, in the latter case, the student's current academic work may not be reflected in the transcript.



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Jessica Cook

5/14/2015

My academic focus is on Social work, Native American studies and Environmental studies.

I am building a skill set that I hope to use to enable others to overcome obstacles they may find themselves in. Additionally I hope to work in multicultural communities and I hope to be able to serve as many kinds of communities that I can. As a Social worker focusing on Child Protective Services issues, I will help the members of any community that I choose to be a part of and help keep assisting families in need.

I completed an online course with the Indian Child Welfare Act certifying me to work with Native children as a case worker under compliance of tribal laws.

I wanted to have a better understanding of the food I consume and the effect it has on indigenous people. I also wanted to learn about the nutrition value of food and the important role that food plays in my body. Furthermore, I am very interested in how we grow plants and understand the basics of growing plants.

In this class I gained the ability to understand how systems work and by doing so I now have a better understand how government works, communities work, and how farms work.



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March 2016 - June 2016: Identity, Race, and Gender

4 Credits

DESCRIPTION:

Faculty: Kristina Ackley, Ph.D.

During the spring 2016 quarter, Jessica developed an individual learning contract, **Identity, Race, and Gender**, that explored gender/race systems and the ways gender and race hierarchies intertwine to form a society with shared, though contested, rules and understandings. Jessica read, attended workshops, and created art in her study.

EVALUATION:

Written by: Kristina Ackley, Ph.D.

Jessica has a foundation for understanding the ways that race and gender intersect in U.S. society to construct individual identities. Jessica worked to comprehend readings and theories about privilege and difference. In her paper, she discussed the ways that identity is affected by community and cultural expectations. Overall, Jessica's work was general and quite broad, and she is encouraged to go in more depth into this topic. She needed to make connections between the workshops, readings, and art she completed. Jessica is encouraged to continue to build her writing skills.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Independent Study in Identity, Race, and Gender



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January 2016 - March 2016: The Reach of Federal Indian Law and Policy

16 Credits

DESCRIPTION:

Faculty: Arlen Speights, M.M., M.F.A., M.A.

This one-quarter, student-centered program surveyed the layers of federal, state and tribal law and policy that affect specific, student-chosen aspects of major current issues in Indigenous communities: human services, visual/performing arts, education, urban communities, health care, religious practices, literature, sports, or other potential topics.

We studied the basis of federal Indian policy in the founding constitutional framework and in major U.S. Supreme Court cases across the court's history. We also surveyed the structure of federal, state and tribal jurisdictions and how they potentially apply to our range of issues in Native life. We looked to current theory as a set of tools with which to unpack major questions.

Each student researched a specific issue in depth, sharing their research sources as well as their development of research skills in Indigenous studies. Each student maintained an online portfolio of work that speaks for their understanding of the specific effects of law and policy on their chosen topic.

Program activities included seminars, lectures, films, and student-led discussion of ongoing research.

EVALUATION:

Written by: Arlen Speights, M.M., M.F.A., M.A.

Jessica has met the program expectations and earns full credit. She maintained a high level of engagement throughout the quarter, and she has demonstrated an understanding of the core concepts in the program.

Jessica's work shows that she approached the reading with academic curiosity and a strong sense of its relevance to her own academic trajectory. Her writing and discussion on Walter Echo-Hawk's *In the Courts of the Conqueror* showed that she found that reading especially relevant, and she has developed a clear picture of the author's perspective on the arc of American jurisprudence on Native American rights. She also demonstrated a good comprehension of the history of the U.S. Supreme Court, especially its vulnerability to moral failings of its justices over history.

In seminar, Jessica was an active and attentive presence. She contributed her understanding of the readings to small groups and to the whole seminar. She made progress in formulating arguments that were precise and cogent, and she was gracious toward opposing or refining viewpoints from other students. I encourage Jessica to continue toward articulating ideas in precise academic language, to give them the strength of reasoning to match their emotional power.

Jessica's final project was about the events in and impact of the Supreme Court case *Adoptive Couple v. Baby Girl*. She traced the history of the case and pointed out the flaws in the majority decision and in the advocacy against compliance with ICWA's provisions. I was especially impressed by her work on the Washington State Supreme Court case *In Re Adoption of Crews*, in which she analyzed the majority, concurring and dissenting opinions to refine a critique of its insistence on active tribal affiliation, on which ICWA is silent.

Overall, Jessica's hard work and personal investment in the subject matter has paid off in the form of increased knowledge and refined skills in building more knowledge.



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SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 8 - Federal Indian Law and Policy
- 4 - History of The United States Supreme Court
- 4 - Introduction to Legal Research



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September 2015 - December 2015: The Art of Living Consciously

16 Credits

DESCRIPTION:

Faculty: Bill Arney, Cynthia Kennedy, and Terry Setter

The Art of Living Consciously explored the ancient philosophical intention of developing an “art of living” on the cultural, social, and personal levels. We based our work on the idea that by being educated correctly one can come to live with awareness and a sense of purpose. Emphasis was placed on cutting away the unnecessary in favor of the Good, being aware of real options that one has in life, and knowing the consequences of the choices that we make. We explored questions about values, virtues, and living well within the frameworks of walking, reading, movement, approaches to writing, theories of psychology, spiritual practice, and the cultural impact of digital technologies.

The students met in two seminars each week to discuss texts, attended lectures, observed faculty “fishbowls” where team members discussed their views of the texts, attended three public lectures by artists who define themselves as social activists, and participated in a weekly movement and integration workshop. The workshop investigated somatic (body-based) literacy as it relates to leadership, communication and engagement with social issues including listening to and acting on information from the body, incorporating movement, expressive arts, and writing. Additionally, the program held a 3-day, overnight retreat at Fort Flagler, WA, where we worked with a native African drummer and dancer, held seminars, practiced “walking” in ways described by Rebecca Solnit in *Wanderlust*, prepared meals, and cleaned together. The retreat helped program members to build skills in the arts, to be exposed to cultural traditions and beliefs that are quite different from contemporary America, to intentionally create community within the program, and to help us know ourselves better.

Program texts included: Carr, *The Glass Cage: Automation and Us*; Solnit, *Wanderlust: A History of Walking*; Illich, *In the Vineyard of the Text: A Commentary to Hugh’s Didascalicon*; Jung, *Man and His Symbols* (selections one and three); Stone, *Yoga for a World Out of Balance: Teachings on Ethics and Social Action*; Tolle, *A New Earth: Awakening to Your Life’s Purpose*; Macy and Johnstone, *Active Hope: How to Face the Mess We’re in Without Going Crazy*; as well as various related articles and videos.

