



Curry, Sonia A

A00427677

Last, First Middle

Student ID

DEGREES CONFERRED:

Bachelor of Arts

Awarded 16 Jun 2023

TRANSFER CREDIT:

Start	End	Credits	Title
09/2014	12/2016	75	Bates Tech College
09/2014	12/2016	15	Bates Tech College

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
03/2021	06/2021	12	Abnormal in a Normalized World 4 - <i>Diagnosis of Psychopathology</i> 4 - <i>Neurobiology of Mental Health</i> 3 - <i>Treatment Interventions</i> 1 - <i>Socio-Cultural Context of Well-Being</i>
09/2021	12/2021	8	Organizational Behavior and Leadership 4 - <i>Organizational Behavior</i> 4 - <i>Leadership</i>
09/2021	12/2021	4	Writing From Life 2 - <i>Creative Writing</i> 2 - <i>Literary Studies</i>
01/2022	03/2022	16	Gateways for Incarcerated Youth 4 - <i>Advanced Philosophy: Epistemology</i> 4 - <i>Advanced Composition</i> 4 - <i>Carceral Studies</i> 4 - <i>Popular Education</i>
06/2022	09/2022	16	A People's Epistemology 4 - <i>Advanced Epistemology: Philosophy of Knowledge</i> 4 - <i>Advanced Political Economy</i> 4 - <i>Advanced Composition</i> 4 - <i>Sociology</i>
09/2022	12/2022	8	Reimagining the Body: Psychology, Art, and Health 3 - <i>Psychology of Integrative Health</i> 1 - <i>Social Science Writing</i> 3 - <i>Representational and Symbolic Medical Illustration</i> 1 - <i>International Studies and Collaboration</i>
09/2022	12/2022	4	The Art of Helping 4 - <i>Counseling Skills</i>
01/2023	03/2023	12	Personality and Social Psychology: Who Do You Think You Are? 4 - <i>Personality Theory</i> 4 - <i>Social Psychology</i> 4 - <i>Career Theory</i>



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EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
04/2023	06/2023	10	Positive Psychology and Well-Being Theory <i>5 - Positive Psychology and Well-Being Theory</i> <i>5 - Health Psychology</i>

Cumulative

180 Total Undergraduate Credits Earned



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Education has always been a huge part of my life. Growing up, my father was not only enrolled in school for most of my childhood, but he graduated from The Evergreen State college with his bachelor's with a focus in psychology and sociology. After this, he continued to pursue his education and received his master's in psychology and a focus in Family Therapy from Antioch University. Growing up and watching my father invest in himself continuously showed me the importance of education and investing in myself as well.

After my father graduated with his masters, he continued his journey in the Community College system, which is where my love for education grew. He started teaching College Success Courses, Psychology, Abnormal Psychology, Life Span Psychology and many more. As a child, I would attend some of those classes and sit in the back to listen and watch as he taught. I remember finding psychology so intriguing, especially within lifespan.

As a student, I want to understand the way the human mind can function, and what we are truly capable of. I hope to use my education and continue the path that I've been on, which looks a lot like my father's path as well. I am a twenty-four, almost twenty-five, and a single mother to one beautiful little girl. I have worked in the community in many positions. Each of my positions I have worked in customer service in many aspects. Where I am now, a Pathways Navigator at Tacoma Community College, I serve the under-represented population. I get the opportunity to advocate for those who face many barriers and may not be heard as much as someone in my setting.

My hope in being a student at The Evergreen State college is to gain an understanding of not only psychology and community understanding, but I hope to learn better tactics on helping others. Currently, for Fall 2022, I am enrolled in a course called The Art of Helping, with instructor Mary Dean. This course gives the students a guide of how to be the best helper you can be. Not only am I in classes to learn how to help others, but myself as well. The other class I've taken this quarter is called Reimagining the Body with Dr. Mukti Khanna and Dr. Hirsh Diamant, which gives excellent guidance for taking care of yourself. This has been a huge help in ensuring I stay healthy enough to be able to take care of others.



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April 2023 - June 2023: Positive Psychology and Well-Being Theory

10 Credits

DESCRIPTION:

Faculty: Mark Hurst, Ph.D.

