

# Official Academic Transcript from Evergreen State College

## Statement of Authenticity

This official academic transcript has been delivered to you through eSCRIP-SAFE, the Global Electronic Transcript Delivery Network, provided by SCRIP-SAFE International, 136 Commerce Blvd, Loveland, OH 45140, 1-877-204-6176. SCRIP-SAFE has been appointed and serves as the designated delivery agent for this sending school, and verifies this sender is recognized by the accreditation source identified below

This official academic transcript was requested, created, and released to the recipient following all applicable state and federal laws. It is a violation of federal privacy law to provide a copy of this official academic transcript to anyone other than the named recipient.

This PDF document includes: the cover page, the official academic transcript from the sending school, and the academic transcript legend guide.

The authenticity of the PDF document may be validated at [escrip-safe.com](http://escrip-safe.com) by selecting the Document Validation link. A printed copy cannot be validated.

Questions regarding the content of the official academic transcript should be directed to the sending school. For additional information regarding this service, visit [escrip-safe.com](http://escrip-safe.com).

## Sending School Information

Evergreen State College  
Registration and Records  
2700 Evergreen Pkwy NW  
Olympia, WA 98505  
Telephone: 360-867-6905  
School Web Page: [www.evergreen.edu](http://www.evergreen.edu)  
Accreditation: Northwest Commission on Colleges and Universities (NWCCU)

## Student Information

Student Name: Courtney Blair Williams  
Numeric Identifier: A00302469  
Birth Date: Feb 18  
Student Email: [wilcou18@evergreen.edu](mailto:wilcou18@evergreen.edu)

## Receiver Information

[gibbonsr@evergreen.edu](mailto:gibbonsr@evergreen.edu)



## Document Information

Transmitted On: Tue, 31 December 2013  
Transcript ID: TRAN000005234100

Save this PDF document immediately.

It will expire from the eSCRIP-SAFE server 24 hours after it is first opened.  
Validate authenticity of the saved document at [escrip-safe.com](http://escrip-safe.com).

This document is intended for the above named receiver.  
If you are not the identified receiver please notify the sending school immediately.

Transcripts marked 'Issued to Student' are intended for student use only.  
Recipients should only accept academic transcripts directly from the sending school.



# Transcript Delivery Page

The Evergreen State College - Olympia, Washington 98505

|          |          |       |            |
|----------|----------|-------|------------|
| Williams | Courtney | Blair | A00302469  |
| Last     | First    | MI    | Student ID |

## Student Info

|            |                         |
|------------|-------------------------|
| id         | A00302469               |
| name       | Courtney Blair Williams |
| email      | wilcou18@evergreen.edu  |
| birth date | Feb 18                  |

## Delivery Info

|                        |                        |
|------------------------|------------------------|
| to                     | Randee Gibbons         |
| in network - receiver  |                        |
| fice                   |                        |
| out of network - email | gibbonsr@evergreen.edu |



# Record of Academic Achievement

Transcript Summary Document for  
The Evergreen State College - Olympia, Washington 98505

|          |          |       |            |
|----------|----------|-------|------------|
| Williams | Courtney | Blair | A00302469  |
| Last     | First    | MI    | Student ID |

## TRANSFER CREDIT:

| Start   | End     | Credits | Title                     |
|---------|---------|---------|---------------------------|
| 09/2006 | 12/2008 | 90      | <b>Saint Francis Univ</b> |

## EVERGREEN UNDERGRADUATE CREDIT:

| Start   | End     | Credits | Title   |
|---------|---------|---------|---|
| 09/2012 | 12/2012 | 12      | <b>Religion, Society and Change</b><br><i>4 - History</i><br><i>4 - Literature and Writing</i><br><i>4 - Religious Studies</i>                    |
| 01/2013 | 06/2013 | 18      | <b>Undergraduate Research in Civic Intelligence</b><br><i>8 - Social Science</i><br><i>6 - Community Development</i><br><i>4 - Communications</i> |
| 01/2013 | 06/2013 | 16      | <b>Social Imagination and Civic Intelligence</b><br><i>12 - Social Science</i><br><i>4 - Community Development</i>                                |

