



Ly, Kathleena Kate

A00409878

Last, First Middle

Student ID

**DEGREES CONFERRED:**

Bachelor of Arts

Awarded 14 Jun 2019

**TRANSFER CREDIT:**

Start	End	Credits	Title
09/2013	12/2015	54	<b>Green River College</b>
01/2016	06/2017	36	<b>Highline College</b>

**EVERGREEN UNDERGRADUATE CREDIT:**

Start	End	Credits	Title
09/2017	06/2018	48	<b>With Liberty and Justice for Whom?</b> <i>3 - Human Biology: Circadian Physiology</i> <i>2 - Music History</i> <i>3 - Public Health</i> <i>2 - Algebra</i> <i>5 - Pacific Northwest History</i> <i>3 - Project Management</i> <i>6 - Research</i> <i>3 - Fundamental Social Topics: Contemporary and Historical</i> <i>3 - Autobiographical Literature and Expository Writing</i> <i>3 - American Studies</i> <i>2 - Sociological Theory</i> <i>3 - History of Law and Justice</i> <i>2 - Political Economy</i> <i>3 - Evolution Biology/Public Health</i> <i>5 - United States Foreign Policy</i>
09/2018	06/2019	38	<b>Global/Local Realities and Alternative Visions</b> <i>3 - Autobiographical Literature and Expository Writing</i> <i>3 - American Studies</i> <i>3 - Project Management</i> <i>9 - Research</i> <i>3 - World History</i> <i>2 - Literature</i> <i>2 - Sociology of Family</i> <i>5 - United States Electoral Politics</i> <i>3 - Human Biology and Nutrition</i> <i>2 - Discrete Mathematics</i> <i>3 - Fundamental Social Topics: Contemporary and Historical</i>
04/2019	06/2019	10	<b>Resilient Sustainability: Approaches to Environmental Justice and Social Powers; How White Supremacy Perpetuates Inequity and Violence</b> <i>5 - Environmental Justice</i> <i>5 - Sustainability Studies</i>

**Cumulative**

186 Total Undergraduate Credits Earned



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With the small cohort of students and only six faculty instructors, The Evergreen State College Tacoma-Program is built around community and fellowship. The dedicated faculty and staff at Evergreen Tacoma are some of the most supportive individuals I have met during my academic career. From the emotional breakdowns to anxiety attacks and stress, Evergreen Tacoma's faculty have been incredibly motivating, encouraging and supportive through all of the challenging moments. I have never met instructors such as, Dr. Gilda Sheppard and Dr. Mingxia Li who have always been unbelievably supportive and always prioritized student success. I never failed to emphasize their title of, 'Dr.' as it generated the idea that perhaps one day, I will have that same title in front of my name as well.

Seminar, at The Evergreen State College Tacoma-Program was a time for students to engage in meaningful and thoughtful conversations and debate over a variety of topics revolved around social justice, course reading material and guest speaker presentations. From reading Shannon Gibney's "Dream Country" and exploring the history of racism and enslavement through the eyes of African individuals spanning over multiple generations to reading Neil MacGregor's "A History of the World in 100 Objects" and uncovering the narrative of Europe's long history of colonialism and how war, death and famine was used to conquer countries throughout the world and in many cases steal artifacts that are today, displayed at the British Museum. These books nurtured my ability to analyze text and think critically, by viewing the world from multiple lenses.

Researching the effects of marijuana use among young children and adolescent teens allowed my research group to look into finding recreational activities that were available within the Tacoma-area that we could inform and provide the youth about in order to encourage them to engage in productive activities rather than resorting to the use of marijuana and other potentially harmful drugs. This research was displayed at the college's annual Spring Fair held at the Tacoma campus during my first year at Evergreen. During my second year at Evergreen, my new research group explored the power of connection and how today, in the 21st century, people are more virtually connected than ever through the internet and social media, but are disconnected in person. Through researching the physical and physiological effects of disconnect, we also researched therapeutic approaches to promote connection with not only ourselves, but with others as well.

This is Us: Family Stories of Resilience was a class taught my Dr. Anthony Zaragoza and Dr. Gilda Sheppard. In this class, we read the text, "Autoethnography as Method" by Heewon Chang where it prepared the class to begin conducting our own ethnographic research. Being a first-generation Cambodian American, my family's rich history of resilience having been survivors of the Khmer Rouge Regime was what led me to conduct an autoethnographic research about my parents' history. I conducted separate interviews with my parents asking them a series of questions that would expand their memory to share their brutal and horrific experiences living under the Khmer Rouge Regime and how they survived.