Beyond psychology's early focus on pathology and the negative aspects of human experience—what's 'wrong' with us—a new science has emerged over the last 25 years to understand humans at their best. This worldwide collaborative effort has begun to empirically investigate, and experientially increase, what “makes life worth living.” The objectives for this half-time 8 credit program included the development of an advanced body of knowledge (and experience) regarding the positive aspects of human existence, as well as specific strategies for achieving the self-efficacy, hope, optimism, self-regulation, and resilience that serve positive emotion, positive character, positive institutions and communities, and positive organizational scholarship. To the extent that basic psychological processes are shaped by the nuances of nature and nurture, and that living environments create the context for human expression and fulfillment, we broadly examined the science of life satisfaction, applying practical strategies that promote well-being and quality of life in self and narrative, social interactions, in the too often dysfunctional or broken systems we live and work in, across cultures, as well as in the natural world.

Students “lived” much of the material over the quarter (Jigsaw classroom teaching and learning, daily journaling, positive psychology activities, and developing well-being curriculum), devising and discovering ways to apply this new science to personal and professional development. Through the lens of love, work, play, and service to others, they engaged in activities to “cultivate” more of what contemporary scholars have deemed “the good life.”

Resources included: Bonanno's *The end of trauma: How the new science of resilience is changing how we think about PTSD*; Haidt's *The happiness hypothesis: Finding modern truth in ancient wisdom*; Hari's books *Stolen focus: Why you can't pay attention--and how to think deeply again* and *Lost connections: Why you're depressed and how to find hope*; Pennebaker's *Opening up by writing it down: How expressive writing improves health and eases emotional pain*; and Suzuki's *Zen mind, beginner's mind: Informal talks on zen meditation and practice*, as well as journal articles, essays, videos and audios from leading scholars in positive psychology, behavioral economics, and well-being.

EVALUATION:

Written by: Mark A. Hurst, Ph.D.

Sonia completed this advanced psychology program, demonstrating her developing critical thinking, her strong writing ability, and the emotional and social intelligence that assist in cultivating a thriving learning community. In this program, we surveyed the vast expanse of psychological science targeting “what makes life worth living.” Sonia entered the program with a strong foundation of psychology coursework and finished with a broader and deeper knowledge and skill base in psychology for use in future studies and personal and professional goals.

Sonia balances her budding intellect with a deep humanity, as she conscientiously invests in advanced academic work, as well as a care for others (family, friends, peers, strangers). In the classroom, Sonia possesses a bright, influential voice, and the motivation and skill to produce meaningful and compelling work. In large and small group work, I could count on Sonia to offer interesting questions, insightful ideas and perspectives, and integrative conclusions, as well as listen to perspectives that were different from her own. Her critical thinking and ability to apply theory to practice helped the program examine complex issues of suffering, stagnation and flourishing. These skills, along with her open-mindedness and active listening led her to be one of the program's unassuming leaders and generative peers.



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Sonia documented her learning wonderfully in written assignments, submitting work that was detailed, organized, and impactful in style, tone and message. This was most evident in Sonia's engaging journal summaries, and Jigsaw Classroom "expert" contributions that addressed the individual, social and cultural beliefs and practices that result in suffering or well-being. In taking the program for two extra credits, to complete her graduation requirements, Sonia documented her efforts in applying theory to practice in her advising job at a local community college. She effectively expressed how her learning assisted her service to prospective college students.

As the main assignment, students were asked to journal every day for eight weeks and provide a precise weekly 300 word summary of their experiences of the readings and their lived experience. Sonia found this assignment to be an opportunity to document her openness to the world, continue her personal growth work, and share her skills in weaving together peer-reviewed psychological science into her lived experience (regarding loss, belonging, efficacy, and meaning). It was enjoyable to read, and reflect on, her noteworthy journal summaries that expressed greater mastery of using peer-reviewed material in crafting a coherent and relevant sense of self, as well as a noteworthy narrative. As a fine example of Sonia's ability to integrate program content with everyday life and personal growth, she shared her experiences in enacting the program content in her own self-talk, the development and maintenance of lasting social connections, achievement in meaningful projects, and prospective goals of graduate school.

Overall, Sonia is a fully engaged, personable, and productive student. I admired her purposeful efforts at generative growth, and her warm, approachable nature. Her efforts this quarter documented many of the character strengths we examined in the program, including hope, courage, love, curiosity, love of learning, perspective and perseverance, gratitude, teamwork, social intelligence, humility, compassion, and self-regulation. She completes this program with excellent cognitive, writing, and interpersonal skill, and is fully capable of graduate level studies. I will be recommending her for future opportunities without reservation.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 10

- 5- Positive Psychology and Well-Being Theory
- 5- Health Psychology



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January 2023 - March 2023: Personality and Social Psychology: Who Do You Think You Are?

