



McGraw, Sonja M

A00241526

Last, First Middle

Student ID

Former Name(s): Blackburn, Sonja ;**CREDENTIALS CONFERRED:**

Bachelor of Arts

Awarded 11 Jun 2010

TRANSFER CREDIT:

Start	End	Credits	Title
09/2002	08/2004	75	Northwest Indian College
09/2002	08/2004	15	Northwest Indian College

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/2004	06/2005	36	Tribal:Reservation Based:Quinault 5 - <i>History: Native American Leadership up to the 20th Century (Upper Division)</i> 3 - <i>History: First People's History (Upper Division)</i> 5 - <i>Philosophy: Ethics at Work and at Large (Upper Division)</i> 3 - <i>Eastern Philosophy (Upper Division)</i> 5 - <i>Native American Studies: Song, Dance, and Medicine (Upper Division)</i> 6 - <i>Political Science: The Critical Review of Leadership in the 20th Century (Upper Division)</i> *4 - <i>Introduction to Descriptive Statistics</i> 3 - <i>Political Science: Contemporary Leadership (Upper Division)</i> *2 - <i>Fish Biology</i>
09/2007	06/2008	29	Reservation Based/Community Determined - Quinault 5 - <i>American Indians and Social Policy</i> 4 - <i>Debate: Social Policy in a Global Environment</i> 2 - <i>Early Childhood Development</i> 2 - <i>Battlegrounds</i> 2 - <i>Cultural Studies: Exploring Spirit or Power Animals</i> 9 - <i>Philosophy: Ethics, Theory, and Practice</i> 4 - <i>Social and Cultural History: Comparing World Indigenous Societies--Life Altering Effects on Land-Based Peoples</i> 1 - <i>Exploring Economic Issues in Indian Country</i>
03/2009	06/2009	12	Reservation Based/Community Determined - Quinault 9 - <i>Social Change and Cultural Continuity</i> 3 - <i>Northwest Indian Coastal Design</i>
09/2009	06/2010	13	Reservation Based/Community Determined - Quinault 4 - <i>Independent Study: Stephen King: Stylistically Challenged?</i> 4 - <i>Great Books - Expose Yourself: The Survey of Literature I</i> 4 - <i>Great Books - Expose Yourself: The Survey of Literature II</i> 1 - <i>Research Protocols: Gathering Indigenous Knowledge</i>



McGraw, Sonja M	A00241526
Last, First Middle	Student ID

Cumulative
180 Total Undergraduate Credits Earned



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

McGraw	Sonja	M	A00241526
Student's Last Name	First	Middle	ID Number
10324, 20236, 30231	Reservation Based/Community Determined - Quinault		
Program or Contract No.	Title		
	28-SEP-2009	11-JUN-2010	13
	Date began	Date ended	Qtr. Credit Hrs.

DESCRIPTION:

Faculty: Cindy Marchand-Cecil, Nisqually site and Saturday Battlegrounds; Mark Ferguson, Muckleshoot site; Dorothy Flaherty, Quinault site; Renee Swan-Waite, Tulalip site; Gina Corpuz, Associate Director and Pt. Gamble site; Michelle Aguilar-Wells, Director.

The theme for 2009-2010 is Foundations for Sustainable Tribal Nations. The overall theme provides students with underpinnings for tribal sustainability in the broadest sense of the word. The Fall sub-theme was *Sovereignty and Indian Law*, the Winter sub-theme was *Setting the Stage for Leadership: Voices of Empowerment, Inspiration and Transformation*, and the Spring sub-theme was *Reclaiming, Protecting and Practicing Sustainability*.

The Fall sub-theme, *Sovereignty and Indian Law* is an overview of federal Indian law through a study of historical and contemporary materials and case law. It develops the foundation for: understanding treaties, the trust relationship, legal precedents through case law, threats to sovereignty, and Indian activism. It covers the basic conflicts among sovereign governments which dominate this area of law, including conflicts over jurisdiction, land rights, hunting and fishing rights, water rights, domestic relations law, and environmental protection. Religious freedom and cultural resource protection are topics included in required readings. Successful students acquired a critical understanding of the basic tenets of Indian law, tribal sovereignty, and the structure and history of the federal-tribal relationship. An examination of current legal issues provided students with insight into court systems and the interactions between tribal nations and Congress. In addition to supplemental materials selected by faculty, students read the following books, *The Rights Of Indians And Tribes: The Authoritative ACLU Guide To Indian And Tribal Rights*; *Blood Struggle; Peace, Power, Righteousness*; and *Asking the Right Questions*.

In addition, at the Quinault site, taught by Dorothy Flaherty, students were engaged in additional research related to specific sovereign and jurisdictional issues germane to contemporary Indian law. In addition, students researched, summarized, and re-enacted selected Supreme Court cases pivotal to changes in Indian policy that affect the lives of tribes. In addition, each student was responsible for research that led to a written and oral presentation of a personal "manifesto."

The Winter sub-theme, *Setting the Stage for Leadership: Voices of Empowerment, Inspiration and Transformation* examined the identification formation and politics of US presidents and world leaders, as well as their rise to international leadership positions. Students studied the role that race, class, gender, nationality, education and other differences have in advancing or inhibiting individuals to a place of privilege and power. The ideas and concepts of mixed-heritage, ethnocentricity, inheritance, royalty, and tribal affiliation were explored. The intersections between human rights, civil rights, social justice issues and forms of resistance were studied. Students were given an opportunity to critically analyze multiple perspectives of colonization and oppression through review of American democracy and other world governmental structures. Comparing and contrasting Theater of the Oppressed and Shakespeare added to the complexity of the student's knowledge construction. In addition to supplemental materials selected by faculty, students read the following books, *Night Flying Woman*, *The Tempest*, *A long Walk to Freedom*, *Eyewitness to Power*, *Dreams from My Father*, and *Asking the Right Questions*.