From becoming more politically involved from taking the class, "Midterm Report Card: Stay the Course or Change Directions?" taught by Dr. Peter Bacho and Dr. Barbara Laners, this class emphasized the importance of being informed voters, researching political current events, as well as being educated on new bills being proposed in the state. With my academic emphasis in public health, this course emphasized the importance of knowing what bills and legislation were being passed and how it can affect the overall health of the community and future generations. The dangers of not being an informed voter or not voting at all poses an issue of not having ones voice being heard and recognized, as this can be seen as a public health issue as well.

The Evergreen State College taught me to view the world from multiple lenses and to interconnect what I was learning with what I was passionate about. My ability to retain information has grown exponentially compared to when I was a student in a traditional higher educational institution. The ability for myself to draw connections and learn how different disciplines interconnect was life-changing for me. With an open mind and an optimistic attitude, Evergreen re-emphasized why I love learning and the importance of giving back to my community. I have entered to learn, and now, I depart to serve.



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**April 2019 - June 2019: Resilient Sustainability: Approaches to Environmental Justice and Social Powers; How White Supremacy Perpetuates Inequity and Violence**  
10 Credits

**DESCRIPTION:**

Faculty: Anthony Zaragoza, Ph.D.

For this contract titled: **Resilient Sustainability: Approaches to Environmental Justice and Social Powers; How White Supremacy Perpetuates Inequity and Violence**, Ms. Ly will utilize the texts, *Sustainability: Approaches to Environmental Justice and Social Power* by Julie Sze, *Toxic Communities: Environmental Racism, Industrial Pollution, and Residential Mobility* by Dorceta E. Taylor, and *Slow Violence, Environmentalism of the Poor* by Rob Nixon, and *The Community Resilience Reader: Essential Resources for an Era of Upheaval* by Daniel Lerch.

Ms. Ly explored and identified concepts such as, resilience, environmental racism, white supremacy and capitalism, sustainability education, toxic chemicals and hazardous facilities, and social inequalities. She worked on her own to submit weekly summary and response papers, unifying theme papers, and analytical essays that derived ideas and concepts from the books, other additional readings, and films. In addition, Ms. Ly conducted mini-research projects that explored current events that revolved around resilience, sustainable practices, and social justice issues that pertain to environmental inequities that affect marginalized communities and people of color.

**EVALUATION:**

Written by: Anthony Zaragoza, Ph.D.

As was shown in her collective work, Ms. Ly demonstrated her learning and work in the area of sustainability and environmental justice. The reading and synthesis of ideas for the contract helped Ms. Ly get a better understanding of the design and implementation of resilience and environmental studies. She has deepened her understanding in all areas of her work. Ms. Ly communicates her ideas and learning well. Her analysis highlighted her ability to express the main approaches that have impacted contemporary environmentalism. Altogether, the contract gave Ms. Ly an excellent opportunity to further sharpen her skills, especially in reading and analysis. This has been an excellent culmination to Ms. Ly's Evergreen career. Congratulations!

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 10**

5- Environmental Justice

5- Sustainability Studies



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## **September 2018 - June 2019: Global/Local Realities and Alternative Visions**

38 Credits

### **DESCRIPTION:**

Faculty: Peter Bacho, J.D., LL.M.; Barbara Laners, J.D.; Mingxia Li (Zhang Er), M.D., Ph.D.; Paul McCreary, Ph.D.; Gilda Sheppard, Ph.D.; Marcia Tate Arunga, Ph.D.; Anthony Zaragoza, Ph.D.

The world is undergoing massive transformations in the 21st century in its environment, economy, politics, culture, societal structure, aesthetics, and more. How can we understand these changes on both a local and global level? How can we respond to and help shape these changes? How do we view human migration around the world? How do we connect our neighborhoods to other parts of the world? How do we share resources equitably in an increasingly crowded and automated world? How do we relate to one another in an increasingly digitally mediated world? How shall we prepare ourselves and our children to face these new challenges? These are some of the questions this program examined and explored. The global/local reality of the 21st century and beyond was our intellectual playground and imagination laboratory. Drawing on an interdisciplinary perspective, we considered various definitions and theories of globalism and humanism. By the end of the program we were able to offer concrete recommendations to develop global and local connections that can overcome nationalism, sectarianism, and tribalism and help us to embrace alternative visions of global/local reality.

