



DePoe, Patricia Ann

A00059807

Last, First Middle

Student ID

Former Name(s): Wilkie, - ; Wilkie, Patricia Ann; De Poe, Patricia Ann;**DEGREES CONFERRED:**

Bachelor of Arts

Awarded 12 Jun 1993

TRANSFER CREDIT:

Start	End	Credits	Title
09/1973	08/1974	23	University of Washington
09/1973	08/1974	19	University of Washington
02/1975	08/1975	17	Washington State University
03/1977	03/1978	23	Western Washington University
06/1977	08/1977	4	George Washington University
02/1979	01/1980	17	University of Hawaii - Hilo

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/1972	03/1973	32	Human Development II 5 - General Sociology 5 - Minority Studies 5 - General Humanities 10 - Minority Studies 5 - General Sociology 2 - (Due to credit conversion requirements)
09/1992	06/1993	48	Tribal Based Community Determined 3 - History: European Colonialism and the Americas 3 - Political Science: Theory and Practice of Democracy 3 - Political Science: US Indian Policy: 1789-1900 3 - Psychology: Taking Charge of Your Life 4 - Word Processing I 3 - English: Composition (Essays) 3 - History: American Indian History 3 - Political Science: Federal Indian Law 3 - Political Science: Indian Policy and Tribal Self-Governance 4 - Word Processing II 3 - Management: Effective Group Work 3 - Education: Research Paper 3 - Political Science: Topics in Current Indian Issues 3 - Psychology: Personal Empowerment and Community Development 4 - Early Childhood Education

Cumulative

183 Total Undergraduate Credits Earned

TRIBAL COMMUNITY-BASED COMMUNITY-DETERMINED PROGRAM
1992-93: American Indians--Past, Present, Future

Program Description

This program is designed for adult students who reside or work on a reservation, are tribal members or are Native American. The curriculum is a direct result of a process of students examining "What does an educated member of an Indian Nation--one who wants to function within the Native American community--need to know?" As a group, students select curricular topics. Faculty then organize an interdisciplinary curriculum, identifying texts, methods and resources to assist the learning process. The material is taught using a tribal perspective, and issues related to tribal communities are most often the topic of discussion. Skills in critical analysis, research methodology and effective oral and written communication are emphasized.

Weekly classes are held in the reservation communities. In addition, all students come to the Olympia campus four Saturdays each quarter for sharing with others, guest lectures and time for library research. Students earn twelve hours of credit per quarter for the class; additional individual work can be negotiated.

This year the students decided they wanted to learn about "Indians"--to better understand the social, political, economic and legal philosophies and events which have a direct impact on tribal, family and individual Indian life today. Beginning with an historical perspective, the students studied the colonizing of the Americas, examined the Native American experience since the arrival of Europeans, particularly the relationship between the US government and Indian Nations, researched current issues in their communities and developed projects that began to put this learning into practice.

Fall quarter, the concepts of colonialism, democracy and manifest destiny were examined in depth. In each case, students looked at the underlying philosophies, roots and manifestations of these concepts in North America. Texts included excerpts from The Conquest of Paradise (Sale) and 1492: The Life and Times of Juan Cabezon of Castille (Aridjis), Changes in the Land (Cronon), articles by John Mohawk, The Nations Within (Deloria & Lytle), Exemplar of Liberty (Grinde & Johansen), Manifest Destiny (Weinberg) and A History of the Indians of the United States (Debo). Videos and guest lectures supplemented the texts.

Workshops on community-determined education, seminars, journal writing, group dynamics, library research and writing self-evaluations were offered fall quarter. Research papers this quarter included one on "The State of the World in 1492" and one on any topic related to Indian life prior to 1900.

Winter quarter, the concepts of sovereignty and trust relationships and the development of US federal Indian policies of allotment, assimilation, termination and self-governance were explored from philosophical, legal and historical perspectives. Texts included Duty of Protection: The Federal-Indian Trust Relationship (Hall), Indian Tribes as Sovereign Governments, (American Indian Legal Training Program), The State of Native America (Jaimes), An Introduction to Criminal Jurisdiction in Indian Country (AILTP), Native Americans in the 20th Century (Olson & Wilson), The Dispossession of the American Indian (McDonnell), New Perspectives on Federal Indian Policy (Castile & Bee) and Indian Sovereignty (Kickingbird). Earthmaker: Tribal Stories for Native North America was used to offer another perspective of these issues of cultural survival.