Each week students submitted three pieces of writing: (1) They wrote descriptions of the student-led seminars. (2) Before the student-led seminar they prepared “seminar tickets” in response to prompts designed to encourage significant engagement with each week’s texts; students revised and submitted these after attending the first seminar of the week. (3) They also wrote weekly “synthesis papers” in which they were to integrate the readings and the work pursued in the movement workshop. In addition to the weekly assignments, students were required to spend ten hours or more per week doing independent study on a topic of personal interest and relevance to the program. Each student gave an oral presentation or wrote a formal paper about their work (or both), at the end of the quarter.

EVALUATION:

Written by: Cynthia Kennedy

In an early draft of her self-evaluation, Jessica says “[she has] come a long way.” That couldn’t be more true and throughout the quarter, she worked well with her peers, demonstrated growth in her ability to think and write, and as the quarter draws to a close, it is clear she has learned a lot about how to craft a conscious life for herself, her family, and her community. She has finished the program successfully, easily earning full credit for her work over these past ten weeks. She attended class regularly, turned in all her work in a timely fashion and her final portfolio was a creative expression of her understanding of the themes outlined in the program description above.



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Jessica always came to class prepared, having read and thought about assigned materials in advance. Her weekly seminar papers and the comments she made in class show she reads closely and thinks deeply about the material. She has an inquiring mind and this served her well whether she was being curious with fellow students about their views on living consciously, inquiring about the three faculty's different views on our texts or drawing connections between multiple authors. She proved to have strong skills at resolving difference and listening deeply to disparate views. Her inquiries led her to intellectually engage with the material and as a result, produce interdisciplinary work both in writing and in our twice-weekly seminar discussions. Jessica also applied the skills we learned in reading and other workshops to the conversations we had in seminar which allowed her to critique various texts not only for their ideas, but also for the way the texts were organized and the way information was presented to us. In fact, her contributions in our seminar discussions allowed the group of young scholars to think more deeply about the tough issues we were studying; she regularly cited material from our texts, which enhanced the caliber of our seminar discussions where her colleagues could easily get off-track and tangential. Seminar would not have been the same without Jessica.

Jessica's work this quarter culminated in her 4-credit independent project which afforded her the opportunity to learn how Eye Movement Desensitization and Reprocessing Therapy (EMDR) and Art Therapy are used to help people overcome traumatic experiences. Her project demonstrated a very good ability to develop an appropriate, interesting question, a clear outline for presenting the findings, and a good ability to conduct research and share her learning. Throughout the quarter, she read and reviewed one scholarly book, Shapiro's *Getting Past Your Past* to help her in this investigation. Her final Power Point Presentation to the class demonstrated that she had gained an enormous amount of knowledge about EMDR over the past ten weeks.

Overall, Jessica has had a really strong quarter of learning.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 6- Consciousness Studies
- 2- Self-Leadership
- 2- Contemplative Studies
- 2- Introduction to Psychology (Jung)
- 4- Independent Study: Eye Movement Desensitization and Reprocessing Therapy (EMDR) and Art Therapy



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January 2015 - June 2015: Native Decolonization in the Pacific Rim: From the Northwest to New Zealand

32 Credits

DESCRIPTION:

Faculty: Kristina Ackley, Ph.D., and Zoltán Grossman, Ph.D.

In this program, we identified and contextualized the spaces and the politics of Indigenous identity and settler colonialism. We used the Pacific Rim broadly as a geographic frame, with a focus on Pacific Northwest Native nations and Maori in Aotearoa New Zealand. By concentrating on a larger region, students were able to examine common processes of Native decolonization in different settler societies. In order to examine the central role of Indigenous peoples in the region's cultural and environmental survival, we used the lenses of geography, history, art, and literature. We stressed the complexities and intricacies of colonization and decolonization by concentrating on the First Nations of western Washington, their cultural representations, and historic and contemporary treaty relationships. We later expanded the focus to appreciate the similarities and differences of Indigenous experiences in other areas of the Pacific Rim, such as British Columbia First Nations, Native Hawaiians, the Maori of Aotearoa New Zealand, and other South Pacific island nations.

Required book-length texts were *Decolonizing Methodologies* (Smith); *Tuamaka: The Challenge of Difference in Aotearoa New Zealand* (Metge); *Ka Whawhai Tonu Matou / Struggle Without End* (Walker); *Peace, Power, Righteousness: An Indigenous Manifesto* (Alfred); *An Indigenous People's History of the United States* (Dunbar-Ortiz); and *Lighting the Eighth Fire: The Liberation, Resurgence, and Protection of Indigenous Nations* (Simpson).

The program emphasized student-centered research skills: in the second half of winter quarter and first half of spring quarter students worked on an independent research project concerning Indigenous nations in the Pacific region, visiting Indigenous communities, events, and sites, and writing weekly updates and analysis on the class website Forum. Students were required to attend seminar twice a week, as well as several weekly lectures and workshops. Students wrote twice-weekly responses to the texts, and two brief formal synthesis essays. They completed two quizzes, a revised academic statement, a research journal throughout the project period, a self-evaluation, a formal presentation on their research, and a 15-20 page final research paper.

EVALUATION:

Written by: Kristina Ackley, Ph.D.

Jessica Cook has a very good foundation in understanding the colonization and decolonization of Indigenous peoples, and the legacy of past cultural, political, economic and environmental policies in present-day Tribes and First Nations, and Maori and Pacific Islander communities. Jessica attended nearly all program activities: faculty lectures, films, workshops, guest speakers, and took very good notes. She is a diligent student with a strong sense of purpose.

Jessica participated in the twice-weekly seminars on the readings, offering thoughtful insights drawing from her knowledge and life experience. Students wrote short papers on each of the seminar book readings. Jessica submitted all the assigned seminar papers. She is encouraged to respond to her fellow students online. In her discussion of Duneier, *Sidewalk*, Jessica clearly linked the text to broader social justice issues, writing, "But what I find most intriguing is the way in which a person thinks feels and perseveres through inequalities such as education, sex orientation, gender, race and class. I find that these are not just issues that occur at the busy intersections of Eighth Street, Greenwich Avenue and Sixth Avenue. These are the global issues that exist in the past and the future." The first half of winter quarter was largely spent preparing for the project period. Jessica developed a project proposal that



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included general research questions, plan of action, and annotated bibliography. She also wrote two very good practice journals. Jessica developed a proposal for a project to better understand the role of the federal government in tribal social service programs. Her first draft was very general, but she moved to focus her studies very well. She completed the required weekly online reports that were required of the project period but nearly all were late, limiting her ability to give and receive feedback from faculty and classmates. Upon returning from the research trip, Jessica developed a first draft of the project research paper, and a project briefing for the class report.