12 Credits

DESCRIPTION:

Faculty: Mark A. Hurst, Ph.D.

At adulthood, a human has already spent decades defining and characterizing attributes, beliefs and preferences of the individual they call "ME." Where do I get the ideas I have about "who I am?" Am I more nature or nurture? Is the self malleable or fixed? The concept of self can be beneficial as an ally, or a confounding negative force—but how can we know which it is to be?

All students in this half-time program examined the psychological research over the last 60 years, that helps describe, explain, predict and modify aspects of the self. They explored topics such as theory of mind, self-concept, self-esteem, self-awareness, self-efficacy, identity, social comparison and impression management, self-deception, self-serving biases, escaping the self, self-control, and the contemporary dilemma of "self as a value base," as well as the evolutionary, genetic, neural, trait, belief/attitude, learning, social, and cultural influences that affect the makeup of each individual and the complex and evolving "story" that every human crafts over the lifespan. Additionally, students read deeply and broadly about McAdams' 30 years of research on the Life Story Model of Identity. All of this work addressed implications for essential functions of the self in the domains of work, love, play, and service to others, as well as Eastern and Western perspectives on the self. Finally, students had the opportunity to ask questions in Zoom sessions with two of the greatest psychological scholars of the past half century (Aronson and McAdams), after reading their work.

Reading for the program included the following texts: McAdams, *The Redemptive Self: Stories Americans Live By*; Tavis & Aronson's *Mistakes Were Made, But Not By Me: Why We Justify Foolish Beliefs, Bad Decisions, and Hurtful Acts*; Wilson's *Stranger to Ourselves: Discovering the Adaptive Unconscious*; and Eberhardt's *Biased: Uncovering the Hidden Prejudice That Shapes What We See, Think, and Do*; as well as journal articles and essays by Roy Baumeister, Dan P. McAdams, and William James.

Assignments included the completion of book notes, self-assessments, Jigsaw Classroom learning and teaching in Expert and Home groups, a creative piece of art representing a narrative of the student's life (using McAdams' Life Story Model of Identity) and completing a detailed Life Story Interview with someone they knew well.

Students enrolled in the 12-credit section of the program were also required to identify a specific topic area within social or personality psychology, and to work with faculty in identifying relevant psychological science to examine, and then complete a term paper and presentation to the entire program on their independent learning.

This program is relevant for careers in psychology, sociology, education, media, journalism, government, criminal justice, law.

EVALUATION:

Written by: Mark A. Hurst, Ph.D.

Sonia (who prefers to go by Sunny) was a delightful student to have in this program. She is intelligent, engaging, and conscientious, and was a steady and reliable presence in each week of our online learning. With an eye set on making a difference for others through the use of psychological science, she possesses a keen and critical eye when examining claims made by authors. I could count on her to offer



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interesting questions, insightful ideas and perspectives, and integrative conclusions, as well as listen to perspectives that were different from her own. Her critical thinking and ability to apply theory to practice helped the program examine complex issues of narrative lives, in relation to gender, race, class, and many other differences within the human experience. It is readily evident that Sunny arrives to every program session fully able to tackle the material that was assigned. I appreciated the "time on task" she commits to her education, and her peers benefited from this modeling of social maturity and dedicated scholarship.

Sunny also has good command of her writing, producing assignments that are detailed, organized, and influential in their message. This was most evident in her comments on the program materials as they relate to development of a self with unity and purpose, in a culture that has grown faster and more complex, and is seemingly more fractured as a result. Sunny's papers on program texts exemplified her advanced ability to assimilate and accommodate information from diverse sources as she builds a deep and broad knowledge and skill base in psychology.

Her succinct and influential essay on seminal articles and essays on personality theory, and her book review to the Eberhardt text, as well as her Jigsaw Classroom "expert" contributions to two assigned chapters from the Aronson, McAdams, and Wilson texts, demonstrated Sunny's ability to effectively extract a resources' key themes and concepts for the purposes of teaching and influencing others. All of her work suggested an interest in affecting lives at the individual, social, and cultural levels, for the pro-social good.

As an example of her critical thinking, openness to ideas, and growing social influence as an effective change agent (especially in the racially charged culture we have become in 2023), Sunny wrote the following about Eberhart's compelling neuroscience research on implicit bias:

As a black woman in America, I've struggle with explaining these certain feelings and fears I've had in my life towards and about certain groups of people. Dr. Jennifer Eberhardt is able to explain these feelings I've struggled with within the 302 pages of Biased: Uncovering the Hidden Prejudice That Shapes What We See, Think, and Do, and she does it well.