August 3, 2010
Date



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In addition, at the Quinault site, students watched the film *Mandela and DeKlerk*, to compare Mandela's autobiography to its portrayal on film. Students at the Quinault site also watched the film *Precious*, where they were able to discuss the similarities and differences between rural and urban struggles, Native American and African American challenges. Students explored inner leadership qualities possessed by those whose leadership skills may go unnoticed in the public eye, but make an impact on those they encounter daily. This exercise was integral to forming students' autobiographies.

The Spring Quarter course entitled *Reclaiming, Protecting and Practicing Sustainability* used a variety of methods, materials, and approaches to explore contemporary sustainability issues in the U.S. and abroad. Students examined the intersection of social, environmental and economic practices on the sustainability of the planet's biological systems, atmosphere and resources. In particular, students focused on energy, climate change, maintaining biodiversity and health, population growth, carrying capacity, tragedy of the commons, carbon footprint, water and agriculture as well as social and environmental justice issues. Cultural and indigenous aspects of sustainability were also addressed. Students explored restorative solutions and development to sustainability issues at the local, national and international levels. The texts for this quarter included 1) *Hot Flat, and Crowded, Why We Need A Green Revolution-and How It Can Renew America* by Thomas L. Friedman; 2) *The Sustainability Revolution, Portrait of a Paradigm Shift*, Andres R. Edwards; and 3) *Original Instructions, Indigenous Teachings for a Sustainable Future*, Edited by Melissa K. Nelson, Contributions by John Mohawk, Winona LaDuke, John Trudell, Greg Cajete and others.

In addition, at the Quinault site, students engaged in extensive research related to sustainability issues, including challenges surrounding the environment, carbon credits, economic impacts, and effects on present and future generations. The final project involved a study of the Quinault Indian Nation Bear Guide Program. Students first researched the damage to trees caused by the over-abundance of bear populations on the reservation. Students reported, through audio, visual and written media, how bear harvesting over the past several years has brought equilibrium to the survival of these damaged trees. Recognizing the controversy surrounding the popularity of bear harvesting, students presented a balanced presentation focusing on the benefits and the disadvantages to hunting bears over time.

All students attended four daylong upper division Saturday classes at the Longhouse on the Evergreen campus each quarter. In the morning sessions during Fall, Winter, and Spring Quarters, students attended a total of three of the following 2-credit classes:

- 1.) Crime in Native America
- 2.) For the Stage and Beyond
- 3.) Literature Review, Research, and Analytical Writing
- 4.) Techniques in Language Use for the College Writer
- 5.) Native American Music as Medicine
- 6.) Film: A Pathway to Critical Thought and Social Consciousness
- 7.) Diversified Stylistics for the Advanced Writer
- 8.) Walking in Two Worlds: Art and Identity
- 9.) Fundamentals of Coastal Design – The Art of the Warrior Shawl 1, 11, 111

In the afternoon sessions, students attended Battlegrounds which is a 1 credit class based on original case studies about contemporary issues in Indian Country. Fall Quarter focused on the following cases: *When Our*

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Water Returns: The Gila River Indian Community and Diabetes; Co -Management of Puget Sound Salmon: How well does the Use and Collection of Shared Fishery Science between Tribes and the State Guide Resource Protection?; and Luna/Tsu-xiit the "Whale": Governance Across (Political and Cultural) Borders. Winter Quarter focused on: Luna/Tsu-xiit the "Whale". Governance Across (Political and Cultural) Borders; Spirit of the Whale; and Since Time Immemorial: Designing & Implementing a Tribal Sovereignty Curriculum. Students also attend a lecture by Sam Deloria and attend a one man show by Robert Greygrass. Spring Quarter focused on the following: Can the Needs for Environmental Protection and Biodiversity and the Needs of Indigenous People be Reconciled? by Robert Cole and Should the Confederated Tribes of Warm Springs Invest in a Woody Biomass Co-generation Facility? by Kathleen M. Saul.

EVALUATION:

Written by: Dorothy Flaherty

During Winter Quarter, Sonja entered into an independent study agreement with Dorothy Flaherty where she explored the novels of Stephen King. Sonja entitled her project Stephen King: Stylistically Challenged?. She first wrote a synopsis of King's life; from this, she integrated how his text paralleled his personal history, changing styles, approaches to his writing, thematic differences, and his rise to the iconoclastic place he holds as a popular author. Sonja read and analyzed four novels and a non-fiction work; her analysis synthesized five separate periods of his career and ably persuaded her reader that King's contributions to literature have motivated writers to follow the age-old advice about writing: write what you know.

In addition, Sonja entered into an independent study agreement with Dorothy Flaherty during Fall and Winter Quarters, where she explored fourteen novels from diverse cultures: Great Books – Expose Yourself: The Survey of Literature I and II. For each novel, Sonja took an examination, consisting of answering, in essay form, nine analytical questions. Sonja's analyses demonstrated superior abilities to read critically, and analyze succinctly the content and style of each text. Sonja is an accomplished writer: I have had rare opportunities to teach such a talented student. In both of her independent study courses, she demonstrated a gift for analysis and the ability to gather a large amount of information and write in a concise, articulate style.

As part of a one-credit independent learning agreement during Spring Quarter, 2010, entitled *Research Protocols in Indian Country* Sonja attended the 2010 Northwest Regional Conference held at The Evergreen State College entitled *Protection of Cultural Properties and Tribal and Indigenous Peoples: Weaving Research Communities Together: Research Protocols in Indian Country*. The keynote speaker was Dr. Gregory Cajete, whose presentation was titled *Creating Sustainable Indigenous Community in a 21st Century World*. Dr. Gregory Cajete is Santa Clara Pueblo and a renowned author of five books exploring Native science and Indigenous perspectives.