In spring quarter, Jessica completed the research paper entitled "The Indian Child Welfare Act and the Struggles it Faces" and at the end of the quarter presented it to the class as part of the "Cultural Education" panel. She gave an overview of the tension between tribal sovereignty and the federal government, and included three case studies. Jessica argued, "Native children sometimes fall through the cracks even though there are federal laws that are put in to place to protect Native American children and communities. These communities have been affected by the loss and disappearance of the native children in their communities. Tribal parents see their children as their future leaders, because their children represent the heart of their communities. Without the children, tribes cannot work like a system because the children are the future leaders." Overall, the paper represented significant progress in developing Jessica's voice as a writer and developing a focused thesis. She is encouraged to continue to build her critical analytical and writing skills.

Jessica is an insightful and promising scholar who was an important part of the learning community. She compiled a portfolio of the quarter's work, including a draft of the required Academic Statement.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 32

- 4 - Maori History, Society, and Politics in Aotearoa / New Zealand
- 4 - Introduction to Qualitative Research Methods
- 8 - Native American Studies: Introduction to Tribal Social Services and Governance
- 8 - Independent Study in Indigenous Studies
- 4 - Comparative Indigenous Studies: Pacific Rim
- 4 - Expository Writing



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September 2014 - December 2014: Food: Coevolution, Community and Sustainability

16 Credits

DESCRIPTION:

Faculty: Karen Hogan, Ph.D.; TJ Johnson, MES; and Lori Blewett, Ph.D.

We studied food through the lenses of science and policy, and incorporated political, economic, historical, anthropological, and communication studies perspectives. We focused on how policies at various levels affect access to food, food quality, and food costs. We examined origins of the current global food system and the challenges and opportunities of creating a more equitable food system at the local, national, and global scale.

We studied the composition of basic food molecules such as carbohydrates, lipids, proteins, vitamins, and minerals, and learned how we metabolize these molecules for the energy and material needed to build and maintain our bodies. We considered the role of diet in human evolution, and the effects of food systems on global change through greenhouse gas emissions and inputs of reactive nitrogen into the biosphere. Students applied scientific concepts learned in lectures to experiments in the laboratory and kitchen.

On field trips to local organic and conventional producers of vegetables, eggs, meat, and dairy, we observed food production and processing, and learned from growers how food policies affect their production decisions and their lives. Program themes were reinforced in workshops and seminar discussions of various books. Formal approaches to systems theory and experience constructing computer models provided a unifying framework for understanding and integrating various perspectives.

Students learned to evaluate arguments and evidence critically. They developed skills in persuasion and public speaking, and put these skills into practice in a mock legislative hearing on food policies, and a debate on the role of agriculture in global climate change. Through multiple essays, students also practiced critical analysis, synthesizing program content, constructing logical and persuasive arguments, and documenting sources and evidence.

EVALUATION:

Written by: Karen Hogan, Ph.D.; TJ Johnson, MES; and Lori Blewett, Ph.D.

Jessica met most of the requirements for this program. When present she was consistently engaged in learning, especially during workshops and small group activities.

Jessica's lecture and reading notes show that she was attentive in class and put effort into learning the material. She demonstrated a developing familiarity with the material on soils and plant mineral nutrition, greenhouse gases, and the role and responses of plants in global climate change that we studied. She was introduced to topics concerning food molecules, human nutrition, and metabolism, and will benefit from further attention to details. She is gaining experience in analytical approaches and in constructing mechanistic, scientific explanations of processes.

Her responses on the midterm exam suggest she is still working toward a clear understanding of the legislative process and the policy and economic context of food systems. In her five page essay analyzing the sources of her food and how public policies and economics shape food systems and her consumer choices, Jessica demonstrated active engagement with program content, although the essay needed more careful editing and would have been improved by exploring connections between her food choices and food systems and policy. In our simulated legislative hearing on the Farm Bill, she delivered somewhat effective testimony, and her written reflection of the activity was thoughtful and demonstrated clear learning.



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Jessica's final integrative essay on a specific food product was fairly well organized, but needed a clear thesis statement and additional editing. The essay demonstrated a very general understanding of policy, economic, and marketing factors associated with the product, and her discussion of nutrition needed additional references to support her discussion. She showed a developing ability to express her topic in using systems concepts.

Jessica demonstrated growing skill in persuasive speaking. Her debate participation showed strong argumentative coherence and good use of evidence. Jessica has become a more confident public speaker, and she is now working on developing a more extemporaneous delivery style.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 5- U.S. Food Policy
- 4- Biology: Food Science, Coevolution, Environment
- 3- Seminar: Food Systems
- 2- Communications: Persuasion
- 2- Systems Modeling



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March 2014 - June 2014: American Frontiers, Homelands, and Empire

16 Credits

DESCRIPTION:

Faculty: Kristina Ackley, Ph.D. and Zoltán Grossman, Ph.D.

In this one-quarter program, students explored the juxtaposed themes of Frontier and Homeland, Empire and Periphery and the Indigenous and Immigrant experience. We used historical analysis (changes in time) and geographic analysis (changes in place) to critique these themes, and turned toward cultural analysis for a deeper understanding of race, nation, class, and gender. We took as our starting point a critique of Frederick Jackson Turner's "Frontier Thesis"—that the frontier is "the meeting point between savagery and civilization"—as a racist rationale for the colonization of Native American homelands. We studied how place and connection is nurtured, re-imagined and interpreted, particularly in Indigenous and recent immigrant communities. We connected the ongoing process of "Manifest Destiny" in North America and subsequent overseas imperial expansion into Latin America, the Pacific and beyond. The colonial control of domestic homelands and imperial control of foreign homelands are both highlighted in recent patterns of recent immigration. These patterns involve many "immigrants" who are in fact indigenous to the Americas, as well as immigrants from countries once conquered by the U.S. military. We heard firsthand the life stories of local individuals and communities to understand their narratives of conflict, assimilation, resistance, and survival. In particular, we examined the overlapping experiences of Native Americans and recent immigrants, and Indigenous territories and migrations that transgress or straddle the international border as defined by Homeland Security. This program offered opportunities for students to develop foundational skills in writing, research, and analysis.