Dr. Eberhardt writes about these biases that are within us, and come up without us even realizing that what we are saying may be harmful to others, or the way that we act and treat people may not be as equitable as we thought we were being. These are called "implicit biases" and they are instilled in us in different ways. These implicit biases must be actively worked on to dismantled.

Bias can be instilled in us in different ways that we don't even realize. You can be raised with bias, and grow up thinking one race is less than or unworthy of others because of your upbringing or surroundings. Bias can be adopted, like the cop being thrown into the culture of the police force, which is mostly racist. And bias can also come from traumatic events. Biases must be consistently checked and worked on in order to dismantle the hate that is within us.

The major assignments of the quarter were: 1) to produce a piece of art that reflected aspects of one's "self," as well as their "story," based on program content (McAdams' Life Story Model of Identity, etc.); and 2) document a Life Story Interview (based on the Foley Center model) of a person they know in written or recorded form.

Sunny's creative project culminated in a slide show presentation of imagery (drawing, photography, etc.) that she titled, "The Bounteous Life of Sonia," which reflected her own self and story, symbolically addressing key settings (motherhood, academic pursuit, etc.), characters, events, and core values and beliefs. Her art work hinted at program content dealing with adversity, new opportunity, powerful sources



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of meaning, and generativity. It was very enjoyable to look at her work, and consider the description, which clearly demonstrated some of the key psychology concepts Sunny assimilated into her knowledge and skill base regarding psychology. Sunny then had the opportunity on the last day of class, to engage with her classmates in examining the “chapters” of her life so far, as well as key scenes (high and low points, turning points, wisdom events, challenges, memories, personal ideologies, and the future).

Sunny documented her growing knowledge and skill regarding Life Story Interviewing in examining the “narrative identity” of a close friend. Sunny utilized many of the standard questions developed by McAdams and his team, and documented the settings (both geographical and ideological), key and influential characters and events, and transitions and turning points that have shaped this life journey. Sunny’s audio documentation of her effort conveyed many aspects of McAdams’ story components that we studied this quarter, especially related to themes of challenge and adversity, courage and perseverance, personal discovery, wisdom, generativity, adaptation, growth, and service to others. It was an authentically effective study of “self and story” that demonstrated Sunny’s ability to accomplish meaningful and powerful undergraduate work.

For her 4 additional credits in the 12 Credit section of this program, Sunny tackled psychological science related to career theory, especially in relation to her work as an advisor to college students at a community college. She effectively gained deeper and broader understanding and applied skill regarding theory, concepts, and resources available to assist others.

Sunny is a smart, bright and positive presence in the learning community. Over the last ten weeks, she has established herself as a wonderful leader and mentor, and a likable and respected peer. She completes this program with excellent cognitive, writing, and interpersonal skill, and is well on her way to becoming an ideal candidate for graduate studies.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12

- 4 - Personality Theory
- 4 - Social Psychology
- 4 - Career Theory



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September 2022 - December 2022: The Art of Helping

4 Credits

DESCRIPTION:

Faculty: Mary Dean, PhD

Doing well while doing good is the challenge. Whereas some kind of help is the kind of help that helps, some kinds of help we can all do without. Gaining wisdom to know the paths of skillful helping of self and others is attained by developing self awareness, understanding the role of care in speaking to the condition of others, valuing mutuality to encourage informed and concerned action, and possessing a flexible helping model.

To achieve skills in helping, the class explored self-awareness by reading selected portions of the book *The Emotional Life of your Brain* by Richard Davidson and Sharon Begley completing and discussing four self-assessment tests and by reporting weekly on a personal self-care practice specific to stress management. Subsequently, participants engaged in viewing video segments and meeting in practice sessions to gain relationship building skills. Through group discussion and lecture vignettes, a model for helping was established that developed the essential elements of helping and presented caring as a moral attitude. Applications of the helping model were presented in concert with the textual materials from Howard Garner's book *Changing Minds* and developed for use with individuals in the health professions, education, leadership and social action. Students provided weekly synopsis on chapter readings from the required texts and submitted a seven-page research paper addressing one or more of the theories associated with the art of helping.

EVALUATION:

Written by: Mary Dean, PhD

Sonia (Sunny) met the course expectations, participated fully in the establishment of a learning community and explored the essential elements of helping. She used the required self-assessment activities to examine emerging information regarding personal strengths and weaknesses. Sunny was faithful to the daily self-care activity of gratitude journaling and shared with the class personal experiences of making behavior change.