Sonja provided an interesting and thought-provoking report on her observations. In her paper, entitled "Gathering Indigenous Knowledge," Sonja's critical thinking skills were clearly evident throughout her writing as she skillfully wove together the ideas from each presenter into a composite framework of the day's events. Sonja is encouraged to continue to study research protocols in Indian communities, which will help to

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Date



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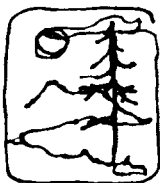
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	Date began	Date ended	Qtr. Credit Hrs.

assist her in understanding the ethics and theories that underpin both qualitative and quantitative studies in Indian communities.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 13

- 4 - Independent Study: Stephen King: Stylistically Challenged?
- 4 - Great Books – Expose Yourself: The Survey of Literature I
- 4 - Great Books – Expose Yourself: The Survey of Literature II
- 1 - Research Protocols: Gathering Indigenous Knowledge

August 3, 2010
Date



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FACULTY EVALUATION OF STUDENT ACHIEVEMENT

McGraw	Sonja	M	A00241526
Student's Last Name	First	Middle	ID Number
30171	Reservation Based/Community Determined - Quinault		
Program or Contract No.	Title		
	30-MAR-2009	12-JUN-2009	12
	Date began	Date ended	Qtr. Credit Hrs.

DESCRIPTION:

Faculty: Cindy Marchand-Cecil, Nisqually site and Saturday Battlegrounds; Mark Ferguson, Muckleshoot site; Dorothy Flaherty, Quinault site; Renee Swan-Waite, Tulalip site; Gina Corpuz, Associate Director; Michelle Aguilar-Wells, Director.

The theme for this upper division program in 2008-2009 is Integrating Change in a Communal Society. Through core and extended studies, over the academic year, students will view how change happens in communal societies; the internal and external forces, resistance, and the cultural issues and implications. Through these lenses they learned to understand how change is integrated or rejected.

The spring sub theme, *Social Change and Cultural Continuity* is a 9-credit core course. This course examined issues that Native American nations and communities face as they enter the 21st century, including: sovereignty, economic development, constitutional reform, cultural and language sustainability and promotion, land and water rights, religious freedom, health and social welfare, and education. Because the challenges are broad and comprehensive, the course emphasizes the breadth of issues that leaders must confront. Research finds that the viable approaches to such areas of nation building must be compatible with individual societies' cultures, and American Indian societies are culturally heterogeneous. Hence, there is not "one size" that fits all. Field research and experience are utilized to engage students in the multidimensional settings that confront Native societies, particularly in the delivery of culturally integrated health and human services.

At the Quinault site, focus was on critical reading when analyzing the texts, and supporting articles. The class watched and discussed several videos that complemented the texts. There was one guest speaker this quarter, the Honorable Lee Schlender, Quinault Indian Nation tribal judge whose insight into tribal constitutional law and the development of a peacemaker court piqued additional insight into tribal governance. The students interpreted the texts, videos, and guest lecture with the goal of developing realistic methodologies to enrich the lives of the Quinault People, especially in health care delivery, maximizing access to governing bodies, applying constitutional laws, and supporting changes in the court system.

In addition to supplemental materials selected by faculty, students also read the following books and articles: The Harvard Project on U.S. Policies of Self-Determination. (2008). ***The State of the Native Nations: Conditions under U. S. policies of self-determination***. New York: Oxford University Press; Dixon, M. & Iron, P. E. (2006). ***Strategies for cultural competency in Indian health care***. Washington, D.C.: American Public Health Association.

All students attended four daylong Saturday classes each quarter at the Longhouse on the Evergreen campus. Over the year, students took a variety of 1-3 credit upper division strands.

- 1) **Mixed Heritage: Thinking Outside the Box about the Native American Experience** was a discussion based class that used film, literature, self-examination, and quantitative information to examine the implications of multiraciality for Native American people and families.
- 2) **Native Americans and the Right to Vote** studied the history of the Indian struggle for citizenship and the right to vote, as well as the impact of the Native vote on local and national elections.

July 20, 2009
Date



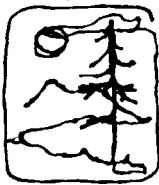
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- 3) **ePortfolio Development/Creative Writing** courses introduced students to the development and creation of ePortfolios (electronic portfolios) and provided an opportunity for students to reflect on their academic goals and describe their accomplishments through creative writing.
- 4) **Understanding and Responding to Organization Behavior: How to make things happen or understand why they happened:** Students learned methods to assess organizational behavior and learned to identify the components that contribute to the success and/or challenges occurring within an agency or organization. Course work focused on learning organizational theory, culture, and assessment.
- 5) **Beloved Community: Education as a Practice of Freedom:** Students learned about different types of media that promote understanding of the stories of Native people through guest speaker/authors. Students focused on the importance of telling their stories, and how their experiences and the re-telling of them, helps to promote understanding.
- 6) **The Art and History of Mosaic** introduced students to the uses, materials, and world history of mosaic work. Students designed and created a glass mosaic piece and developed its story through journaling and oral presentations.
- 7) **Northwest Indian Coastal Design:** Students studied the elements found in traditional coastal regalia and executed a robe or wall hanging using Melton wool. The art piece was representative in the way of the coastal peoples and of their own design and influence.
- 8) **Grandmother's Voices: Intersections between Ancestral Teachings and Environmental Activism:** This course examined Indigenous ceremonial ways, particularly ceremonial objects of prayer, song and traditional medicines. Students also reviewed an environmental problem from a scientific approach and discussed possible solutions integrated with Indigenous traditional knowledge. Students also explored their roles as individuals in making environmental decisions on a daily basis and what role they play as future ambassadors for their Nations.
- 9) **Fundamentals of Coastal Design:** Students studied the elements found in traditional coastal regalia and designed and executed a "warrior shawl" for the RBCD graduation or other ceremony. (This could be combined with NW Indian Coastal Design for up to 3 credits -1 credit stand alone)
- 10) **Garden Grammar:** This course included a brief overview of the history and significance of the written word and grammar and an overview of grammar basics, such as parts of speech, sentence construction, and punctuation use. Students explored the use of these conventions in a series of engaging writing exercises designed to empower them to make informed choices when using the written word, particularly in an academic setting.
- 11) **Computer Technology Workshop:** These workshops spanned topics that ranged from managing smart personal presence on the web to creating and sharing work using current technologies. Students explored accessing relevant online sources and academic journals, simple Google hacks that can make searching much more effective, how to develop a myriad of document types such as spreadsheets and presentations, and how to share these materials and collaborate online with peers
- 12) **Intergovernmental Battlegrounds:** The workshop utilized case studies to focus on intergovernmental battlegrounds in Indian Country in gaming, sacred sites, and environment. They also focused on the Hood Canal Bridge Reconstruction Project and the discovery of an ancient Klallam village, Tse-Whit-Zen.