Book-length texts included *Messages from Frank's Landing: a Story of Salmon, Treaties, and the Indian Way* (Wilkinson), *The Legacy of Conquest: the Unbroken Past of the American West* (Limerick), *The Moccasin Maker* (Johnson), *Latino Americans: The 500-Year Legacy That Shaped a Nation* (Suarez), *Transborder Lives: Indigenous Oaxacans in Mexico, California and Oregon* (Stephens), and *Yellow Woman and a Beauty of the Spirit: Essays on Native American Life Today* (Silko), as well as chapters from *Playing Indian* (Deloria), *Devil's Bargains: Tourism in the Twentieth-Century American West* (Rothman), and *Facing West: The Metaphysics of Indian-Hating and Empire-Building* (Drinnon). We learned about local Native nations as well as federal Indian and immigration policy, hosted guest speakers Hank Adams and Maria Trevizo, and viewed documentaries and films. We visited the Squaxin Island Museum, Washington State History Museum, Tacoma Art Museum, historic sites in downtown Olympia, and took an overnight field trip to the Nisqually Nation to visit its community garden and key Nisqually watershed salmon habitat restoration sites. Students were required to attend seminar twice a week, as well as several weekly lectures, workshops, and an outside event related to class themes. Students wrote biweekly responses on the texts based on careful reading of short passages, several written responses and reflections on class workshops and field trips, two brief formal synthesis essays, a final paper and presentation that contextualized the historical roots of a present-day place or issue, and a quarterly self-evaluation.

EVALUATION:

Written by: Kristina Ackley, Ph.D.

Jessica completed *American Frontiers, Homelands, and Empire* with a very good understanding of the juxtaposed themes of Frontier and Homeland, Empire and Periphery, and the Indigenous and Immigrant experience. Jessica illustrated strong preparation in all her work, and showed substantial growth as a scholar.



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Jessica completed all the weekly response papers and is strengthening her writing skills. She has a strong sense of her voice and generally illustrated her perspective very well. She has a particular interest in the interconnection of landscapes and people and she responded well to the texts that explicitly engaged with that theme. In her discussion of Wilkinson, *Messages from Frank's Landing*, she insightfully linked the past to the present in considering the direct political action that helped ensure Nisqually treaty rights. In her first synthesis paper, Jessica illustrated the foundations of an interesting analysis, and is encouraged to structure her essays so that her thesis is clearly evident and supported.

Jessica was an engaged participant in seminar, and is really building confidence in her voice. She had excellent contributions to the online discussion, posting informative and thoughtful comments to her classmates. During the final presentations, Jessica was attentive and engaged, providing peer feedback that was both supportive and constructive. She had very good attendance and took detailed notes.

For her final project, Jessica researched and completed a solid final paper and presentation that linked droughts in Oklahoma to climate change. She argued that climate change must be viewed as the most urgent public concern today, and had a number of ideas on proactive ways to address it. Overall, she would benefit by extending her research and moving from description to analysis. Jessica presented her information well to the class and responded very knowledgeably to questions.

Jessica is an insightful and hardworking student who is making strong academic progress. She was a valued member of the learning community.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 4 - U.S. History: Native Nations and Immigration
- 4 - Native American Studies: Treaties and Federal Indian Policy
- 4 - World Geography: Boundaries and Imperial Expansion
- 4 - Immigration Studies: Migration and Labor



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January 2014 - March 2014: TRiO at Evergreen: Deconstructing your Academic Experience and Understanding the Financial Cost

2 Credits

DESCRIPTION:

Faculty: Felix Braffith MiT

The purpose of this TRiO at Evergreen course is to provide eligible students with the academic supports, tools, and resources to understand the financial cost of their education. Over the quarter students will access resources and staff that will allow them to identify the most effective means for funding or reducing the cost of their education at Evergreen. Selected lessons developed by *Khan Academy's Better Money Habits* and the *New York Times Financial Literacy Curriculum* will support the development of each student's knowledge, competencies, and skills directly related to understanding how finances influence their educational and life decisions. Additionally, students will participate in academic workshops that support the development of their writing and communication skills. Weekly required readings and writing prompts will promote growth in higher order thinking, such as critically responding to texts, analyzing and synthesizing resources of financial information. Participation in the 2014 TRiO Civic Engagement and Advocacy Day will be the culminating service learning experience for the students.

EVALUATION:

Written by: Felix Braffith MiT

Jessica Cook has completed **TRiO at Evergreen: Deconstructing Your Academic Experience and Understanding the Financial Cost**. The course content supported the development and submission of a capstone synthesis essay. Her essay connects the most critical themes of the course to the complex and diverse experiences students face funding their educations. She also submitted multiple scholarship essays that focus on her personal experiences, commitment to community service and future aspirations. She attended most class sessions and completed the most critical assignments from the *New York Times Financial Literacy Curriculum*.

In weekly reflection response assignments Jessica demonstrated an excellent understanding of self reflection and critical analysis that would best prepare her for the financial challenges she will face while participating in the higher educational system as a first generation college student. Participation in the TRiO Civic Leadership Conference allowed her to think about solutions to the increasing financial challenges TRiO students face funding their educations.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2

2 - Financial Literacy



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September 2013 - March 2014: Bella Bella or Bust - 2014

32 Credits

DESCRIPTION:

Faculty: Gary Peterson, MSW; Yvonne Peterson, MA; Michelle Aguilar-Wells, MPA

Students in the **Bella Bella or Bust** program learned how to do research in a learner-centered environment. Using essential questions, historic timelines, film and film documentaries the program analyzed the encounter from 1492 (especially studying the northwest region of the United States and British Columbia, Canada); laws, policies, and lived experience of tribal people from 1854 to 2013; and related tribal governance/rights, state agreements and memorandums of understandings. Students worked on indigenous arts projects (including learning the Twana Paddle Song) to begin to understand the challenges of reclaiming ancient knowledge (tribal people refer to this knowledge as having been asleep and now it is time to begin the waking process), and through community service to answer the question – how does one move to ally-ship with indigenous people and begin preparation for the historic journey from coastal villages of Northwest Washington to Bella Bella in British Columbia, Canada?

Indigenous art activities extended learning across significant differences in terms of “reclaiming” tribal art techniques, protocol of art products within the structure of contemporary tribal gatherings, and students learning to recognize, respect and bridge differences. Students learned how the steps of colonization, assimilation practices within bureaucratic structures for Indian people, forced attendance at boarding schools, and laws and policies eliminated the art of American Indian people. The work of the students this quarter was to recreate how tribes have managed to reclaim wood and carving traditional arts connected to canoe families and the paddle journeys. Projects included clappers, Push Up the Sky Poles, dance paddles, and drum making/beaters. Students applied their knowledge from the analysis of history, creation stories, the Twana Paddle Dance song, and art icon references to complete painted wood projects with contemporary cross-cultural designs. Students had to develop one’s perspective by creating or exploring personal beliefs about Indigenous art and then move to synthesize regarding their art products. Students completed an additional five items to practice “gifting” within the protocol of a canoe family’s responsibility to host other tribes.