Additional writing workshops were offered winter quarter. Students wrote essays on "The Federal Indian Trust Relationship" and, in groups, researched and drafted tribal constitutions and by-laws that responded to scenarios that reflected laws, policies and issues that tribes are faced with today. The constitutions were also presented and critiqued in oral presentations to the class.

The spring quarter syllabus allowed students to examine several current issues faced by their communities and tribes in general. Tribal self-governance, education and economic development were studied by everyone. In addition, students formed groups to pursue both library and community research on one issue in more depth. Additional small group seminars were used to re-examine texts from earlier in the year or to read other Native American literature of interest and value to the students. Texts, therefore, varied by group. All-program readings were "Tribal Self-Governance" (Center for World Indigenous Studies), Self-Governance: A Tribal Driven Initiative (Tribal Self-Governance Demonstration Project), Indian Nations at Risk (Indian Nations at Risk Task Force) and Selected Readings on Reservation Economics (American Indian Resources Institute). A panel of local and state Indian leaders presented an overview of both urban and reservation issues facing Native Americans, and community resource people offered assistance to students in their research.

Group research on community issues culminated in both oral and written reports. Each community class also organized a community project to contribute to the development of their communities. Projects selected included an educational forum, a dinner honoring graduates of middle, high school and GED graduates, and clean-up of a site for a park.

All year, students were expected to keep a journal with both notes and reflective responses to readings, seminars and projects. And, in many individual and collective ways, students applied what they were learning in their family lives, workplaces and community activities.



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

DePoe	Tricia		
Student's Last Name	First	Middle	ID Number
2184P	Tribal Based Community Determined		
Program or Contract No.	Title	10/92	6/93
		Date began	Date ended
			48
			Qtr. Credit Hrs.

Trish completed all requirements for full credit in the program this year, including independent work for four additional credits each quarter. Her sharp mind, ability to see larger social and ethical issues underlying specific events and passionate feelings regarding issues of fairness, justice and rights made her a lively and provocative member of the class. Participation in the program has enabled Trish to strengthen her understanding of issues facing her community and her ability to work effectively with others in addressing these issues. Indian education and public school policy were her main areas of interest and activism, but she also contributed valuable insights and creative ideas in studying all of the issues explored this year.

Fall quarter, Trish participated actively in all class discussions, generally demonstrating good preparation, careful listening and an excellent mind. She struggled with journal writing and did not submit a journal at the end of the quarter. Class contributions, however, showed careful reading and active intellectual work with the material. Her two research papers provided further evidence of solid college thinking and writing abilities.

Trish's comfort and ability to contribute constructively to seminar discussions improved continually over the quarter. She asked important questions, articulated the significance of issues raised, helped others with their questions and shared relevant information. She needs to continue her improvement in learning to respect others' ideas when different from her own, but this will come with seminar experience.

Trish's two research papers both demonstrated active, assertive thinking and a strong written voice. Her paper on the spiritual bonds with animals in traditional Native American culture was very interesting. Both papers, however, needed further refinement to be in appropriate academic research format. Her writing still needs to improve to meet expectations for professional or graduate school work.

Trish also completed a computer word processing class this quarter. In evaluating her work, instructor Donna Scott said that Trish mastered basic Word Perfect word processing skills, including formatting, proofreading and editing documents. She prepared a series of final documents for final copy.

Trish maintained her active attendance and participation winter quarter. We were less certain that she completed the readings, however, because many of her contributions in seminar were responses to the current discussion rather than

Faculty signature(s)

Russell R. Fox

Faculty Name

July 8, 1993

Date



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

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	10/92	6/93	
	Date began	Date ended	Qtr. Credit Hrs.

information from the texts. Lack of a journal made this more problematic. Fortunately, Trish drew material from several texts in her essay on cultural genocide practiced by European culture on Native Americans.

