



Otso, Emory Lane

A00413852

Last, First Middle

Student ID

TRANSFER CREDIT:

Start	End	Credits	Title
01/2015	12/2016	25	Highline College
04/2017	03/2020	30	Tacoma Community College

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/2020	06/2021	44	The Power in Community: Pathways to Resourcefulness 3 - <i>Autobiographical Literature and Expository Writing</i> 3 - <i>Social History</i> 3 - <i>Research Methodologies</i> 3 - <i>Migration Studies</i> 3 - <i>Project Management</i> 3 - <i>Research in Social Work</i> 3 - <i>Public Health</i> 2 - <i>Algebra</i> 3 - <i>Critical Ethnography: Theory, Method, and Practice</i> 2 - <i>Sociological Theory</i> 1 - <i>Environmental Policy</i> 5 - <i>United States Foreign Policy</i> 5 - <i>Asian American Literature</i> 5 - <i>Philosophy of Knowledge</i>
06/2021	09/2021	16	Therapy Through the Arts 6 - <i>Art Therapy and Counseling</i> 6 - <i>Art Therapy and Education</i> 4 - <i>Art Therapy and Written Expression</i>
09/2021	12/2021	7	SYSK Publication Work 4 - <i>Creative Writing</i> 3 - <i>Audio Production</i>
01/2022	03/2022	7	SYSK Publication and Community Engagement 4 - <i>Advanced Composition</i> 3 - <i>Advanced Philosophical Inquiry: Epistemology</i>
03/2022	06/2022	2	TRiO @ Evergreen: Preparing for Graduate School 2 - <i>Professional Identity Development</i>
06/2022	09/2022	12	A People's Epistemology 4 - <i>Advanced Epistemology: Philosophy of Knowledge</i> 4 - <i>Advanced Political Economy</i> 4 - <i>Advanced Composition</i>
09/2022	03/2023	24	With Liberty and Justice for Whom? 12 - <i>Research on Health Justice</i> 12 - <i>Continued Research on Health Justice</i>
01/2023	03/2023	2	Black History and Culture 2 - <i>Black History and Culture</i>



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Cumulative
169 Total Undergraduate Credits Earned



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January 2023 - March 2023: Black History and Culture

2 Credits

DESCRIPTION:

Faculty: Marcia Tate-Aruna

The offering, titled Black Culture and History, explored literature, art, and historical events that surrounded the exit of Africans from the African Continent, with particular attention to the Americas during the era referred to as the Middle Passage or Trans-Atlantic Slave trade. We examined historical interplay of imperialism, colonialism, as well as the African contributions to the world's development. In addition to lecture, poetry, music, dance, instrumentation, and literary prose, students practiced oral presentation, in-class discussions, as well as the facilitation and report back of large and small group dialogue.

In this experiential and culturally immersive format, students were expected to attend all four classes. Evaluations were on the basis of participation in discussion and activities. In addition, participation in the Founders Day program was required to gain full credit. Alternatively, in lieu of perfect attendance, students could write two essays on the recommended readings of books: *Barracuda*, by Zora Neal Hurston; *The Stolen Ones and How They Were Missed* by Marcia Tate-Aruna.

EVALUATION:

Written by: Marcia Tate-Aruna

Emory Otso adequately met the requirements toward the completion of this class.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2

2 - Black History and Culture



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June 2022 - September 2022: A People's Epistemology

12 Credits

DESCRIPTION:

Faculty: Anthony Zaragoza

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

EVALUATION:

Written by: Anthony Zaragoza

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

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12

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



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March 2022 - June 2022: TRiO @ Evergreen: Preparing for Graduate School

2 Credits

DESCRIPTION:

Faculty: Emily Pieper

The purpose of the TRiO @ Evergreen: Preparing for Graduate School course was to support students with the academic support, tools, and resources that promote a successful transition beyond Evergreen. Students chose between a *Graduated School Preparation path* or a *Career and Internship Preparation path* within the course.

Students who chose the Graduate School Preparation path focused on researching and selecting potential graduate school programs in their fields of interest, conducting an informational interview with a graduate program they were interested in, and creating a tailored timeline of next steps to apply to a graduate program of their choice.

Students following the Career and Internship Preparation path spent their time researching various career fields of interest, learning how to conduct an informational interview with a professional in a career field they may want to explore more, and learning the steps to successful job search process, including navigating the college's job and internship site known as Handshake, creating and revising a resume that can be used to apply for internships or careers and learning tips and tricks to ace an interview.

Both paths worked on crafting and refining students' Academic Statement as the final assignment for the course.

Over the course of the spring quarter, students actively participated in seminars, lectures, workshops, and writing that supported the process of each student's academic development.

EVALUATION:

Written by: Emily Pieper

Linda (who uses the name Emory in our class) was an active and engaged participant in our TRiO class. Emory focused on the graduate school path of the course and contributed a vast amount of knowledge and information to classroom conversations. I look forward to witnessing the path that Emory takes next.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2

2 - Professional Identity Development



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January 2022 - March 2022: SYSK Publication and Community Engagement

7 Credits

DESCRIPTION:

Faculty: Anthony Zaragoza, Ph.D.