While building a learning community fall quarter, students engaged in the academic work of how to effectively use research methods using essential questions to focus their independent projects, write reflective essays about the academic topics for each week, move critical thinking theory to praxis, utilize Bloom’s Taxonomy, move River of Culture historic date to academic project timelines, and use educational technology. A theory to praxis workshop allowed learners to engage with topics facing them in their work environment. Over the quarter, there was an emphasis on Indian Child Welfare, Indian Education, and early childhood education (specifically how early child education laws, policy, and social justice curriculum have developed in the United States). While establishing an environment of collaboration, students identified topics of mutual interest and acted as partners in the exploration of those topics.

In the fall, participants responded to 4 questions to focus academic projects. Individually and in small study groups, learners identified resources, resource people, developed the historical background for their project, completed an integrative review of the literature and data collection, initiated their academic project, and faculty and student colleagues responded to the wording of essential questions and academic essays to help an individual guide academic work. Academic projects were reported on during weeks 9 and 10. Several students opted for in-program internships, moving theory to practice in work environments and allowing them to share what they learned by reporting back to the program. Students extended academic work by participating in the following workshops: 6th Annual Northwest Conference on Teaching for Social Justice; Chris Crass – Towards Collective Liberation; Day of Dialogue –



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Conversations and Experiences with Reggio Emilia Inspired Programs; AFSC Doctrine of Discovery and American Indians; What About Those Promises? (Point Elliot Treaty of 1855-Lummi Tribe); and Pauline Hillaire: A Totem Pole History: The Work of Lummi Carver Joe Hillaire.

Texts included: *A People's History of the United States*, Zinn; *Pedagogy of the Oppressed*, Freire; *Listening Is An Act of Love*, Isay; *Breaking Ground, The Lower Elwha Klallam Tribe and the Unearthing of Tse-whit-zen Village*, Mapes; *Doctrine of Discovery*, Miller; and books by Pelo for future ECE/K-12 educators: *Rethinking Early Childhood Education*; *The Language of Art: Inquiry-Based Studio Practices in Early Childhood Setting*; and *Season by Season the Year Unfolds: A Guidebook for Developing an Intentional Culture In Early Childhood Programs*.

Winter quarter, students used the book *The Color of Wealth* by Meizhu Lui, Barbara Robles, Betsy Leondar-Wright and Rose Brewer to study U.S. history and policies regarding wealth accumulation and asset building ability in minority communities in the United States. Using this foundational academic source - students expanded their knowledge through economic development project proposal exercises that reviewed the factors that affect economic development on different reservations and communities in the U.S. Some students used the information to enhance and expand their individual projects. In reviewing possible solutions to the wealth divide, students explored grant writing and received two days of training from a Washington State grant writer. Through the book *Reservation Capitalism* by Robert J. Miller, tribal speakers, tribal journey documentary films, youtube videos, and personal research, students explored the economic, social, and cultural impacts of tribal journeys and wrote an analysis loosely based on a modified cost benefit model. Students submitted weekly formal reflective analysis essays summarizing new learning.

Regarding history, students extended their learning from fall quarter, working in groups to demonstrate integrative, independent, critical thinking. Students reported on their progress for their independent projects and/or gave full reports on completed work. Students reviewed another form of oppression (including laws, policies, and lived experiences) – slavery – and how Abolitionists worked to abolish it. Students learned how language used in political discourse in contemporary times comes directly from George Wallace's defense of segregation during the integration movement in Alabama. They learned about movements for change and the importance of understanding your own position on issues and why you hold that position. Students, when applying Paulo Freire's thinking, learned that from his perspective on oppression, if they view themselves as bystanders they are siding with the oppressor. Students compared analogous situations and practiced transferring insights to new contexts in their writing (essential questions and reflective essays).

Using the text *Robes of Power, Totem Poles On Cloth* by Doreen Jensen and Polly Sargent, students worked with felt, wool, glass beads, and abalone buttons to re-create embellishment art (a form of graphic and narrative art) unique to the Indian culture of the Northwest Coast. In a culminating reflective essay, students highlighted several points about button blanket art, and described and quoted from the text how Northwest Coast Indian groups define the history and use of ceremonial robes and button blanket art. And, explained contemporary use of button blanket art and ways gifting relates to the past and present Indian way of life in the Pacific Northwest Coast. Further, students identified ways Puget Salish button blanket art has flourished. In poetic form – students related reclaiming issues to the contemporary art of learning button blanket art in the Bella Bella or Bust program. Projects included pouches and table runners for the practice of "gifting" to local canoe families making the trip to Bella Bella during the summer of 2014. Students had the opportunity to work with beads to make medallions and bead items for personal use. Students extended their learning by hosting the program event *Generations Rising – Tribal Youth Make Art* day in the longhouse.

Theory to praxis topics focused on: River of Culture and updates of ICWA and NICWA reporting form(s), advocacy and allyship regarding historical/political issues as outlined in the Bella Bella or Bust program,



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vocabulary unique to the program, Early Childhood Education and neurodevelopment or visual function (*Red Flags for Primary Teachers* by Katie Johnson) and inclusion education models (*You Can't Say You Can't Play* by Vivian Paley), and the National Native American Boarding School Healing Coalition Project (NARF).

Students extended academic work by participating in the following workshops: Boldt40, Decolonization and Transformative Justice facilitated by Danica Brown, International Day in Solidarity with Leonard Peltier, Paul Gunn Allen Film/Workshop, TESC woodshop orientation, and the Indigenous Lobby Day at the State Capitol. Speakers included: Squaxin Canoe Family, Squaxin Tribal Council representatives and staff, Quinault Canoe Family, Patti Elofson from the Lower Elwha Klallam.

EVALUATION:

Written by: Gary Peterson, MSW

Jessica, an excellent student, was in the program fall quarter, 2013 and winter quarter, 2014. Her area of interest was federal laws and policies, with a focus on the Indian Child Welfare Act of 1978. Jessica was a pleasure to have in class. She related positively to other students, contributing greatly to a sense of "community" in the class, often lingering after class to carry on discussions with students and faculty. She thrived in the loosely structured program, taking charge of her own education and applying critical thinking skills, learning theories, Bloom's Taxonomy for example, and applying Maslow's Hierarchy of Need in social work situations.