July 20, 2009

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	30-MAR-2009	12-JUN-2009	12
	Date began	Date ended	Qtr. Credit Hrs.

EVALUATION:

Written by: Dorothy Flaherty, MA, MSW, LICSW

During Spring Quarter, Sonja excelled in leading discussions of the texts studied. Each student was required to write discussion questions based on their readings: Sonja's questions were provocative, inspiring, and often went beyond the text. She consistently sets high standards for herself, meets these standards, and inspires the rest of her peers to challenge themselves to reach her level of erudition. Sonja's presentation of TANF was exceptional: her passion and understanding of the subject and her determination to make a difference for the future generations left the audience eager to make significant changes for generations to come. Sonja is especially talented in her writing and presenting skills: she is polished and thorough.

In addition, Sonja attended **Northwest Indian Coastal Design**. Michelle Aguilar-Wells was the faculty for **Northwest Indian Coastal Design**, in which students learned the design elements found in traditional coastal regalia. Sonja missed a class and did not complete make up work. She produced a button robe that was thoughtfully designed. Her second project, a warrior shawl departed artistically some from the more common fabric design by using buttons as the sole element. Her journal adequately met minimum standards and related some of her learning journey and cursory research. Her presentation did a good job of explaining her concept.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12

- 9 - Social Change and Cultural Continuity
- 3 - Northwest Indian Coastal Design

July 20, 2009
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McGraw	Sonja	M	A00241526
Student's Last Name	First	Middle	ID Number
10218, 20105, 30105	Reservation Based/Community Determined - Quinault		
Program or Contract No.	Title		
	24-SEP-2007	13-JUN-2008	29
	Date began	Date ended	Qtr. Credit Hrs.

DESCRIPTION:

Faculty: Tracey Hossekus, Lower Elwha site; Jeff Antonelis-Lapp, Muckleshoot site (fall/winter) and program co-director; Mark Ferguson, Muckleshoot site (winter/spring); Allen StandingBear Jenkins, Nisqually site (winter/spring); Jane Wood Nisqually site (fall); Gina Corpuz, Port Gamble site; Michelle Aguilar-Wells, Quinault site (fall/winter) and program co-director; Darrel Pickett, Quinault site (winter); Dorothy Flaherty, Quinault site (spring); Renee Swan-Waite, Tulalip site (winter/spring); Cindy Marchand-Cecil, Saturday faculty.

The Reservation Based Community Determined program is an upper division program and all credit equivalencies are for upper division credit unless otherwise noted. The theme for 2007-2008 was Traditional Knowledge: The Foundation for Sustainable Tribal Nations. The fall sub-theme was *American Indians and Social Policy*. The fall quarter 5-credit core introduced students to social welfare policies, focusing on American Indians in terms of the historical descriptive content of American social welfare institutions. Students gained a solid understanding of how social policy is developed and applied in tribal and dominate society. Through policy critiques, research on various social policy topics, the textbooks, and a social policy analysis paper, students developed a knowledge base that includes the history of Federal policy changes on the health and well-being of American Indian people, how policies impact the roles and status of American Indian women and children, and further knowledge of how the unique tribal/federal legal relationship impacts the development and implementation of social policy in tribal and county/state settings, especially as it applies to Indian people. In addition to weekly required online readings, the students also read the following books:

- Duran, E. (2006). *Healing the soul wound: Counseling with American Indians and other Native peoples*. New York: Teachers College Press
- LaDuke, W. (2005). *Recovering the sacred: The power of naming and claiming*. Cambridge, MA: South End Press
- Lui, M. Robles, B. Leondar-Wright, B., Brewer, R., & Adamson, R., with United for a Fair Economy. (2006) *The color of wealth: The story behind the U.S. racial wealth divide*. New York: The New Press
- Razor, P. (2001). *While the locust slept*. St Paul, MN Historical Society/ Native Voices

The winter sub-theme, *Ethics for Tribal Sustainability: Theory to Practice*, moved from the theoretical underpinnings of ethics to the practical applications within a modern society and within American Indian communities. The 5-credit core course introduced students to the foundations of philosophical theory using texts, case studies, and case development. Students studied and participated in seminars on the major philosophical theories of ethics including Kantism, utilitarianism, cultural relativism, the social contract, and others. Students studied ethical decision-making, considered how culture and moral codes change over time, and learned to recognize and apply ethical decision-making in the workplace and in life. In addition to supplemental materials selected by faculty, students also read the following books and articles:

- *The Elements of Moral Philosophy* by James Rachels; fifth edition by Stuart Rachels. McGraw Hill, 2007
- *The Right Thing to Do, Basic Readings in Moral Philosophy* by James Rachels; fourth edition by Stuart Rachels. McGraw Hill, 2007
- *Harvard Business Review on Corporate Ethics*; Harvard Business School Publishing Corporation, 2003
- *A Different Kind of Courage*, by Charles Taylor at: <http://www.nybooks.com/articles/20110>