Sunny submitted all required chapter synopsis and displayed an ability to provide a balanced account of the author's main points along with the use of personal voice. Her final paper provided a discussion on Navigating the Confusing World That is Community College. The document was well organized with an easy flow of ideas and was appropriately referenced.

I enjoyed sharing this course with Sunny.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Counseling Skills



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September 2022 - December 2022: Reimagining the Body: Psychology, Art, and Health
8 Credits

DESCRIPTION:

Faculty: Hirsh Diamant, Ph.D. and Mukti Khanna, Ph.D.

Reimagining the Body was an interdisciplinary program that explored how the human body is imagined by Eastern and Western cultures, and how we can re-imagine the body to improve health and to have a greater sense of well-being. The program explored how world medical systems including Traditional Chinese Medicine, Ayurveda from India, and Japanese Jin Shin Jyutsu conceptualize energy and health. Students in the program studied body systems and examined ways in which the body can be imagined in Western scientific illustration and in alchemical images. The program looked at how health care practice can focus on prevention and wellness by integrating interdisciplinary knowledge and health psychology. The program participated in the fall Resources for Resilience and Immunity series that featured diverse health care practitioners and researchers. Students in the program also participated in an international symposium where they collaborated with students from universities in China, Vietnam and India to develop cross-cultural conversations and dialogues about health and culture.

Student work included APA style social science writing, academic statement writing, integrative health writing, reading diverse texts, working with lifestyle medicine practices, exploratory writing, art illustration, and international cultural sharing projects that included video, art and writing projects, and creation of e-portfolios.

Student evaluation was based primarily on progress towards achievement of program learning objectives, participation and completion of required assignments.

EVALUATION:

Written by: Hirsh Diamant, Ph.D. and Mukti Khanna, Ph.D.

Sonia, who goes by Sunny, successfully completed many parts of the *Reimagining the Body* program and demonstrated clear consistent progress and competency with program learning objectives. Sunny had a strong level of participation in the program.

In posted papers and in seminars with other students, Sunny demonstrated competency in integrating views of health and anatomy from both Western and Eastern perspectives. As the program continued, Sunny showed a growing confidence in working with art mediums and with the art journal. Sunny also demonstrated the ability to develop an e-portfolio and to communicate with international students. Sunny's seminar papers and work in the art journal demonstrated Sunny's excellent abilities to learn and synthesize information about health and well-being holistically.

Sunny demonstrated good competency with program learning objectives on integrative thinking and being able to communicate effectively through APA style social science writing, academic statement writing, and integrative health theoretical understanding. Sunny demonstrated satisfactory competency in completing most parts of the 5 integration papers that demonstrated interdisciplinary synthesis between Resource for Resilience speakers, program texts, somatic practices, and biopsychosocial cultural understandings of paired organ systems in words and images. Sunny also demonstrated an excellent level of integrative health theoretical understanding in a short essay synthesis paper with words and images based on interdisciplinary knowledge and linking theory with practical applications within health psychology. Sunny demonstrated growing competency with APA style writing citations. Areas for future work include continuing to refine APA style writing and evolving existing strengths in interdisciplinary synthesis.



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Sunny's good overall work is preparatory for future studies in psychology, visual arts, and cultural studies.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

- 3 - Psychology of Integrative Health
- 1 - Social Science Writing
- 3 - Representational and Symbolic Medical Illustration
- 1 - International Studies and Collaboration



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June 2022 - September 2022: A People's Epistemology

16 Credits

DESCRIPTION:

In this course, we asked ourselves what is my most significant knowledge? What are the most important things I've learned in life? As a learning community we reflected on these questions, wrote extensively about them, revised our writing multiple times, and presented them to each other on the final day of class. For a study of epistemology, the philosophy of knowledge, Sonia Curry examined the most significant learning of her life through advanced reading, composition, and critical thinking. For Ms. Curry this was an advanced version of the class in which Ms. Curry revised an essay about her knowledge and prepared it for publication. She also designed and facilitated two workshops for the whole learning community. Readings and discussions focused on the distribution of power and wealth, and how this has evolved historically and impacted various groups differently. Over the course of the quarter students made use of the writing center, revised their work extensively and participated in class knowledge writing workshops.