Trish's significant improvement in learning how to work constructively with others was evident both in seminars and her group project. Trish's sharp mind and willingness to jump into any debate helped keep seminars lively, and she worked hard to keep her tendency to dominate discussions in check.

The quality of her group project work--the process, written document and oral report--was excellent. Trish modified her own behavior, gave room for others to assert themselves more and stuck with the process even when it was difficult. The result of over ten out-of-class meetings, her group's Tribal Constitution was one of the most creative and thorough in addressing the scenario given them. This project was an excellent demonstration of Trish's intellectual and group participation abilities.

For her additional credit, Trish completed a course in desktop publishing offered by one of her classmates. He wrote the following evaluation of her work:

Trish spent the first couple of lessons refreshing herself with the computer training she had mastered in her first class. She then proceeded to start working on learning the fundamentals of the Macintosh computer and Microsoft Works. Next she moved on to an IBM compatible computer utilizing Microsoft Works for Windows, where she mastered the programs and completed several projects.

Trish then moved to a more sophisticated computer set up utilizing Word for Windows 2.0c and Aldus Pagemaker 4.0. Here she completed two projects. Using search and replace formatting and other advanced features of these programs, Trish developed a model constitution to be presented at a General Council meeting for the Makah tribe. She also learned to use a scanner for another project, which was also passed out at the General Council meeting.

Spring quarter, Trish devoted most of her time and energy to planning and hosting a community forum on educational issues. Because of local controversies and personnel changes, she had to do an extraordinary amount of planning and organizing for this event. Although she lost a few classmates along the way, due in part to her hard-driving intensity and commitment to the project, Trish

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persisted and the forum was very successful. New communication was established and the forum resulted in a commitment to continue the dialogue next year.

Because the community forum involved so much of her attention this quarter, Trish's class participation and library research were not as strong as they could or should have been. Her attendance was excellent, but again neither her seminar participation nor her journal reflected much thinking about the readings.

Her research paper, after revisions from a first draft, was very well written. Trish used her own experiences working in her community's public school, interviews with school district administrators, class readings on Indian education and the results of the community forum to articulate a strong and convincing case for curricular revisions in schools in Native American communities. Her ideas were creative and practical. The paper was one of the best examples of her writing this year.

This quarter Trish worked with Ann Renker, Head Start program director, to develop a comprehensive plan for day care services on the Makah reservation. Ann wrote the following evaluation for Trish:

I was very pleased with Trish's contributions to her learning experience this past semester. She planned her tasks well, and followed through with her plans. In addition, she demonstrated great concern for the Makah Tribal community, and chose topics and tasks which would ultimately benefit the Makah people. For example, Trish worked to assess the need for a Tribal Child Care Program, and collaborated well with the Tribe's current Early Childhood Education Program.

I was also impressed with Trish's promptness and attention to our supervisory meetings, and her willingness to accept suggestions which would enhance her work.

Trish is a dedicated student who seeks to apply her learning experiences to real-life situations. Her work on the Child Care Survey has greatly benefitted our planning efforts, and will ultimately help the Makah Tribal community as well.

In summary, Trish demonstrated exciting potential as both a thinker and an activist. She is deeply dedicated to improving the quality of educational programs offered in her community, and hopes to obtain a masters degree and

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teaching certificate. Trish still needs to strengthen her reading and writing skills to complement her strong analytical skills and commitment to community activism. She could become a strong leader in her community.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours): Total: 48

- 3 - History: European Colonialism and the Americas
- 3 - Political Science: Theory and Practice of Democracy
- 3 - Political Science: US Indian Policy: 1789-1900
- 3 - Psychology: Taking Charge of Your Life
- 4 - Word Processing I
- 3 - English: Composition (Essays)
- 3 - History: American Indian History
- 3 - Political Science: Federal Indian Law
- 3 - Political Science: Indian Policy & Tribal Self-Governance
- 4 - Word Processing II
- 3 - Management: Effective Group Work
- 3 - Education: Research Paper
- 3 - Political Science: Topics in Current Indian Issues
- 3 - Psychology: Personal Empowerment & Community Development
- 4 - Early Childhood Education