Our fall theme was identifying problems and clarifying questions. This quarter was used to lay the foundation for the rest of the year, both substantively and in terms of the tools necessary to operate effectively in a learning community. We explored how entrepreneurship can be employed to further goals of social justice. Guest speakers shared their stories of entrepreneurship - goals, challenges, and successes - to give us a window into the possibilities for socially responsible entrepreneurship, and what it can look like globally, nationally, locally, and individually. In seminars we read and analyzed documents, artifacts, and secondary texts to decipher in what ways connectivity has existed and persisted throughout human history. Students examined their personal experience with human connectivity by constructing an autobiographical memoir. Our work was supplemented with a series of activities designed to assure literacy with words, numbers, and images. Students had the opportunity to hone their skills in critical reasoning, research, and the use of multimedia and computers.

Our winter theme was researching roots, causes, and potential solutions. We looked at specific contemporary societal issues in human connectivity from a variety of institutional perspectives, most notably in trade, migration/immigration, public health, law, education, government, and domestic and foreign politics. Students investigated specific issues of interest with the purpose of identifying a particular problem, defining its dimensions, determining its causes, and establishing action plans for its remedy.

In spring, the theme progressed to implementation. We focused on the design and implementation of projects aimed at addressing the issues of global/local reality identified in winter. Seminar groups combined their efforts to assist the community in facing challenges of the global/local reality. The projects took the form of educational events, publications, multimedia presentations, or art installations to help the community find higher levels of connectivity with the rest of the world. Emphases assisted in the successful implementation and evaluation of student group activities.

Topics included social and environmental justice, political and economic fairness, geography, foreign policy, public/global health, historical and artistic representations of various parts of the world including local regions in media, as well as concepts of equity, cultural competence, and diplomacy.

### **EVALUATION:**

Written by: Marcia Tate Arunga, Ph.D.



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Kathleena Ly graduates from The Evergreen State College-Tacoma, distinguishing herself among her peers. Her critical and creative skills were evident in her discussions, rigorous research, group collaboration work, writing, and articulation of ideas. Her passion for the social sciences, particularly public health and human services was demonstrated during her time in The Evergreen State College's interdisciplinary liberal arts program.

Ms. Ly's work indicated a comprehensive understanding of how various models of engagement have created pathways for systemic change. Her work in completing writing assignments demonstrated her ability to critically evaluate and assess ideas and arguments while citing evidence from assigned materials and other sources to draw her own well-developed and insightful conclusions about the meaning and relevance of this content.

Ms. Ly refined her technical writing skills by producing a proposal in a manner that indicates proficiency with the APA format and style. This action research proposal was succinct by integrating a vast amount of research literature clarifying and elaborating on a contemporary issue while also evaluating past practices and future possibilities. Ms. Ly's work has demonstrated her ability to examine issues and topics from multiple cultural models and worldviews and that she can effectively work and communicate across significant personal and cultural differences.

Ms. Ly's performance in a study of human biology and discrete mathematics convincingly met program expectations and demonstrated her ability to integrate the fields of mathematics and human biology. Ms. Ly actively participated in individual and group presentations of ideas and activities about the two areas of studies. She actively helped her peers focus on and evaluate their presentation skills for effectively communicating about mathematical ideas and human biology. Ms. Ly did an excellent job collaborating with her team homework group members on the problems and gained an excellent understanding of the discrete mathematics concepts and problem solving skills emphasized in each assignment. She significantly enhanced her knowledge of fundamentals in human biology through readings, discussions, and science lab exercises. She maintained a high level of intellectual engagement with both the discrete mathematical and human biology topics in this study. She successfully collaborated with fellow students to creatively arrive at solutions to challenging problems. She was part of a team that conducted research on topics in the field of human biology and their relationships with discrete mathematics. Ms. Ly demonstrated her ability to integrate her learning of the two areas of studies by collaboratively producing a final project. Her final presentation was a creative and impressive demonstration of interdisciplinary application of mathematics and human biology with an emphasis on nutrition. Her teamwork convincingly demonstrated a well-practiced understanding of effective and inclusive communication and a superb ability to work collaboratively.