EVALUATION:

Written by: Anthony Zaragoza

For her studies of advanced epistemology, Ms. Curry examined deeply the most significant learning of her life through advanced reading, composition, and critical thinking, while also working on the craft of writing. To achieve this she developed, deepened and rewrote a draft of a knowledge paper from a prior class. Each week Ms. Curry was an active participant in our work discussing our texts for the week, listening to our weekly knowledge panel guests who shared their knowledge, and workshopped her writing in small groups. Ms. Curry and two other students took this advanced section of the class and together acted as incredible mentors and guides through this work with the rest of the class. She was an incredible facilitator, supportive co-learner, great teammate, and effective communicator! Ms. Curry did a wonderful job using this opportunity to develop her ideas for productive and critical conversation involving a wide range of philosophical issues and social realities. In her written work, Ms. Curry offered interesting and relevant observations and insights. Ms. Curry demonstrated well her ideas in discussion, in her writing, and her end of the quarter presentation. She has had a very successful quarter studying epistemology at an advanced level. She is an excellent learning community member and should be very proud of the knowledge she shared, and the knowledge she gained with and from the learning community this quarter!

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 4 - Advanced Epistemology: Philosophy of Knowledge
- 4 - Advanced Political Economy
- 4 - Advanced Composition
- 4 - Sociology



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January 2022 - March 2022: Gateways for Incarcerated Youth

16 Credits

DESCRIPTION:

Faculty: Anthony Zaragoza, Ph.D.

This program offered Evergreen students the opportunity to co-learn with individuals incarcerated in a maximum-security institution for juvenile males. It was serious work that demanded consistent engagement--approximately ten to twelve hours a week in synchronous and asynchronous activities and four to six hours a week at the institution (including travel time). The learning of Evergreen students fuels and is fueled by the learning of the incarcerated students. Our goal was to create an environment in which each person becomes empowered to share their knowledge, creativity, values, and goals by connecting respectfully with people from other cultural and class backgrounds. Students wrestled with social and economic justice and living in a multicultural world; additionally, each quarter had a particular focus. A key component of Gateways popular education is that it empowers those seeking education to be the local experts in sharing and seeking knowledge as well as shaping their course of study.

WINTER

Winter quarter we focused on epistemology. Epistemology is the study of knowledge: how we know what we know, what we count as knowledge, how we organize knowledge, and structure it. In this section of the course, we asked ourselves what is my most significant knowledge? What are the most important things I've learned in life? As a learning community we reflected on these questions, wrote extensively about them, revised our writing multiple times, and presented them to each other on the final day of class. Throughout the quarter students made extensive use of the writing center, participated in class knowledge writing workshops, and facilitated knowledge writing workshops at Green Hill with the incarcerated students.

EVALUATION:

Written by: Anthony Zaragoza

During the philosophy of knowledge section of the program, Ms. Curry examined deeply the most significant learning of her life through advanced reading, composition, and critical thinking. To do this, she first listed, reflected on, and analyzed 25 pieces of her own life knowledge. Next she wrote a paragraph about each one, then chose 10 of the paragraphs to expand into 10 one-page pieces, then 5 of those pieces she developed into 3-5 page essays, and finally she shared some of her knowledge in a 5-minute presentation to the class. Over the course of our work together, she considered the process of deconstructing and decolonizing her thinking and how humans construct, reconstruct, analyze, and describe what we know and why it's important to know it. Each week Ms. Curry was an active participant in our work discussing our texts for the week, interacting with our knowledge panel guests who shared their significant knowledge each week, and workshopped her writing in small groups. Ms. Curry did a great job using this opportunity to develop her ideas for productive and critical conversation involving a wide range of philosophical issues and social reality. In all of her written work, Ms. Curry offered interesting and important insights, but especially around lifelong learning. In her presentation, each piece of knowledge she offered made me reflect and learn. I was especially intrigued by the learning potential in making mistakes. Ms. Curry demonstrated well her learning in discussion, in her writing, and her end of the quarter presentation. She has had a very successful quarter studying epistemology. She worked well with her partner when she facilitated at Green Hill, and created an engaged thinking and discussion space. She is an excellent co-learner and should be very proud of the knowledge she shared, and the knowledge she gained with and from the learning community this quarter! The work she has done and the skills she has gained, especially facilitating workshops and public speaking, contribute well to her



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preparation for graduate school and careers in communications, policy analysis, leadership, organizing, social work, information management, nonprofit development, teaching, among various others.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 4 - Advanced Philosophy: Epistemology
- 4 - Advanced Composition
- 4 - Carceral Studies
- 4 - Popular Education



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September 2021 - December 2021: Writing From Life

4 Credits

DESCRIPTION:

Faculty: Nancy A. Parkes, MFA

This two-section course assisted future Prior Learning from Experience students in writing documentary essays for academic credit and offered a separate group, Creative and Effective Writers, space to strengthen their writing.