## Cumulative

136 Total Undergraduate Credits Earned



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

|                         |   |             |                  |
|-------------------------|---|-------------|------------------|
| Williams                | Courtney                                  | B           | A00302469        |
| Student's Last Name     | First                                     | Middle      | ID Number        |
| 20194, 30183            | Social Imagination and Civic Intelligence |             |                  |
| Program or Contract No. | Title                                     |             |                  |
|                         | 07-JAN-2013                               | 14-JUN-2013 | 16               |
|                         | Date began                                | Date ended  | Qtr. Credit Hrs. |

**DESCRIPTION:**

Faculty: Douglas Schuler

Through case studies and theoretical and other readings, students developed a working understanding of the concept of civic intelligence, the capacity of a group to work in effective and equitable ways for the public good. Through readings, workshops, lectures, and documentary films, students learned about a variety of critical challenges facing our society and about past, present, and ongoing attempts to address these problems in ways that display civic intelligence. In the course of the two quarters we explored diverse yet relevant concepts such as social and political capital, online deliberation, power, collective intelligence, gamification, economic cooperatives, creativity, sociology of knowledge, education, patterns and pattern languages, citizen science, and civic ignorance. In addition to writing reading response papers, students also developed more substantial projects. Over the three quarters, these included (1) longer papers that explored civic intelligence; (2) a team project to develop a game that encourages civic intelligence; and (3) an integrative writing project (a "civic intelligence diary") that wove their response papers into one finished essay. In spring, we also undertook two group projects that we worked on collectively over the quarter: (1) an anti-pattern project that cataloged social forces that foster inequality and oppression in order to help us think about possible counter forces, and (2) a rubric that could ultimately be used to evaluate the civic intelligence of colleges and universities. We also saw a variety of documentary films on social change, the 2004 World Social Forum in Mumbai, the Estonian independence movement, the AIDS Movement, and other relevant topics.

**EVALUATION:**

Written by: Douglas Schuler

Courtney was an outstanding contributor to the Social Imagination and Civic Intelligence program over both quarters. Her enthusiasm, good humor, and convivial disposition helped make the general atmosphere safe and vibrant. Although Courtney, being new to Evergreen and to educational enterprises like *Social Imagination and Civic Intelligence*, had some initial anxiety, she quickly jettisoned that and became an absolute guiding star of the program. Courtney turned in her work reliably and made thoughtful contributions in class and his writing was always thoughtful and earnest. In winter Courtney worked with other students on a simple but effective Activist Road Trip game in which players are student activists who are creating a video documentary. The game is cooperative because all players must bring their footage home or the film doesn't get made. Her winter paper on GI resistance was well organized and informative. In class — particularly in collaborative activities — Courtney was active source of good will and good ideas. She was encouraging to everybody and thanked people for their contributions at all opportunities. Her spring quarter summative "Civic Intelligence Diary" paper in which she integrated, organized, adjusted, and augmented prior papers (as was requested) was very successful. The paper hit the high points of the program in a compelling and succinct way. In spring quarter, Courtney contributed generously to our two big collaborative projects, the Wiki-based "anti-pattern" project and our "Civic Intelligence in Higher Education" rubric development. In short, Courtney did an excellent job. She is ready for more advanced work in this area and I expect great things from her.

July 9, 2013

Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

---

|                         |   |             |                  |
|-------------------------|---|-------------|------------------|
| Williams                | Courtney                                  | B           | A00302469        |
| Student's Last Name     | First                                     | Middle      | ID Number        |
| 20194, 30183            | Social Imagination and Civic Intelligence |             |                  |
| Program or Contract No. | Title                                     |             |                  |
|                         | 07-JAN-2013                               | 14-JUN-2013 | 16               |
|                         | Date began                                | Date ended  | Qtr. Credit Hrs. |