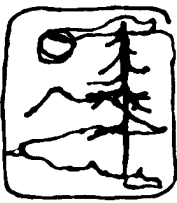
Faculty signature(s)

Russell R. Fox

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The Evergreen State College · Olympia, Washington 98505

THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT

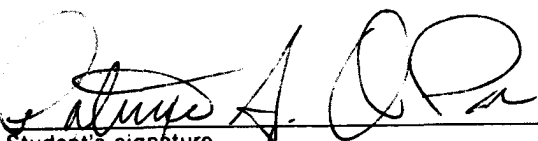
DEPOE	Patricia	Ann	
Student's Last Name	First	Middle	ID Number
Tribal Based Community Determined			
Title		Date began 10/92	Date ended 6/93

After my participation in only one or two T.E.S.C. classes, as I began this last Fall Quarter, I became accustomed to the course study of rapid fire revelations concerning the European colonization of the world during the 14th and 15th century's.

The unflattering truthful accounts of European history has never been disclosed or made available in any of my years of college like it was laid out before me in John Mohawks lecture "Discovering Columbus: The Way Here". The Seminar including this video and "The Barbarian West" was possibly the most shocking evidence ever, exposing colonialisms in its gruesome true form rather than its cleaned up fabricated version, which was overwhelming and quite earthshaking for me.

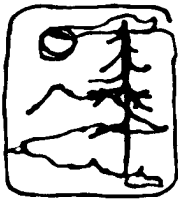
In another area of study the topic from John Mohawks "Origins of Iroquois Political Thought" was a very important piece of a puzzle that finally fell into place for me because this information has only been rumored about in conversations concerning Traditional tribal government and religious origins, most of my adult life. I was very relieved to finally gain some substantial knowledge about this elusive subject from John Mohawks article and from "The Great Law Of Peace and the Constitution of the United States". This information has been very helpful to me especially when considering our particular tribe has been actively establishing Self Governance policies currently, which could benefit if influenced by the wisdom from our Grandfathers who created democracy in its purest form.

Exemplar of Liberty, helped me to put into perspective the role our ancestors played in the history of this country's recent past. The impact our Nation to Nation relationship with the colonialists that our Native Societies originally enjoyed, dramatically changed the world. I have never come across any written documentation previously, giving our pre-contact ancestors credit for their unique value system and loose structured government influencing and eventually breaking the tyrannical grip the European Government held over the colony's. This evidence was acknowledged in detail in this book and also in A History of the Indians of the United States.


Student's signature
Date 7/22/93

Faculty signature

Date



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THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT

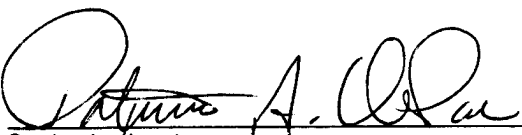
DEPOE	Patricia	Ann	
Student's Last Name	First	Middle	ID Number
Tribal Based Community Determined			
Title		Date began 10/92	Date ended 6/93

Winter Quarters journey into the Federal Indian Trust relationship gave me the insight into how our present day bureaucratic trappings originated. The most helpful of these handbooks was Indian Tribes As Sovereign Governments. It chronologically places all the major federal laws enacted upon Indian country from the signing of the treaties to the present day dilemmas that are still affecting our lives adversely as Natives, due to federal law injustices.

The State of Native America was a reading that is unsurpassed in its detailing with the original contact by the European military might and later its Christendom presents systematically dismantling Native worlds. This book is also very clear in its exposure of the continued systematical dismantling of Native worlds in today's quasi colonial, new federalism arena. The book, The Nations Within revealed a holistic picture of Indian country's struggle to survive the U.S. Government whims of geonocidal ploys against Native Societies rights to exist as sovereign Nations. These facts helped me discern why the dominant societies judicial system to this day feels an aggressive animosity concerning most issues involving Natives asserting their Sovereignty within their own jurisdictional boundaries. The section in this book concerning the "Bill Collier Area" explains how the times impacted Indian country depending on the temperament of the various Governmental cabinets and the political winds that blew them into power.