Writing from Life serves as the prerequisite for Evergreen's Prior Learning from Experience program, a sequence of courses for students with college-level or community-based experience, to write essays connecting academic theory and experiential learning. Students in this section wrote a preliminary draft autobiography and gained a foundation in writing academic essays to analyze their professional and community work for evidence of college equivalent knowledge. They learned or deepened academic research skills. The rigorous Prior Learning program is highly participatory, engages in readings on adult pedagogy/learning, and teaches self-editing and peer editing.

The Creative and Effective Writing section is made up of students with a foundation in college writing. They committed to working in a semi-independent setting with significant peer feedback, faculty critiques of two main pieces, and faculty availability sessions. Students were assigned writing exercises and asked to read these in subsequent classes. They were assigned to select two major writing assignments to draft and revise, culminating in a public reading.

Both sections explored literary techniques for deriving, clarifying, and expressing meaning from life experiences. Students explored "what makes effective writing," and ways to strengthen critical reading. Each offered a presentation on a grammatical issue. All were encouraged to meet with faculty and to work with writing groups and Evergreen's Student Writing Center. Texts included *Between the World and Me*, Ta-Nehisi Coates; selected essays from *Best American Essays of the Century*; *English Grammar: 100 Tragically Common Mistakes and How to Correct Them*, Williams, and additional literary essays.

EVALUATION:

Written by: Nancy A. Parkes, MFA

Sonia Curry demonstrated significant growth in many areas, including writing and literature. She wrote so many strong pieces. I particularly enjoyed a highly creative and emotive letter to a young daughter, "To My Dear Little Rose." For me, this evoked the strong pulls and feelings I had as a new mother. The piece was descriptive and expressively narrated.

I appreciated that Sonia reflected on how this writing course may help her professionally in her work. She reflected that in her work with others, writing is a tool to connect, and one she strengthened this quarter. She also believes the experience will help her continue to write about her growth professionally.

Sonia enjoyed the opportunity to work collaboratively in a critique group of peers, where she could share ideas about the work of others as well as her own. She has had a strong quarter and is ready to continue with an array of varied and challenging courses and programs.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

2 - Creative Writing

2 - Literary Studies



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Last, First Middle

Student ID

September 2021 - December 2021: Organizational Behavior and Leadership

8 Credits

DESCRIPTION:

Faculty: Takaaki Hirakawa

This class covers the fundamental concepts and topics in organizational behavior, leadership, and management, with emphasis on contemporary findings and evidence. The class focuses on increasing one's competencies in building effective relationships at three levels: individual, interpersonal, and collective. The class begins with building skills in developing awareness of one's personality, strength, authenticity, then turns to the interpersonal level, covering relationships, motivation and influence. Finally, the class moves up to the collective level, covering group decision makings, teamwork, and designing effective organizations.

In addition to weekly in-class leadership labs, and experiential exercises both in-class and outside the class, this program required students to complete individual assignments which ask students to apply the fundamental concepts to real life experiences, a midterm project, which involves interviewing managers in a real-world organization to evaluate the leader's effectiveness, and a final exam project to apply the fundamental concepts to research and present their proposal for the ideal organizational design to industry executives.

EVALUATION:

Written by: Takaaki Hirakawa

Sonia's overall class performance was outstanding. Sonia exhibited steady class participation during in-class learning activities and leadership assignments throughout the entire term. In particular, the student's leadership assignments were thoughtful and were always completed on time. The student's midterm project was outstanding, and the final exam project performance was outstanding.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

4 - Organizational Behavior

4 - Leadership



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A00427677

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March 2021 - June 2021: Abnormal in a Normalized World

12 Credits

DESCRIPTION:

Faculty: Jon Davies, Ed.D and Ada J. Vane, MA

Because of the global COVID-19 pandemic, the program Abnormal in a Normalized World was conducted remotely through Canvas and Zoom platforms. Students rose to the occasion of this difficult moment and co-created a brave, supportive, and lively space of learning.

This all-level program provided a comprehensive survey of mental health problems, including anxiety disorders, mood disorders, addiction and substance abuse disorders, the schizophrenias, and personality disorders. The program curriculum asked, "What does it mean to be "normal" and who decides?" How has history and culture affected our perspectives on abnormality? What are clinical characteristics of mental disorders and how are they assessed? What role does treatment play in addressing psychological disorders? How do we separate facts from myths surrounding psychological disorders?