June 26, 2008

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- *Radical Hope, Ethics in the Face of Cultural Devastation* by Jonathan Lear. Harvard University Press, 2006

The spring sub-theme, *Comparing World Indigenous Societies: Life Altering Effects on Land-Based Peoples*, advanced student discourse and understanding on decolonization within and beyond the boundaries of the Indigenous in the United States. The 5-credit core course enabled students to examine the differences and commonalities of colonized peoples, grasp a contextual understanding of Eurocentrism and Ethnocentrism, and analyze contemporary colonial situations in tribal communities and formulate possible solutions. Students also came to understand the individual and communal manifestations of colonial subjugation (i.e. cultural and psychological confusion), and the role of traditional Indigenous knowledge in developing strategies to rebuild and strengthen Indigenous nations. In addition to supplemental materials selected by faculty, students read the following books and articles:

- *Yuuyaraq: The Way of the Human Being* by Harold Napoleon
- *Reclaiming Indigenous Voice and Vision*, edited by Marie Battiste
- *A Small Place* by Jamaica Kincaid
- *Things Fall Apart* by Chinua Achebe
- *Metaphor and Metaphysics within the Sami Culture* by John Weinstock
- *The Cultural Impact of the Highland Clearances* by Ross Noble

Students attended six hours of class weekly at their reservation site for seminar and other activities in support of topics of study. In addition to site classes, all students attended four daylong Saturday classes at the Longhouse on the Evergreen campus. In the morning sessions during fall quarter, students attended one of the following 2 credit classes:

- *Early Childhood Development: Nurturing Creativity* taught students about the stages of child development.
- *Introduction to Public Speaking* focused on helping students overcome fear of public speaking.
- *Does Gender Matter?* explored the effects of cultural norms on gender roles and the evolution of these roles over time.
- *E-Portfolio* introduced students to the development and uses of electronic portfolios.
- *Birds Afield: An Introduction* was a field study that had students identifying and studying the birds of western Washington.

In the Saturday morning sessions during winter quarter students attended one of the following 2 credit classes:

- *Understanding and Writing about the History of Our People* focused on the writings of Indigenous writers and their perceptions of their history.
- *Animism: Exploring Spirit or Power Animals* used research, design, and discussion to learn about spirit animals, characteristics, and powers.
- *Public Speaking II* built on Public Speaking 1 by exploring the structure of a well-rounded speech.
- *Exploring the Social Sciences* introduced students to issues and conditions that have a significant impact on Native Communities in the Pacific Northwest through a speaker series in the social sciences.

In the Saturday morning sessions during spring quarter, students attended one of four 2-credit classes:

- *Exploring Economic Issues in Indian Country* focused on issues and conditions that have an economic impact in Native communities.
- *Indigenous Issues in Jordan* examined the complex politics and cultures of the Middle East through the lens of indigenous issues.

June 26, 2008

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- *Working with Cedar and Warrior Shawls* taught the elements of traditional coastal regalia, allowing students to design and create a warrior shawl and a cedar strip "mortarboard" for graduation.
- *Drama: From Page to Stage* explored the joy and challenge of creative dramatic expression through a variety of activities.

In the afternoon sessions, students attended a 1-credit workshop, Intergovernmental Battlegrounds. The workshop utilized case studies to focus on intergovernmental battlegrounds in Indian Country in whaling and treaty rights, methamphetamines, and land rights issues.

At the Quinault site for 4 additional credits, in fall quarter, students also learned the basics of debate by participating in two adapted Lincoln-Douglas/parliamentary forms of debate. The purpose was to explore both topics of global interest and importance as well as site specific issues of social policy. In addition each student was responsible to secure a speaker for class who would bring forth issues in areas that affect the community and that are of current interest and debate. Students were expected to interview their speaker, introduce them to the class, and research the topic in order to develop questions for seminar (debate). This class supported the core course objectives for fall of 07.

During winter quarter students expanded the core course by debating the ethical issues regarding whether or not to allow alcohol sales on the Quinault Reservation. They viewed the movies *3:10 to Yuma*, *Schindlers List*, and reviewed ethical cases from the San Diego EDU site, discussing the theories that applied, the practical applications, and implications for their own work in the future. Students also further studied the theories of altruism, egoism, and utilitarianism.

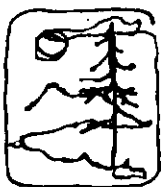
EVALUATION:

Written by: Michelle Aguilar-Wells, Darrel Pickett, Dorothy Flaherty, MA, MSW, LICSW

Fall and Winter Quarters Written by Michelle Aguilar-Wells and Darrel Pickett: Sonja wrote a term paper on the Adam Walsh Act of 2006. She did an excellent job in presenting the pros and cons of how a law that Congress enacts without consultation impacts Indian country. She did an excellent job in showing the assault on sovereignty while pointing out the personal benefits to individuals. Through her other written work and her participation in seminar she demonstrated a clear and excellent understanding of the development of social policy at all levels of governments and within differing societal norms. Sonja enthusiastically participated in the research, preparation, and organization of the debate in her team setting. It was clear that she was given a leadership role and has the respect of her fellow students. Sonja is continuing to learn how to synthesize and analyze materials on deeper and more meaningful levels. Her writing continues to develop more complexity while at the same time becoming more concise. Cindy Marchand-Cecil taught Intergovernmental Backgrounds. In addition to faculty-led presentations on the first Saturday, there were two case studies presented, with guest speakers at each session. Students engaged in intensive small group work during each of the sessions, and were also given opportunities to address the entire class of 50 students. She completed a compare and contrast essay that was well thought out and drew logical conclusions. Students in *Early Childhood Development: Nurturing Creativity*, taught by Hirsh Diamant, examined importance of culture, art, nature and creativity in development and education of young children. Students practiced expressive arts and storytelling, including storytelling with puppets. Through the reading

June 26, 2008

Date



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

McGraw	Sonja	M	A00241526
Student's Last Name	First	Middle	ID Number
10218, 20105, 30105	Reservation Based/Community Determined - Quinault		
Program or Contract No.	Title	24-SEP-2007	13-JUN-2008
		Date began	Date ended
			29
			Qtr. Credit Hrs.

assignments, written responses and work in class Sonja McGraw demonstrated a good grasp of new concepts and made contributions to in-class discussions about readings, storytelling, and child development. In the future Sonja may concentrate on better attendance and timely written responses.