The group project was quite a learning experience when construction our own Tribal Constitutions came into play. I enjoyed the group process and all its intensity and felt the exhilaration of actually having some control in our lives even if it was just a surrealistic attempt at applying our newly empowered knowledge.

I feel very fortunate for being part of these classes at this stage of their evolution and having the opportunity to benefit from the overwhelming wealth of knowledge concerning our Native American Historical past. If not for this course's intense focus on our recent past and the enlightenment that it has exposed me to, I would probably not have attempted to continue my pursuit to be a quality educator in the teaching field.


Student's signature
Date 7/22/93

Faculty signature

Date



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THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT

DEPOE	Patricia	Ann	
Student's Last Name	First	Middle	ID Number

Tribal Based Community Determined10/926/93

Title Spring quarter was a very a traumatic time for me both personally and financially. I had a very hard time staying on a civil level with a couple of the people in our class. After enduring several personal attacks I just quit trying to please the most obnoxious and tried to get on with the class projects. It was very discouraging to feel like a walking target after the group projects got underway. I'm still having some problems resolving my feelings about the way things turned out with the lack of responsibility taken on the part of almost everybody involved in the group projects. It was very difficult to see any of projects to a successful conclusion, without reasonable support from the group who initiated it. This Spring quarter was an opportunity for us as a group to consolidate our energy and put down our differences momentarily. We failed on nearly every level to find common ground.

I enjoyed the whole class sessions on campus throughout the academic year but especially during spring quarter on a regular basis. The seminar that focused on the "Indian Education 2000" video along with Yuvone Petersons "Indian Education Issues" seminar, gave me the incentive to continue ahead with the group projects when everything else seemed to be falling apart. The campus sessions were the perfect source to touch base with the rest of the community classes. These meetings were a great opportunity to find out almost everyone was experiencing similar problems with their own group process. But it was most helpful to learn what the other tribes' focus of concerns were, in comparison to what our own dilemmas were. This gave us an open forum to communicate about how each tribe arrived at their unique solutions and how their group went about addressing and resolving many current issues in education or whatever area of topic being discussed was and their particular approach. It is very difficult to find an opportunity such as this, for neighboring tribes to sit down and discuss potentially explosive topics and still be on friendly terms after the discussion.

The research I embarked upon to develop my final thesis about the public education systems deficiency and overt negligence surrounding Indian Education issues was an exceptional learning experience for me. Although not intentionally, I'm sure I've caused a considerable amount of paranoia about my ulterior motives while collecting data and wading through our local school systems political channels. I just hope I haven't caused any long standing prejudices against my being employable in the near future. If I have caused such an attitude of retaliation against myself by forcing all parties involved to take a truthful look at what is not happening for our Native students then I'll more than likely find out sooner rather than later, since my recertification as a substitute teacher, is now due for this school district.

Student's signature

Date

Faculty signature

Date

HUMAN DEVELOPMENT. II. PROGRAM

Program Description Fall Quarter -- 1972

The objectives of the Program have been: (1) to develop a general educational foundation for possible later specialization in one of the human service professions; and (2) to cultivate an ability to interpret our lives to ourselves and others in response to readings in the social and biological sciences and the humanities in preparation for supervised work in the community.

During the fall quarter the Program took as its central theme Work and Play; Love and Labor; Holding On and Letting Go. Each component of the Program explored these apparent dichotomies. Those components were:

Seminar and Lecture series on Lives: Lectures or other presentations were given once each week, followed by seminars which explored the theme as it rose in the following books: I Never Promised You A Rose Garden - Hannah Greene; Black Elk Speaks; Memories, Dreams and Reflections - C. G. Jung; The Watershed - A. Koester; Gandhi's Truth - E. Erickson; Long Old Road - Horace Cayton; Additional Dialogue and Johnny Got His Gun - Dalton Trumbo.