This program did not simply present a checklist of symptomatology. Through contextualization and bio-psycho-social perspectives, students developed critical thinking skills as applied to theories, assessment, and treatments relevant for each disorder. Students also considered the role of stigma in mental illness. In this exploration, students gained an understanding and appreciation of how to live a healthier life.

Lectures, workshops, seminars, and films helped to further contextualize program texts. Students engaged written and other media formats throughout each academic week that included short papers in preparation for seminars and short reflections in response to lectures, films, and treatment intervention readings. At the end of the quarter, students prepared a poster presentation that addressed a critical program theme.

Students read and discussed A. Bridley and L.W. Daffin's *Abnormal Psychology*, T. Cheney's *Manic: A Memoir*, D. Di Ceglie's *Autonomy and Decision-Making in Children and Adolescents with Gender Dysphoria*, J. Fallon's *The Psychopath Inside: A Neuroscientist's Personal Journey into the Dark Side of the Brain*, M. Lewis' *The Biology of Desire: Why Addiction Is Not a Disease*, and J. Mock's *Redefining Realness: My Path to Womanhood, Identity, Love, & So Much More*.

Students viewed and analyzed *The Brain* with David Eagleman, *Cognitive Behavioral Therapy for Clients with Anxiety and Panic*, *Troubled Minds: The Lithium Revolution*, *Mindscape: Oscar-Winning Actor Richard Dreyfuss on Living with Bipolar Disorder*, *A New High, Addiction and Trust: Marc Lewis at TED x Radboud U*, *People Say I'm Crazy, Light in the Darkness: Living Well after Trauma*, *Back from the Edge*, and *The Optimists*.

EVALUATION:

Written by: Ada J. Vane, MA

Sonia Curry had a successful quarter in Abnormal in a Normalized World. They attended all of the program meetings, completed all of the work, and the quality of their work was generally excellent. Their perspective on abnormal psychology broadened and deepened over the course of the quarter. Sonia is leaving this program with a solid background for further studies in the mental health field.

Each week, students used a variety of media to compare, contrast and express their understanding of key theories discussed in psychopathology lectures, workshops and clinical case studies. Sonia completed all of our nine reflections, which expressed an excellent grasp of the concepts. Their reflections typically took the form of videos unpacking their notes around key concepts, including



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questions and observations that showed critical thinking and comprehension of overarching program themes. Between these reflections and their strong participation in workshops, Sonia's understanding of psychopathology and diagnosis broadened and deepened this quarter.

Two quizzes evaluated students' ability to retain key terms. Sonia's performance on these quizzes demonstrated an excellent understanding of how to compare, contrast, organize, and retrieve information about key theories in sociocultural context of psychopathology and treatment interventions.

Sonia completed all of the preparation work for treatment and intervention workshops. Their understanding of treatment methods, and their practical application, increased significantly this quarter. Overall, they demonstrated an excellent level of engagement with these workshops

Sonia planned and led a seminar session with two other students. Sonia's preparation showed significant thinking and allowed them to demonstrate responsibility to their learning community. Sonia completed all of our eight seminar papers, which were typically thoughtful explorations of the way that their selected quotes applied to meta-cognition in diagnoses and treatment of mental health issues in context.

At the end of the quarter, Sonia created a final poster project to summarize and synthesize content from program sources including lectures, texts, films and workshops. Sonia's final synthesis presentation, "Bipolar Disorder (Manic Depression)" demonstrated a fair understanding of the clinical characteristics of bipolar disorder. The presentation was well-organized and showed a good understanding of one of our program's central questions: What are clinical characteristics of mental disorders and how are they assessed? Sonia took this opportunity to interact with other presenters in our virtual conference discussion board.

We congratulate Sonia for their successes in our program and wish them the best in their future studies.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12

- 4 - Diagnosis of Psychopathology
- 4 - Neurobiology of Mental Health
- 3 - Treatment Interventions
- 1 - Socio-Cultural Context of Well-Being



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

EVERGREEN TRANSCRIPT GUIDE

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

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

Educational Philosophy:

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

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

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

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

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

Academic Program

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

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

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

Evaluation and Credit Award:

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

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

Credit is recorded by:

Quarter Credit Hours: Fall 1979 to present

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

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

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

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

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

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

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

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

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