Winter quarter Sonja continued to demonstrate her strong critical thinking and analysis skills. The reflections and responses that she posted to the e-portfolio were thoughtful, analytical, and on topic. The case she wrote on drug testing of TANF clients resonated with many students and her oral presentation generated many questions and much discussion on these practices. Her case was well written and defined with enough contextual information for students to grapple with the ethics in depth. The results of her final test demonstrated Sonja's ability to absorb complex theory and apply it to contemporary issues. She has a good understanding of the theories of moral philosophy and ethical dilemma. She understands the basis of developing argument. Darrel stated that "Sonja did a wonderful job this quarter despite all the distractions, Sonja was very involved and really added to class discussions. Sonja turned in all home work that was asked of her and was a pleasure to have in class."

During Intergovernmental Battlegrounds there were three case studies presented, with guest speakers at each session. Case study topics included the Quinault Indian Nation's Path to Sovereignty and Forestry Management, Two-Spirit issues in Indian Country, Evil Water (Alcoholism) in Native communities, and examining a longstanding dispute for land between the Quileute Tribe and the Olympia National Park. Students engaged in intensive small group work during each of the sessions, and were also given opportunities to address the entire class of 50 students. "Sonja attended all classes and was an active participant in each case study. Sonja elected to write an excellent, moving essay regarding her insights, in general, about Battleground topics and the impact of these issues on Indian people everywhere. Her essay demonstrated exceptional writing and critical thinking skills. She is encouraged to continue developing her skills as a writer."

Sonja took the strand *Animism: Exploring Spirit or Power Animals* by Jesus Garcia in which the students used the text *Learning By Designing: Pacific Northwest Coast Native Indian Art Vol. I* by Jim Gilbert and Karin Clark. Students explored animism, by researching, and then designing a personal illustration using traditional northwest art form. Students learned methods for discovering their spirit animal and examined their characteristics and powers. Designs were created using acrylics on illustration board using basic red and black color schemes. Jesus said that "Sonja attended all sessions and completed all her assignments. She was an active participant in class and shared her experience of searching for her spirit animal. Sonja worked hard at designing an art print using traditional Northwest Coastal designs and completed and presented her work."

Spring Quarter Written by Dorothy C. Flaherty, MA, MSW, LICSW: The major theme for spring quarter, *Comparing World Indigenous Societies: Life Altering Effects on Land-Based Peoples*, was approached from a critically analytic point of view. Using methods based in deconstructionist theory, students were taught to read critically by breaking down the text, then reframing in order to form an analysis of the content, style, and writer's bias. In-class activities included seminar-style discussions, presentations, films, and writing assignments to encourage critical thinking. Core course requirements were supplemented by an introduction to critical writing: grammar exercises, rewriting, editing, and APA style were implemented in order for each student to develop an individual approach to best writing practices. This writing component represented

June 26, 2008

Date



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FACULTY EVALUATION OF STUDENT ACHIEVEMENT

McGraw	Sonja	M	A00241526
Student's Last Name	First	Middle	ID Number
10218, 20105, 30105	Reservation Based/Community Determined - Quinault		
Program or Contract No.	Title		
	24-SEP-2007	13-JUN-2008	29
	Date began	Date ended	Qtr. Credit Hrs.

additional support to the work completed in the core course, and added a potential total for 4 credits in addition to the 5 credits awarded for the core course.

Sonja is a very talented writer. She understands the concept of critical thinking, writing, and analysis and is capable of translating thought into the written word with a unique, expressive style. Sonja contracted individually with the instructor to complete written assignments following the core syllabus as well as supplemental assignments with assigned deadlines. Sonja attended two classes and failed to turn in many assignments, take the mid-term examination, and make use of portfolio opportunities to post her work. It is unfortunate that Sonja was unable to complete her contract: her contributions to in-class seminars and completion of written work would certainly have been invaluable to her education as well as to the entire class.

Allen StandingBear Jenkins facilitated *Exploring Economic Issues in Indian Country*, a speaker series that explored issues and conditions that have a significant economic impact on Native Communities, especially in the Pacific Northwest. Sonja missed one class and submitted two good reflection papers.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 29

- 5 - American Indians and Social Policy
- 4 - Debate: Social Policy in a Global Environment
- 2 - Early Childhood Development
- 2 - Battlegrounds
- 2 - Cultural Studies: Exploring Spirit or Power Animals
- 9 - Philosophy: Ethics, Theory, and Practice
- 4 - Social and Cultural History: Comparing World Indigenous Societies--Life Altering Effects on Land-Based Peoples
- 1 - Exploring Economic Issues in Indian Country

June 26, 2008
Date

Tribal
Leadership: Honoring our Past, Creating our Future
Program Description
2004-2005

Faculty: Michelle Aguilar-Wells, program co-director and Quinault site; Allen StandingBear Jenkins, Nisqually site; Michael Pavel, Skokomish site; Cindy Marchand Cecil, weekend classes; and Jeff Antonelis-Lapp, program co-director and Muckleshoot site. Part-time, site-based faculty: Jonelle DeCoteau, Port Gamble; Mark Ramon, Quinault; Virginia Cross, Muckleshoot (fall and winter) and Will Bill, Jr., Muckleshoot (spring).