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

12 - Social Science  
4 - Community Development

July 9, 2013  
Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

|                         |  |             |                  |
|-------------------------|--|-------------|------------------|
| Williams                | Courtney                                     | B           | A00302469        |
| Student's Last Name     | First  | Middle      | ID Number        |
| 20198, 30187            | Undergraduate Research in Civic Intelligence |             |                  |
| Program or Contract No. | Title  |             |                  |
|                         | 07-JAN-2013                                  | 14-JUN-2013 | 18               |
|                         | Date began                                   | Date ended  | Qtr. Credit Hrs. |

**DESCRIPTION:**

Faculty: Douglas Schuler

The Undergraduate Research in Civic Intelligence program is an ongoing program that students can elect to take for multiple quarters. Depending on focus and commitment in time and energy, the program can be taken for 2-16 credits per quarter. The program is designed to allow students to work with people inside and beyond Evergreen on real-world research and action projects that are primarily student originated. It is designed to help students to improve autonomy and agency as well as developing skills in organizational and workshop design, collaboration, analysis and interpretation, written and oral communication, and critical thinking skills. All work directly or indirectly supported the development, maintenance, and projects of the Civic Intelligence Research and Action Laboratory (CIRAL). Within this broad framework, students worked with teams in one or more "clusters" of topics and activities. The Home Office cluster focused on developing the capacities of CIRAL, while other clusters consisted of collaboration outside the classroom. These include: Chehalis Centralia Ambassador's Project, Citizen Engagement, Food Systems, StoryWorks, Deliberation, Games, Evergreen Revival, and Pattern Languages. Among many other activities, the teams developed resources which they contributed to the online CIRAL repository, interviewed people, created games and zines, established community contacts and projects, and developed workshops. Students taking this program typically are taking or have completed one or more programs at Evergreen that focus on civic intelligence.

**EVALUATION:**

Written by: Douglas Schuler

Courtney was an outstanding contributor to the Undergraduate Research in Civic Intelligence program working in the Civic Intelligence Research and Action Laboratory (CIRAL) over both quarters. She showed diligence, creativity, leadership. From the first day through the last she was engaged and good-humored. In winter quarter Courtney worked in the StoryWorks Cluster working with a developmentally delayed person in a job training setting. After going on an "Activist Road Trip" of Olympia non-profit efforts that was organized by a fellow CIRAL student, Courtney and other students developed the idea of exporting the "ambassador" idea that they had witnessed in Olympia. They then started discussions with people in Evergreen's Center for Community Based Learning and Action and with the people who conceived and are running Olympia's Ambassadors program. Led by Courtney, the team concentrated on the development of a proposal and plan for actually launching an Ambassadors program in Centralia Chehalis. They prepared written material and clear, informative presentations for the project. Now within a relatively short period of time, they have been given the go ahead with a pilot program. Courtney was a dedicated learner and practitioner in CIRAL. As a matter of fact, she was listed by several other people in the program as one of the most inspirational of the students. She is on a great path for continued civic intelligence and I hope to hear of her work in the coming years.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 18**

- 8 - Social Science
- 6 - Community Development
- 4 - Communications

July 18, 2013

Date





The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

|                         |                              |             |                  |
|-------------------------|------------------------------|-------------|------------------|
| Williams                | Courtney                     | B           | A00302469        |
| Student's Last Name     | First                        | Middle      | ID Number        |
| 10194                   | Religion, Society and Change |             |                  |
| Program or Contract No. | Title                        |             |                  |
|                         | 24-SEP-2012                  | 14-DEC-2012 | 12               |
|                         | Date began                   | Date ended  | Qtr. Credit Hrs. |

**DESCRIPTION:**

Faculty: Rebecca Chamberlain, M.A., Joli Sandoz M.A., M.A. and Suzanne Simons, M.A.