She learned about Indian history in Western Washington, Treaties, problems created by White settlement in the area, and how Tribes struggled to cope with rapid, lasting change. Utilizing the "River of Culture" model, she learned about white settlement patterns in Western Washington and the problems they created for Indian people in this area and how they still reverberate in Tribal communities today. She learned about the European origins of the Doctrine of Discovery, how it related to US exploration, settlement, Lewis and Clark's expedition, and federal policy, relating to Native Americans, that evolved and is still in use today.

Jessica learned that tribal programs and others view art and indigenous art as healing, therapy. Tribal domestic violence programs, for example, offer traditional art classes for domestic violence survivors as a form of art therapy. Jessica experienced the dynamics of the therapeutic process as students, during the art activities, conversed with each other, offered assistance to each other, offered encouragement, and felt the satisfaction of completing a project. Students worked together to create a skit for the "push up the Sky" story, created the props for the story, and in small groups, presented their skits to other students in the program.

Jessica was a very capable workshop leader and public speaker. Her skill was evident in classroom discussions as she consistently engaged in discussions on often sensitive subjects, such as race and identity, raising questions, seeking clarity, and presenting her own thinking. She gave presentations on independent projects for both quarters that were well thought out, meticulously prepared, and effectively presented. She moved around the floor during her presentations, utilized PowerPoint without just reading it, and engaged the students in the discussion. She was comfortable leading a question and answer session after each of her presentations.

Jessica wrote a "Where I am From" poem which she shared with the other students in the class. She made an audio-visual recording of her poetry and found that she is comfortable speaking before a camera with the rest of the students in the class observing.



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Moving theory to practice she learned about culture, cultural competence, Native American culture, and applications in social work practice. She learned about the dynamic of cultural appropriation in order to recognize it and respond when she encounters it.

She learned about the need for the Indian Child Welfare Act, passed in 1978, and the provisions of the Act. She learned about cultural differences that impact the provision of social services in tribal communities; through other students' work and reports, she learned about a current US Supreme Court case, the Baby Veronica case, that demonstrated the prevalence of the need for the Act today.

The National Indian Child Welfare Association (NICWA) offers an online Indian Child Welfare Certification Course that provides basic skills for the growing and changing field of tribal child welfare. Those skills include: the history of a federal law passed in 1978, the Indian Child Welfare Act; why it was needed; its purpose; how it works and performance steps in implementing The Act. Jessica completed the online course, earning a certificate of completion, as foundation information for serving tribal children and families. She also gained familiarity with the preeminent Indian Child and Family advocacy organization in the United States, NICWA.

Jessica attended the Grant Writing Workshop and learned about the process of writing grants, understanding the language, and organizing and researching for the preparation of application development. She learned introductory information on modern reservation economies.

Jessica met all of the requirements of the program. She finished the quarter in good standing and the following credit equivalencies are recommended:

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 32

- 4 - Pacific NW History: 1828-2013
- 8 - Native American Studies: Encounters, Laws, Policies, Lived Experience
- 4 - Political Science: Social Justice
- 4 - Art: Native American, NW Coast
- 4 - Art as Group Therapy
- 2 - Grant Writing
- 6 - Social Work: The Indian Child Welfare Act, Act History



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Student Self Evaluation for Bella Bella or Bust - 2014

09/2013 - 03/2014

Jessica Cook

12-19-2013

Self –Evaluation

This quarter I took a program called Bella Bella or Bust. I really enjoyed learning about the Native Americans history and the treaties rights that has affected most if not all Native Americans. I took an on-line certification on the Indian Child Welfare Act of 1978. I worked on my vocabulary, Beliefs and theories, Credibility's of all sources of information, generating an assessing solution and Evaluating actions and policies. I found that it was very emotional for me personally; it made me think differently about the rights and treaties of Native American people that are still experiencing problems with our government such as not obeying treaty rights, taking away parts of reservation for their own use or the use of other non-Indian people taking Indian land and the government not following the Indian Child Welfare Act. It made me clarify and question my own beliefs about our government.

I learned how to do Native American Art, which was really special for me because I enjoy expressing my artistic side and I enjoyed participating with other classmates. Our class made beautiful drums and paddles. I was really impressed in how mine turned out. I learned the importance of making good friends and working with the community will help me in my focus with social work. I really wish we had more time to learn just about the Indian Child Welfare Act other than that this class was amazing.



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April 2013 - June 2013: TRiO at Evergreen: Understanding and Deconstructing your Academic Experience

2 Credits

DESCRIPTION:

Faculty: Felix Braffith MiT

During the Spring quarter TRiO students were provided the opportunity to develop or enhance their technical and reflective writing skills. Students created resumes and cover letters that aligned to their academic pathways. They also learned how to access support services in the Career Development Center and in the Center for Community Based Learning and Action to supplement their academic experience at Evergreen. The content of the course supported each student's journey at Evergreen through self-reflection and prospective career analysis.

EVALUATION:

Written by: Felix Braffith MiT

Jessica Cookhas completed the *TRiO@Evergreen: Understanding and Deconstructing Your Academic Experience* course, and is awarded 2credits. The course supported the development and submission of cover letters and resumes for prospective employers while exploring topics such as understanding the application process, interviewing strategies, and networking. She attended most class sessions and completed the most criticalweekly assignments in (WOIS) Washington Occupational Informational System. Sheresearched careers, created goals, and made educational plans to better understand how a liberal arts degree enhances future career opportunities.

In weekly reflection response assignments Jessica demonstrated a solid understanding of the skills and experiences that would best prepare her for a transition into the workforce or future internships. Participation in class discussions, employer panels, and workshops allowed her to identify a sustainable career pathway.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2

1 - Reflective Writing

1 - Technical Writing



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April 2013 - June 2013: Student-Originated Studies: Environmental Education, Natural History and Related Fields

16 Credits

DESCRIPTION:

Faculty: Jeff Antonelis-Lapp, M.Ed.

Student-Originated Studies: Environmental Education, Natural History and Related Fields was an all-level, 16-credit, one-quarter program that challenged students to further develop as environmental or outdoor educators and/or as natural historians. Most of the students had participated in the Nisqually River program during winter quarter 2013, acquiring relevant foundational knowledge and field experience, and nearly all came to the program with pre-arranged internships or firm project plans for the quarter. Students proposed, undertook, completed and evaluated projects and internships that drew widely from the fields of environmental and outdoor education (in both formal and nonformal settings), natural history field work that included a Grinnell-based journal approach, and related fields. Sample projects included a natural history blog and guide to New York's Manhattan Island, natural history studies of south Puget Sound and the Olympic Peninsula, and creation and implementation of curricula for a kindergarten classroom, middle school science classes, a correctional facility, and a mountaineering course for Evergreen students. Internships and volunteer work included a service project with orphaned elephants in Zambia, work at a wildlife rehabilitation center, an education ranger internship at Mount Rainier National Park, design and installation of a demonstration prairie garden for the US Fish & Wildlife Service, and internships with museums, environmental education organizations and camps in and beyond the Puget Sound region.