For a study of research focused on stories of family resilience, Ms. Ly viewed feature films exploring family resilience. She used these films to reflect on program readings, and our guiding questions as well as the research that can go into making a movie. Ms. Ly discussed these films with her peers and shared her ideas in small and large groups. She did a good job using these films and our discussions to develop and deepen her understanding of the core themes explored in the study. Ms. Ly researched the resilience of her family in their surviving the Cambodian genocide and immigrating to the U.S. Her topic was highly poignant and provided her the opportunity to dig deep into something that she had been curious to examine more thoroughly. Ms. Ly offered an account of the tactics and techniques that enabled her family to get through these difficult circumstances. Her research essay was clear and well-written, and demonstrated Ms. Ly's ability to do quality research and organize her work into the proper format. In addition to the research paper, Ms. Ly presented her findings to her peers and the entire school. Ms. Ly did an excellent job explaining both the trauma her family experienced and the beauty of their overcoming these struggles together. Ms. Ly was an insightful researcher and was able to bring an important project to a successful completion.



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For a study of U.S. electoral politics, Ms. Ly has demonstrated an improving ability to grasp the nuances of political positions and their effectiveness, or lack of effectiveness, in the realm of electoral politics. She has good writing skills. She has demonstrated a growing understanding of the relevant theories and displayed competence when applying the tools necessary to complete different assignments relevant to this year's political cycle.

For a study of literature and film based on the depiction of historical events, Ms. Ly has demonstrated an excellent understanding of themes and techniques used by different authors and filmmakers. She has also demonstrated an excellent grasp of the artistic and substantive issues raised in the assigned works. She demonstrated an excellent understanding of the political, social, and economic issues raised.

One of Ms. Ly's major assignments was to develop an academic history paper where she reflected on major lessons learned during her tenure at The Evergreen State College and the value of her learning to her personal, academic, and professional life. In completing this assignment she worked very diligently revising and editing drafts of this story while effectively demonstrating her ability to utilize strategies and techniques appropriate to the memoir/fiction writing style. Her work on this assignment met expectations with distinction. Her seminar facilitation and discussion has consistently brought more depth to learning among her peers and her faculty. Ms. Ly constructs an environment in seminar where her peers feel comfortable challenging and being challenged to expand their learning. If there is any person who I consider is the glue for an intellectual engaging learning community it is Ms. Ly.

Ms. Ly worked on the school's annual Spring Fair, focusing on an area of her passion in which she developed vehicles to disseminate information, clarifying the nature and extent of a pressing social, economic, environmental, and/or public health problem.

Ms. Ly has developed a strong scaffold for success in a professional career and in graduate school study.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 38**

- 3- Autobiographical Literature and Expository Writing
- 3- American Studies
- 3- Project Management
- 9- Research
- 3- World History
- 2- Literature
- 2- Sociology of Family
- 5- United States Electoral Politics
- 3- Human Biology and Nutrition
- 2- Discrete Mathematics
- 3- Fundamental Social Topics: Contemporary and Historical



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## **September 2017 - June 2018: With Liberty and Justice for Whom?**

48 Credits

### **DESCRIPTION:**

Faculty: Peter Bacho, J.D., LL.M.; Barbara Laners, J.D.; Mingxia Li, Ph.D.; Paul McCreary, Ph.D.; Gilda Sheppard, Ph.D.; Tyrus Smith, Ph.D.; Arlen Speights, M.M., M.A., M.F.A.; Anthony Zaragoza, Ph.D.

The faculty and students embarked on a thorough study of the origins and current status of justice in American society. Drawing from an interdisciplinary perspective, we considered various definitions and theories of justice, reviewed the way justice is carried out in different settings and historical periods, and examined the possibility of achieving truly just social institutions. Topics considered included social and environmental justice, just political and economic systems, criminal justice, just healthcare and educational access, representations of justice in media, as well as concepts of equity, fairness, and equality. By the end of the academic year, we were able to offer concrete recommendations as to the steps necessary to achieve justice for all in our society.

The theme for fall quarter was *identifying the problem and clarifying the question*. The first quarter of the program was used to lay the foundation for the rest of the year, both substantively and in terms of the tools necessary to operate effectively in the learning community. We explored the concept of justice as it is explicated in theory, history, and practice. The concept was analyzed from both the perspectives of the legal system and moral teachings. In seminars, we read and analyzed texts dealing with issues that have historically raised questions of whether justice was achieved. Students examined their personal experience with justice issues by constructing an autobiographical memoir. Our work was supplemented with a series of emphases designed to assure literacy with words, numbers, and images. Students had the opportunity to hone their skills in critical reasoning, research, and the use of multimedia and computers.