This two-quarter program focused fall quarter on the three Abrahamic faiths – Judaism, Christianity and Islam – from their beginnings through the Medieval era, employing lenses of exegesis, history and the arts. Visits to local faith communities, guest speakers, and a daylong sacred art and music workshop in addition to lectures and workshops deepened our understanding of these religions and their practices. Our work drew on art and literature, sacred texts, theology, and the political and socio-economic contexts of religious thinking and religious community development. Required readings included *A History of God: The 4,000-Year Old Quest of Judaism, Christianity and Islam* by Karen Armstrong; *Christianity: A Very Short Introduction* by Linda Woodhead; *No god but God: The Origins, Evolution and Future of Islam* by Reza Aslan; *Sir Gawain and The Green Knight: A New Verse Translation*, Simon Armitage translator; and supplemental reading. Major assignments included weekly synthesis papers, choice of research paper or annotated bibliography, creation of an illuminated manuscript page, and final oral presentations.

**EVALUATION:**

Written by: Joli Sandoz M.A., M.A.

Courtney's work overall evidenced good understanding of program themes, a developing grasp of textual interpretation, and serious engagement with learning. She also tried out new ideas and activities with the conscious intent of learning from them and of demonstrating achievement; her illuminated manuscript page, for example, relied on an iconic geometric pattern, and was richly colored and well laid-out even though Courtney had had little previous experience with making art.

Courtney's papers were written in clear prose enhanced by good technical skills. They also demonstrated informed efforts toward careful thinking and interpretation of textual material. I'd like to encourage Courtney to continue work she has begun to explain her points fully, to provide a flow of ideas throughout each paper, and to move beyond reporting and into meaning making. Her final project paper was very smoothly written, covered its topic sufficiently, made use of three types of sources (interviews, books and articles), and featured generally correct MLA source citation.

Courtney worked exceptionally well with self-reflection on her learning process, as evidenced by her comments in her final paper reflection, and by her self-evaluation. She also was very aware of her role in the life of our seminar and of the program community as a whole, in a constructive way that helped bring people together. She sought out faculty feedback several times during the quarter, and thought about and responded to it positively. Asking for information and response characterized Courtney's intellectual work as well, and I'd like to commend her here for taking an open and reflective approach to learning. That's vital in Evergreen's classroom culture, and bodes well for Courtney's continued "learning how to learn." Courtney also responded well in class sessions deliberately crafted to give students choices and opportunities for self-structured work; she focused, contributed actively to her small groups, and finished in-class projects fully and on time.

December 18, 2012

Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

|                         |                                     |                    |                  |
|-------------------------|-------------------------------------|--------------------|------------------|
| <u>Williams</u>         | <u>Courtney</u>                     | <u>B</u>           | <u>A00302469</u> |
| Student's Last Name     | First                               | Middle             | ID Number        |
| <u>10194</u>            | <u>Religion, Society and Change</u> |                    |                  |
| Program or Contract No. | Title                               |                    |                  |
|                         | <u>24-SEP-2012</u>                  | <u>14-DEC-2012</u> | <u>12</u>        |
|                         | Date began                          | Date ended         | Qtr. Credit Hrs. |

Courtney successfully fulfilled all program requirements and earned full credit.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12**

- 4 - History
- 4 - Literature and Writing
- 4 - Religious Studies

December 18, 2012  
Date





The Evergreen State College • Olympia, WA 98505 • [www.evergreen.edu](http://www.evergreen.edu)

## EVERGREEN TRANSCRIPT GUIDE

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

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

### Educational Philosophy:

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

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

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

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

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

### Academic Program

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

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

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

### Evaluation and Credit Award:

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

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

Credit is recorded by:

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

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

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

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

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

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

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

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

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

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

**TO TEST FOR AUTHENTICITY:** This transcript was delivered through the eSCRIP-SAFE® Global Transcript Delivery Network. The original transcript is in electronic PDF form. The authenticity of the PDF document may be validated at [escrip-safe.com](http://escrip-safe.com) by selecting the Document Validation link. A printed copy cannot be validated.

This document cannot be released to a third party without the written consent of the student. This is in accordance with the Family Educational Rights and Privacy Act of 1974. ALTERATION OF THIS DOCUMENT MAY BE A CRIMINAL OFFENSE!