During weeks one and two, students used a process identical to Evergreen's Individual Learning Contracts to propose and plan their projects and internships. A peer review component helped fine tune learning objectives and activities. During weeks 3 thru 9, students posted regular updates of their work, an outlook for the coming week, and responded to each others' posts. Seminar readings included a variety of peer-reviewed articles on the value of practicing natural history, the concept and roots of environmental education, and best practices for environmental educators. In addition to seminar response papers, students completed mid-quarter self-evaluations to assess and re-direct their projects and drafted a project report which was peer-reviewed before producing a final version. During week 10, students participated in a daylong symposium during which each presented on their project or internship, aiming to locate themes and trends to guide their future work and studies.

EVALUATION:

Written by: Jeff Antonelis-Lapp, M.Ed.

Jess entered Student-Originated Studies: Environmental Education, Natural History and Related Fields as a student continuing from the winter 2013 program, The Nisqually River: From Mountain Goats to Geoducks, ready to take advantage of the opportunity to create and chart her own course of study. Students were instructed to plan their projects or internships in advance, and Jess seized the opportunity to intern with South Sound Green, a local environmental education organization, and to extend her natural history journaling skills.

During the course of Planning, Implementing and Evaluating Self-Directed Projects, Jess attended most of the class sessions and completed some of the required work, including a mid-quarter self-evaluation, a written project report and an oral project presentation. Jess initially experienced a lack of sufficient structure in her plan, but this was remedied when she received a regular work schedule for her internship and planned her natural history field trips accordingly.



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Jess worked under the direction of South Green's Program coordinator Stephanie Bishop in field and office work associated with water quality monitoring and environmental education for students in grades 4-12. Springtime at South Sound Green is dominated by their Nearshore field trip program, where participating students observe and learn about marine creatures at a local marina and beach. Trips were preceded by a classroom lesson to prepare the students for their field learning, and Jessica assisted with both the classroom visits and the field trips. She helped students collect plankton and test the clarity of the water with a Secchi disk and helped students find and identify creatures on the beach at low tide. In addition, Jessica helped create marine creature identification cards for the Nearshore trips, entered evaluation information into a database, and conducted some research on outdoor camps.

During her time at South Sound Green, Jessica willingly took on any tasks asked of her, from data entry to co-leading a field exploration with students. She clearly moved out of her comfort zone to learn new skills through this internship such as working as part of a team and speaking in front of groups of both adults and students.

Stephanie enjoyed having Jessica join the South Sound Green team for the spring quarter and noted that she contributed to the program, had a positive attitude and gained new skills and knowledge of marine organisms, environmental education and public speaking. (End of paraphrase of Stephanie's comments)

For Natural History: The Trees of the South Puget Sound Region, Jess extended her natural history skills in observing, recording and journaling by creating species accounts and drawings of 16 common trees of the region. She supplemented her work with six sit spot entries, using a modified Grinnell-style that demonstrated a solid understanding of the process.

Jess met the requirements for Student-Originated Studies: Environmental Education, Natural History and Related Fields and earned 16 credits for spring 2013.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 4 - Planning, Implementing and Evaluating Self-Directed Projects
- 8 - Internship: Environmental Education with South Sound Green
- 4 - Natural History: The Trees of the South Puget Sound Region



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Student ID

January 2013 - March 2013: The Nisqually River: From Mountain Goats to Geoducks

16 Credits

DESCRIPTION:

Faculty: Jeff Antonelis-Lapp, M.Ed.

The Nisqually River: From Mountain Goats to Geoducks was an all-level, 16-credit, one-quarter program that studied the Nisqually River watershed in multiple contexts. Topics included its natural and human history, the common birds of the watershed, and the partnerships and projects that make it an international model of collaboration in watershed restoration and stewardship. A key thematic question asked was, "What makes the Nisqually River watershed a national model of restoration and protection, and what attributes of its stakeholders' success can be applied to any community-based project?" In learning about the watershed's various initiatives, students were introduced to environmental education and had several opportunities to work with students in grades 4-12. We also hosted the Student Green Congress, during which 400 students came to campus to present the results of their water quality monitoring tests.

The program began by focusing on building a cohesive learning community, highlighted by a full day on the college's Ropes Challenge Course. Other foundational work included an introduction to natural history journals and the natural history of western Washington birds. Over the course of the quarter, students completed five sit spot assignments designed to heighten their observational skills, all of which were documented in their natural history journals. The journals used a modified Grinnell system and also included seven entries that reconstructed days in the field (three at the Nisqually National Wildlife Refuge, the river's estuary) and species accounts of at least three common birds. Five day-long field trips, regular sight list lectures, labs, quizzes and a final exam challenged students to learn 70 common western Washington birds and some life and natural history information of select species.

To test their new learning of birds and to build skills as environmental educators, students worked in teams to create a Difficult Birds Teach Out, in which they created activities to teach their classmates how to distinguish similar, hard-to-identify birds in the field. Students also created teach outs for the Student Green Congress, which they piloted with their classmates and then led at Green Congress. Students hosted the day-long conference on campus, supporting workshop facilitators in the morning sessions and leading teach out activities in the afternoon. To learn other environmental education techniques, students were trained and then participated in two days of water quality monitoring with students in grades 4-12 throughout the Nisqually watershed. As follow-up activities, students used Adobe Illustrator to create classroom posters explaining the water quality tests and highlighting flora and fauna of the area.

A three-day field trip provided students an opportunity to float a section of the Nisqually River with a professional outfitter, tour the Tacoma Public Utilities' Alder Lake Dam facility, tour the Mashel River and Ohop Creek restoration sites, and snowshoe at Mount Rainier National Park, headwaters of the Nisqually River. Other activities during the quarter included guest lectures on Native American leadership, salmonid life history, stream ecology, geologic hazards, archaeology and environmental education initiatives in the Nisqually watershed.

Seminar readings included *Nisqually Watershed: Glacier to Delta* by Gordon, *Messages from Frank's Landing* by Wilkinson, *A Sand County Almanac* by Leopold, *Last Child in the Woods* by Louv, *Ecoliterate* by Goleman and the case study *The Return of a River: The Nisqually Tribal Challenge* by Robinson and Alesko. Supporting texts included *Plants of the Pacific Northwest Coast* by Pojar and MacKinnon and *Cascades-Olympic Natural History* by Mathews. Videos included *River of Kings*, parts 1 and 2 from the PBS series *Saving the Oceans*, *As Long as the Rivers Run*, and *Green Fire*.