Winter quarter's theme was *researching roots, causes, and potential solutions*. We looked at specific contemporary societal issues in justice viewed from a variety of institutional perspectives, most notably justice in education, health care, law, science, government, and politics. Students investigated specific justice issues of interest with the purpose of identifying a particular problem, defining its dimensions, determining its causes, and establishing action plans for its remedy.

In the spring, the theme progressed to *implementation*. The final quarter of the program was devoted to the design and implementation of projects aimed at addressing the issues of injustice identified in the winter quarter. Seminar groups combined their efforts to undertake actual programs aimed at assisting the community in righting a current injustice or providing greater justice for the community. The projects may have taken the form of educational events, publications, multimedia presentations, or art installations to help the community find higher levels of justice. Emphases assisted in the successful implementation and evaluation of student group activities.

### **EVALUATION:**

Written by: Gilda Sheppard, Ph.D.

Kathleena Ly integrated public health issues, theories, and practices into her qualitative and quantitative research. She explored the role of human biology, history, sociology, political economy, media literacy, and communication with issues of public health.

Ms. Ly developed an excellent memoir focusing on a formative experience in her life where she was confronted with a choice and made a decision that profoundly influenced her professional, academic, community, or family life. In completing this assignment, she worked very diligently on revising and editing drafts of this story while effectively demonstrating her ability to utilize strategies and techniques



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appropriate to the memoir/fiction writing style. Her work on this assignment met expectations with distinction. She also refined her technical writing skills by producing a proposal in a manner that indicates proficiency with the APA format and style. This action research proposal convincingly met expectations by integrating a vast amount of research literature clarifying and elaborating on this contemporary issue while also evaluating best practices and proposing strategies to address or remedy this problem to enhance the quality of life.

Ms. Ly worked collaboratively with fellow students to complete an action research project and public presentation that identified a specific social, economic, or environmental concern and propose strategies to address and/or remedy this problem. In the process, she gained valuable insights on how efforts to address social, economic or environmental problems present both possibilities and limitations.

For a study of history and sociology, Ms. Ly was introduced to multicultural aspects of historical developments of the Pacific Northwest of the U.S. Of particular emphasis were Native American perspectives on history, culture, law, social organizations, and social interactions. Treaties, the occupations of their lands by European imperialists, the origins and outcomes of competition among Europeans for the Pacific Northwest, and the challenges placed on non-European ethnic groups—such as African Americans, Mexican Americans, and Japanese Americans - during the 19th and 20th centuries were critically explored.

Ms. Ly studied the role of media, particularly oral history and podcast development, in mass communication and contemporary storytelling involving an issue or theme that is reflected in the study of Pacific Northwest history. Each week, Ms. Ly completed brief, informal papers of notes related to assigned readings. Two focused academic essay assignments using APA format provided experience in synthesizing information from a social science justice perspective. Ms. Ly's papers demonstrated an exemplary ability to examine her critical understanding of material. She collaborated in a group to develop a podcast centered on the theme "then and now." Each group chose a style of podcast to convey and represent the relationship/s between a historical policy, practice, etc. from the past and its connection the present. Ms. Ly's podcast was on the economic and social aspects of gentrification and displacement historically and in contemporary times.

Ms. Ly did wonderful work on the essays, and facilitation and presentation of readings, and completed the study successfully. She is distinguished among her peers. This study met a social studies K-12 teaching endorsement requirement.

For a study of biology and political economy, Ms. Ly diligently turned in her work and consistently reached the level of studiousness required of college work. She explored the relationship between the economic structure of human society and the prevalence of human diseases and public health concerns. She examined human evolutionary history in order to understand our body systems and their intended functions. She also interrogated the frame of "disease," and studied historical forms of human society from cultural and economic perspectives to understand U.S. society of the 21st century. She viewed various documentaries and listened to interviews with doctors and political economists while taking notes; these films and podcasts helped her examine concerns about disease and health disparities as windows into the current economic, political, and social situation. She also researched together with other students about disease and health in their lives, communities, and world. To reflect on assigned readings, videos, and podcasts, students took organized and detailed notes, and she took excellent notes and did a wonderful job sharing her thoughts and questions with her peers in large group discussions, and was exceptional in smaller group conversations. Ms. Ly completed two larger group projects in the study: 1) she, along with her team, formally debated health care coverage; and 2) presented with her group on a prevalent contemporary disease. She also participated in two dissection laboratories working hands-on in analyzing human circulatory and respiratory structure and functions. Her individual and collaborative work demonstrated her consistent intellectual engagement with content





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at the college level and her significant understanding of political economy and evolution biology. Her final team film and discussion presentation on diabetes furthered her excellent ability to communicate effectively about complicated ideas and information. The research report from the group demonstrated vigorous effort and excellent skills in formal academic writing and logical reasoning.