The Reservation Based/Community Determined program's theme for 2004-2005 was *Leadership: Honoring our Past, Creating our Future*. The program provided leadership instruction and opportunities for learning within an ethical, moral and professional framework grounded in the historical perspectives of Native American cultural beliefs, and sought to prepare students to make a positive impact within their reservations and in the global society.

During fall quarter we studied historical American Indian leadership up to the beginning of the 20th century. Using *American Indian Politics and the American Indian Political System* by David E. Wilkins and readings from the American Indian Policy Center, we identified and analyzed the characteristics of traditional leadership and western leadership. We compared traditional forms of indigenous leadership to US governance, and compared/contrasted the leadership styles of Indian and non-Indian leaders. We used Blaisdell's *Great Speeches by Native Americans* to further the inquiry.

For winter quarter, our focus was Leadership in the 20th Century. In addition to continuing with Wilkins' and Blaisdell's books, we used Gergen's *Eyewitness to Power* to analyze leadership styles from each of the local, regional, national, and international arenas. We traced situations that have generated leaders within indigenous and non-indigenous communities, and described the range of issues that Native leadership addressed throughout the industrial and modern eras. Finally, we sought to analyze and critique issues relevant to Indian communities and understand how indigenous leaders exercised leadership.

The spring quarter sub-theme was Issues in Contemporary Leadership. Taiaiake Alfred's *Peace Power Righteousness and Meeting the Ethical Challenges of Leadership* by Craig E. Johnson fueled the seminar sessions as we examined the various community issues currently facing Native leaders and those anticipated in the coming years. Students also described the range of ethics that current and future Native leadership needs to address, and Alfred's work inspired analysis of the roles and responsibilities of a tribal governing body from both a traditional indigenous and a colonized perspective.

Students attended three hours of weekly classes at the reservation sites for seminar and other activities in support of their reading. Students were expected to participate in seminar and all other site activities and to complete all work as assigned by site faculty. Weekend classes met four times on campus in the Longhouse, which brought together program faculty and students from all five tribal sites. At the weekend classes, students participated in seminar and also selected and participated in three half-day sessions, which met during each of the four weekend classes. The sessions were designed to meet students' personal educational/professional needs or interests.



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

WEBSTER	Sonja	M.	A 00241526
Student's Last Name	First	Middle	ID Number
10373-20152-30166	Tribal: Quinault		
Program or Contract No.	Title		
	9/27/04	6/10/05	36
	Date began	Date ended	Qtr. Credit Hrs.

The primary course of studies for fall quarter was *History: Native American Leadership up to the 20th Century*. Through seminar discussion and her writing, Sonja demonstrated a deep understanding of the differences in leadership between Indian and non-native forms of governance. She contributed significantly to the seminars in class and especially was good at clarifying and synthesizing the discussion points. She was always prepared for seminar and was willing to share her understanding and excellent grasp of contextual vocabulary. In her writing assignments, she effectively struggled with pinpointing her thesis and strengthening her conclusions. Her work was always well drafted and grammatically correct. She completed assignments and worked hard to improve critical thinking skills.

Managing People, taught by Michelle Aguilar-Wells, was designed to help students adapt their collegiate experience and leadership skills to successfully fulfill roles that meet workplace expectations of their tribes. Through situational management, students were introduced to issues of ethics in the work place, policy development and enforcement, personality trait testing and evaluation, and employee relations including how to hire, fire, and conduct employee performance appraisals. Sonja's assignments were thoughtful and demonstrated her ability to synthesize materials and develop well-founded conclusions. Her participation provided helpful insight into the discussions.

Linda Watt taught *Balance of Mind and Body* to demonstrate how one can enhance learning through Jin Shin Jyutsu, Brain Gym, yoga, deep relaxation, and meditation. Each of these work to harmonize brain/body functioning, thereby improving the student's ability to read, listen, remember, speak, and write. Students also examined Howard Gardner's theory of Multiple Intelligences and its implications.

For winter quarter, the core area of study was *Political Science: Leadership in the 20th Century*. Seminar and all associated work indicated that Sonja established an excellent grasp of the various components of Native and non-Native leadership at the local and federal levels. In seminar, Sonja contributed appropriately and with thoughtfulness to all seminar topics. She is respectful and encourages participation from others. Students spent intensified study of the components of writing critically. Sonja demonstrated a strong grasp of the process in her final critical analysis assignment.

During winter quarter, team member Dr. Michael Pavel taught *Traditional Songs and Dances*. This strand explored the application of traditional singing and storytelling to contemporary settings, with attention to the use of song and oral history in the context of students' professional lives. Students gained a deep appreciation for historical roots that can nurture present and future social situations and guide one to personal triumphs. Sonja met all strand requirements and was a willing participant in session dialogues. She earned all available credits.

Allen Standing Bear Jenkins, faculty team member, taught *Introduction to Descriptive Statistics*. This strand, taught during winter and spring quarters, sought to provide students with background

Faculty Signature(s)
Michelle Aguilar-Wells
Faculty Name

June 16, 2005
Date



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

WEBSTER	Sonja	M.	A 00241526
Student's Last Name	First	Middle	ID Number
10373-20152-30166	Tribal: Quinault		
Program or Contract No.	Title		
	9/27/04	6/10/05	
	Date began	Date ended	Qtr. Credit Hrs.

in understanding statistics as the science of limiting uncertainty, understanding data patterns, and in drawing conclusions. Sonja has worked hard to demonstrate her understanding of basic concepts and procedures, as evidenced by assignments and course participation. Although Sonja did not work with Excel this quarter, her overall class performance (preparation, attendance, participation) over the quarter indicates an understanding of the course material.

Cindy Marchand Cecil taught *First Peoples History*, which explored the history of indigenous people of North America from the period just before European contact to the present day. Topics included the impact of colonization, cultural persistence, American Indian resistance, the pervasive effect of stereotypes, and other present day issues. Although Sonja experienced some difficulty due to absences, she submitted adequate work and made up time to earn credit.