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In addition to creating natural history journals and regular reflection essays, students wrote and revised essays on *My Land Ethic*, *My Environmental Autobiography*, and *My Environmental Action Manifesto*. Using a process of writing that included brainstorming, forming and drafting, revising, editing and proofreading, students participated in peer review sessions to give and receive constructive feedback. In-class readings of the essays gave the students an audience as they articulated their foundational experiences in nature and connected them to future plans and ideas.

EVALUATION:

Written by: Jeff Antonelis-Lapp, M.Ed.

Jess entered *The Nisqually River: From Mountain Goats to Geoducks* as a student fairly well prepared to take full advantage of all learning opportunities in the program. She was a conscientious student who maintained a satisfactory attendance record and completed assignments on time, in a thorough and thoughtful way.

For Historical and Contemporary Issues in the Nisqually River Watershed, Jess demonstrated a very good grasp of the key ideas, including the history of the Nisqually Indian Tribe, the effects of European American settlement in the 19th and 20th centuries, and issues and events concerning treaty rights in the 20th century. She was keenly interested in the recent and ongoing restoration projects but showed just a fair ability to translate those concepts and her experiences into highly personalized essays that captured the essence of social justice, environmental education and action. Jess understands the need to further develop her vocabulary and spelling and make use of the Writing Center as she develops as a writer; she is fully committed to these ends.

In Natural History Field Work and Journaling, students learned the process and practice necessary to create a highly detailed natural history journal. Built on sit spot assignments designed to heighten observational skills and field entries precise enough that a reader could reconstruct the author's field time, students were encouraged to create natural history journals with rich detail, narrative and reflections. Jess had a basic understanding of the assignment although some of the required elements were absent in the mid-quarter journal check. She made some improvements for the end-of-the-quarter journal check, but her work would have benefitted from more observations in the commentary sections and improved legibility and spelling.

The Natural History of Western Washington Birds challenged Jess to learn to identify nearly seventy common birds of the area and learn some natural and life history information about selected species. From her work in the field, in labs and on quizzes and exams, Jess managed a tenuous grasp of the material.

Special Projects in Environmental Education invited Jess to approach the work in a variety of ways. She responded well to the work of supporting water quality testing for elementary and middle school students, demonstrating an ease in working with students in the field. She showed a high degree of teamwork on her team's salmon poster, and contributed on the difficult bird teach out to help classmates differentiate greater and lesser scaup in the field. Finally, she also contributed to the Green Congress teach out for elementary school students, Pin the Bill on the Bird.

As a result of her work this quarter, Jess strengthened her knowledge of the history and issues around the Nisqually River watershed restoration and protection, gained skills in natural history field work and journaling, learned and taught the natural history of common birds of the area, and created and supported environmental education activities and learning materials. She was an engaged and valued participant in all program activities and earned the full 16 credits for *The Nisqually River: From Mountain Goats to Geoducks* for winter 2013.



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SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 4 - Historical and Contemporary Issues in the Nisqually River Watershed
- 4 - Natural History Field Work and Journaling
- 4 - Natural History of Western Washington Birds
- 4 - Special Projects in Environmental Education



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September 2012 - December 2012: Dancing Molecules

13 Credits

DESCRIPTION:

Faculty: Rebecca Sunderman, Ph.D.; Kabby Mitchell, M.F.A.

This interdisciplinary program incorporated the basic languages of dance and chemistry. Standard GOB (General, Organic, and Biochemistry) Chemistry was explored in context of both movements in chemistry - energy, conductivity, solubility, reactivity - and the chemistry that enables the body to move - carbohydrates, lipids, and proteins. In the lab students completed experiments involving measurements and density; solutions and solubility; bonding and reactivity; mass and mole relationships; blood typing and microscopy; essential oil extraction; and saponification. In the Movement workshop, students were introduced to basic modern dance concepts, learned choreography and integrated themes of science and dance for their final presentations. To prepare them for this venture, they also learned about historical figures of the 20th century in modern dance that helped to shape the genre by viewing lectures and films. Overlapping issues of privilege, stereotypes, and accessibility to the fields of science and dance were also explored. The program approached learning through a variety of modes including lectures, workshops, labs, movement sessions, field trips, seminar discussions, short essays, and group projects.

EVALUATION:

Written by: Kabby Mitchell, M.F.A.; Rebecca Sunderman, Ph.D.

Jessica Cook was a student enrolled in Dancing Molecules Fall Quarter 2012. Jessica attended all classes, participated in all seminars, handed in all required assignments and successfully completed the quarter. It was evident from seminar and classroom discussions that Jessica gained a greater understanding of the material covered throughout the quarter.

The science portion of the program proved challenging for Jessica. Although she struggled with the homework and the final exam, Jessica's science knowledge did grow dramatically this quarter. The laboratory was Jessica's strength. Her initial hesitance morphed into confidence in the lab setting. By the end of the quarter she appeared comfortable in the lab space and eager to apply text book topics in a hands-on situation. Her lab submissions improved in depth of detail as the quarter progressed. Further emphasis on narrative explanations for observed phenomena is recommended.

Jessica was a conscientious student in the dance workshop, who mastered the warm-up and executed the choreography to the best of her ability; she also was very collaborative in all the classroom activities assigned. I especially appreciated her enthusiasm for the choreographed dances. Jessica's end of the quarter collaborative presentation entitled "A Penny in Change" was a dance expressing the color of the process of changing the copper penny's color to gold; Jessica represented the boiling water with zinc. In their dance, there were delightful music choices that stemmed from Latin to hip-hop, and the themes explored were expressed well in movement and in their costume choices. The choreography clearly illustrated her ability to collaboratively integrate science and dance themes well.

Overall, I am impressed with Jessica's thirst for knowledge and the hard work she put towards her learning to integrate the themes offered in our program. In her last essay, she spoke to the injustice that Henrietta Lacks' endured; but what was impressive is that Jessica did research and found a video of Lacks' daughter speaking and some of the doctors who were involved in discovering her cells, and the significance it meant to science. Jessica has been challenged with her writing this quarter, but nevertheless continues to show improvement from week-to-week. I encourage Jessica to stay on this path to continue with her progress.



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SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 13

- 4 - Principles of Chemistry with Lab
- 4 - Introduction to Dance
- 3 - Collaborative Movement Project with Performance
- 2 - Introduction to Social Justice



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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.