Ms. Ly's performance in a study of public health and mathematics convincingly met program expectations and demonstrated her ability to integrate the fields of mathematics and public health. She did an excellent job collaborating with her team homework group members on the problems and gained an excellent understanding of the mathematics concepts and problem solving skills emphasized in each assignment. She significantly enhanced her knowledge of fundamentals in public health through readings, quizzes, discussions, and science lab exercises. She maintained a high level of intellectual engagement with both mathematical and public health topics in this study. She successfully collaborated with fellow students to creatively arrive at solutions to challenging problems. She was part of a team that conducted research on topics in the field of public health and their relationships with mathematics. Ms. Ly demonstrated her ability to integrate her learning of public health and mathematics by collaboratively producing a final project. Her final presentation was a creative and impressive demonstration of interdisciplinary application of mathematics and public health.

Ms. Ly successfully completed a study of circadian physiology and music history through the lens of rhythm in human biology and in music. She gained substantial knowledge of the visual system, performed a skillful hands-on dissection of a mammalian eye, and learned in depth of the visual system's role in maintaining circadian rhythm, which is at the foundation of physiological rhythms of human body. More importantly, she acquired a critical frame of mind in the effort to process and integrate scientific discoveries in experimental biology. She gained broad understanding of the relationship among life science, medical practices, and public health policies. She made significant progress in the exploration of classical music in historical context and learned to recognize various rhythms in music through rhythm exercises and practicing dance. Her reading responses show an excellent understanding of how public health, political structures, and familial relationships shaped Mozart's work and his health. She enhanced her academic study by taking active part in activities and discussion. She made significant and critical contribution to an integrated group work including a listening guide to a piece of classical music and an analysis of the composer's life rhythm and health. The quality of the group research report and in class presentation were excellent, demonstrating convincingly that Ms. Ly met the learning objectives of the study.

Ms. Ly successfully integrated the fields of history, law, politics, and sociology. She critically examined the founding principles of each discipline and perversions thereof based on compromises that resulted in development of "isms" and "schisms" that are present historically and in contemporary times. She creatively and critically examined intended and unintended consequences, as well as models of resistance that appear to be resolved yet linger with the seeming protection of legislative policy. She examined the culture and legislation of justice and punishment. In the form of an Appellant proceeding in the 9th Circuit Court of Appeals involving a question of first impression under the First Amendment of the U.S. Constitution, she conducted research and performed oral arguments before a judicial panel. The roles for this argument consisted of: Appellant, Friend of the Court Appellant, Friend of the Court Neutral, Respondent, Friend of the Court Respondent and Judge. Ms. Ly's role was as Judge.

For a study of the influence of stereotypes of Asia and Asians on U.S. foreign policy, Ms. Ly demonstrated a good and growing understanding of the historic and political issues raised. She has also demonstrated a very solid grasp of the artistic and substantive issues raised in the assigned literary and film works.



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Overall, Ms. Ly's work has demonstrated her ability to examine issues and topics from multiple cultural models and worldviews and that she can effectively work and communicate across significant personal and cultural differences.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 48**

- 3- Human Biology: Circadian Physiology
- 2- Music History
- 3- Public Health
- 2- Algebra
- 5- Pacific Northwest History
- 3- Project Management
- 6- Research
- 3- Fundamental Social Topics: Contemporary and Historical
- 3- Autobiographical Literature and Expository Writing
- 3- American Studies
- 2- Sociological Theory
- 3- History of Law and Justice
- 2- Political Economy
- 3- Evolution Biology/Public Health
- 5- United States Foreign Policy



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## EVERGREEN TRANSCRIPT GUIDE

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

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

### **Educational Philosophy:**

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

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

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

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

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

### **Academic Program**

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

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

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

### **Evaluation and Credit Award:**

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

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

Credit is recorded by:

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

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

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

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

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

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

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

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

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

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