Leadership Studies: Contemporary Native American Issues was spring quarter's primary area of study. Seminar, assignments and other activities drew attention to a variety of issues that included the ethics of leadership, traditional indigenous vs. western forms of governance, and indigenous activism at the personal, community and national levels. Sonja demonstrated an excellent grasp of the key concepts. For her final project, Sonja created a curriculum for preschool students incorporating native concepts. This project is being used in the Head Start Program. Through seminar discussion and her writing, Sonja demonstrated an excellent grasp of ethics in leadership and in all aspects of life. In seminar, she contributed significantly to a discussion on leadership ethics. In her writing assignment, she effectively struggled with critical analysis. Sonja should continue to work on developing her critical thinking and analytical skills.

Introduction to Statistics focuses on the big picture; of "how and why" statistics are used, on the basic elements of classical descriptive statistics, and on acquiring statistical reasoning. Students studied why statistics is considered the science of limiting uncertainty, the organization and understanding of patterns in data, and the drawing of conclusions from descriptive data. Data analysis was pervasive in the study of descriptive methods and procedures, as well as how to convey data clearly and concisely, using technological tools. The intent of the class was to form analytical bridges across diverse fields of study, to provide students with the skills to tackle complex problems with a degree of certainty. Sonja has worked hard to demonstrate her understanding of basic concepts and procedures, as evidenced by assignments and course participation. Although Sonja did not work with Excel this quarter, her overall class performance (preparation, attendance, participation) over the quarter indicates an understanding of the course material and she has earned full credit.

Taught by team member Michael Pavel, *Native Plant Medicine: Indigenous Botany* provided an overview of Native/Indigenous plants of the Pacific Northwest and offered insights about the teachings of these plants in the lives of Indigenous people. Topics included the cultivation, gathering, and preparation of Native plants for ceremonial and everyday use, and the importance of Native foods to the health and vitality of Indigenous peoples. Over 250 Native plants were introduced to the students in four short module sessions, and considerable attention was given to

Michelle Aguilar-Wells
Faculty Signature(s)
Michelle Aguilar-Wells
Faculty Name

June 16, 2005
Date



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

<u>WEBSTER</u>	<u>Sonja</u>	<u>M.</u>	<u>A 00241526</u>
Student's Last Name	First	Middle	ID Number
<u>10373-20152-30166</u>	<u>Tribal: Quinault</u>		
Program or Contract No.	Title		
	<u>9/27/04</u>	<u>6/10/05</u>	
	Date began	Date ended	Qtr. Credit Hrs.

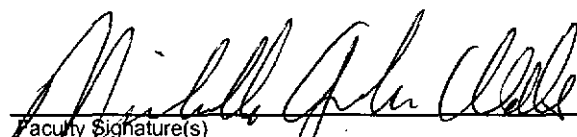
the historical and contemporary role that plants have in assisting humans maintain their health vitality and social structure. All students were exposed to a specific gathering activity, preparing a particular plant, and instructed on preparing it for use. This was a very community oriented module and a high premium was placed on participation in large and small group activities. Sonja was outstanding in all aspects of this module and gave an outstanding final presentation on the Giant Horsetail/Scouring Rush.

Taught by Dr. Amy Cook, *Introduction to Fisheries Biology* assumed some familiarity with fish biology. Topics included library research, the format of a scientific paper and basic statistics and sampling. Students analyzed several periodicals aimed at fishers and fisheries biologists to look at the format and content of these publications and develop an understanding of some of the major topics currently under study in the field of fisheries biology.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours): Total: 36

- *5 - History: Native American Leadership up to the 20th Century
- *3 - History: First People's History
- *5 - Philosophy: Ethics at Work and at Large
- *3 - Eastern Philosophy: Balance of Mind and Body
- *5 - Native American Studies: Song, Dance, and Medicine
- *6 - Political Science: The Critical Review of Leadership in the 20th Century
- *4 - Introduction to Descriptive Statistics
- *3 - Political Science: Contemporary Leadership
- *2 - Fish Biology

*denotes upper division credit



Faculty Signature(s)
Michelle Aguilar-Wells

Faculty Name

June 16, 2005

Date



The Evergreen State College - Olympia, Washington 98505
THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT

Webster	Sonja	M	A00241526
Student's Last Name	First	Middle	ID Number
Tribal: Quinault Site		Fall 2004	Winter 2005
Title		Date Began	Date ended

Before I came to The Evergreen State College, I attended the Northwest Indian College where I received an Associate of Arts Direct Transfer Degree. My main focus has been Early Childhood Education. Upon enrolling at Evergreen, I have changed my focus and goals toward teaching and human services. I hope to gain the knowledge that will ensure my success in whatever path I choose.

Through the 2004-2005 academic year in The Evergreen State College's Reservation Based/Community Determined Program, I have gained many tools that will enable my success both academically and professionally. I am able to use critical analysis to decipher pertinent information from the spoken and written word. I have learned to form unbiased, logical perceptions of the world around me including leadership and management styles and qualities at community, state, and federal levels. I have expanded my knowledge of history, traditional storytelling, indigenous botany, and fish biology, all of which gave me a greater sense of where I come from and left me more able to teach from a cultural perspective. I have gained a fundamental understanding of the use and application of statistics and the MS Excel computer operating program, both of which help to ensure my footing in the technological age.

This knowledge and growth has empowered me to reach my goals. Because of the curriculum structure and implementation, I have honed my time management skills and increased my ability to write effectively based on my audience and purpose whether it is professional or academic.

Through this year I have gained much both academically and personally and I look forward to Fall quarter 2005 and my continued success with The Evergreen State College Reservation Based/Community Determined Program.

S. Webster
Student's signature
05-24-05
Date

Jeff Antonellis-Lapp
Faculty signature: Jeff Antonellis-Lapp
6-8-05
Date



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.