Lecture Series on the Program theme: a lecture addressed to some facet of the theme was given once a week. Two additional books were assigned: The Act of Creation - A. Koestler and Homo Ludens - J. Huzinga.

Internship Preparation. Students were asked to devote one day a week arranging and preparing for an internship experience to be undertaken during the winter quarter.

Self-Study Workshops. Once a week students met in small groups with one of the faculty to reflect on how their personal development was both influencing and being influenced by participation in the Program and in life at Evergreen. Six modes of self-study were available, one of which each student chose: reflections on meditation; reflections on art; reflections on dreams; reflections on I-Ching; reflections on perception and problem solving; reflections on early memories.

Faculty seminar. The faculty held its book seminar once a week and students were encouraged to attend.

Thus, full participation in the program involved weekly attendance at two lectures, one book seminar and one self-study seminar. In addition, one day a week was devoted to internship preparation, and attendance at the faculty seminar was encouraged. During the week a film pertinent to the week's reading was shown. Students were expected to develop portfolio materials relevant to each component of the program.

The faculty were: Richard Brian, Ph.D. (mathematics); Leo Daugherty, Ph.D. (literature); Winifred Ingram, Ph.D. (psychology); Richard Jones, Ph.D. (psychology); Charles Pailthorp, Ph.D. (philosophy); Robert Sluss, Ph.D. (biology).

Program Description Winter Quarter -- 1973

Internships and workshops as described in the evaluations attached. In addition, students on internships close to Olympia were asked to attend regular seminars on Fridays to discuss their internships and any problems they might have.

The faculty remained the same throughout the quarter.

THE EVERGREEN STATE COLLEGE, OLYMPIA, WASHINGTON

FACULTY EVALUATION OF STUDENT ACHIEVEMENT

Fall, Winter 1972-73
Quarter Filed

Wilkie Patricia A.
Student's Last Name First Middle Social Security Number

Coordinated Study Title: Human Development II Code No. 2009U

Contracted Study Title: _____ Code No. _____

Patricia was a member of my seminar during the fall and winter quarters of the 1972-73 academic year as a student in the Human Development II program. Her interest in Native-American studies lead to a request that she be allowed to travel with a caravan going to Washington D. C. to engage in discussions dealing with Native-American problems. The faculty team agreed that she should go on the condition that she read a number of books, kept a personal journal and corresponded regularly with me. She fulfilled these obligations, although the written correspondence was not as frequent as I had hoped it would be.

During the second quarter, which was an internship period for all the students in the Human Development II program, Patricia worked as an intern in the areas of social and health services for the Puyallup tribe with Ramona Bennett as her internship adviser. During both quarters her work was satisfactory.

Suggested Course Equivalencies (in quarter hours)

FALL 1972-73

GENERAL SOCIOLOGY 5
MINORITY STUDIES 5
GEN. HUMANITIES 5

WINTER 1972-73

MINORITY STUDIES 10
GENERAL SOCIOLOGY 5

Richard B. Brown

Signature, Seminar Leader or Sponsor

Date

9/12/73

THE EVERGREEN STATE COLLEGE, OLYMPIA, WASHINGTON

THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT

Fall, Winter 1972-73
Quarter Filed

Wilkie

Patricia

A.

Student's Last Name

First

Middle

Social Security Number

Coordinated Study Title: Human Development II Code No. 2009U

Contracted Study Title: _____ Code No. _____

During fall and winter quarters I arranged with my Professor, Richard Brian to be doing field work in the areas of social and health development for the Puyallup tribe, on a volunteer basis through a special contract arranged with the Human Development II faculty. My supervisor was Ramona Bennett, Tribal Council Woman, and it was her responsibility to arrange a schedule that would fulfill the type of educational background I was seeking.

My schedule included attending various tribal and urban Indian meetings pertaining to the areas stated, as well as outreach work in the Indian Communities around the Olympia and Tacoma areas in which I informed Indian families of the Social and Health Services available to them.

Patricia A. Wilkie

Student's Signature

Date 9-12-73

Richard B. Brian

Seminar Leader or Sponsor

Date

9/12/73



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.