For this contract titled **SYSK Publication and Community Engagement**, the student created, edited, and prepared a new philosophical podcast episode focused on epistemology (the study of knowledge) with the intention of submitting to an NPR podcast contest. They also further developed their own memoir and epistemological writings, as well as continued the editing process for publication on the larger epistemology project. The result will be used in an Evergreen grant-funded publication of this writing.

EVALUATION:

Written by: Anthony Zaragoza, Ph.D.

This has been another successful quarter of writing, thinking, editing, and consistently contributing to a larger long term project of developing his work and the work of others for publication and public consumption. Linda's sensibility for written language continues to improve significantly. Linda has further developed and deepened their ability to render a scene and capture knowledge in a narrative format. The podcast they and their partner produced effectively summarized the project. This has been successful final quarter for Linda Soto. Congratulations on all your excellent work!

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 7

4 - Advanced Composition

3 - Advanced Philosophical Inquiry: Epistemology



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September 2021 - December 2021: SYSK Publication Work

7 Credits

DESCRIPTION:

Faculty: Tara Hardy

For this individual learning contract, **SYSK Publication Work**, the student worked on the design and layout of the work intended for publication; a vast array of epistemological writings from students and guests from throughout a previous quarter offering "What You Should Know." The recordings of the shared knowledge were edited in order to format them as an audio/podcast that could be available to the public.

The student worked on organizing the materials in a way that represents the threads that ran through the readings, speakers, and discussions from the 10 class sessions of "What You Should Know," so that these materials could be presented both in a teaching format, and also with the intention of publication in print and audio formats.

As part of her work for this contract, Linda used audio editing programs (like Audacity and Garageband) to edit knowledge panels for eventual use in a podcast. This consisted of working with over an hour of audio to remove any audio blemishes, to highlight key aspects of the presentation, and to render it into a good audio draft.

EVALUATION:

Written by: Tara Hardy

During this quarter's Individual Learning Contract, Ms. Soto's participation demonstrated very strong skills in writing, knowledge-generating, and critical thinking. The work completed was evidence of growth in the area of meaning-making related to real-life experiences, and was further rendered as messages to a larger audience. Ms. Soto produced a well-written memoir excerpt in which she depicted several challenges, a couple of triumphs, and some critical turning points in her own life. The real achievement in these depictions was that almost any reader will find resonance with not just our own lives, but our own relationships to knowledge and meaning-making.

Linda Soto successfully improved her skills in audio editing, composition, and rendering. She made immense progress in how to approach a lengthy piece of audio and convert it into a more broadcast-ready file. She should be proud of this work and the improvement in her skills.

In short, Ms. Soto met expectations with distinction and was ready for further study in the areas of creative writing and critical thought.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 7

4 - Creative Writing

3 - Audio Production



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June 2021 - September 2021: Therapy Through the Arts

16 Credits

DESCRIPTION:

Faculty: Gilda Sheppard, Ph.D.

Therapy through the Arts was a perfect course to enroll in these times, when social distancing is important. The course offered students the added opportunity to apply learning goals and objectives explored in this course to their environment outside the classroom, giving the students an opportunity to enhance not only the theories involved in art as therapy but also to introduce students to hands-on activities outside the classroom in order to navigate their terrain in uncertain times. The course increased skills and consciousness of the role of movement, visual art, theater, music, and media can play in problem solving, social justice, and in the resolution of internalized fear, conflicts, or blocks. Because the course was developed using a variety of hands-on activities, the ability to complete assignments away from campus presents an ideal setting to apply learning, meet learning goals and objectives, and assess and expand learning in contexts outside of the classroom. Crayons, paper, glue, paints, scissors, and camera phone to take pictures, etc. can be tools used to complete assignments. Such activities as online art museum tours as field trips, readings, online short films/video, Zoomed in local and national art therapist guest speakers, and scavenger hunts of spaces and methods outside of the classroom where art as therapy can be discovered and practiced from inside students' homes, in social media interactions, etc. were a part of the course in order for students to discover sources of imagery, sound, and movement as tools to awaken their creative problem solving from two perspectives: as creator and viewer in their own contexts and in asynchronous (outside of the classroom) environment. To minimize our time in front of a computer, two of the weekly days of class sessions were completed as a student workshop with detailed assignments to complete in asynchronous (outside of the classroom) settings. These assignments will be discussed in synchronous (inside the Zoom classroom) sessions, and in breakout rooms during synchronous Zoom class meetings.

Students interested in human services, social sciences, social justice, media, humanities, and education found this course engaging. The course did not require any prerequisite art classes or training.

EVALUATION:

Written by: Gilda Sheppard, Ph.D.

Linda Soto was enrolled in Therapy Through the Arts for the full summer session. Linda's responses to the readings and class activities effectively met the program's requirements, distinguishing herself among her peers. Linda's responses to class activities and discussions consistently added to the learning process in the class. Oftentimes Linda brought added depth to class discussions extending the learning and a cohesive learning community where peers can feel comfortable being challenged with self and community. Linda's written response to *The Art Therapy Sourcebook* provided a very good overview. In addition, her application of theories from art therapy to intervene in difficult cases was focused and practical, thoughtfully keeping emotions in mind.

Linda's final interactive presentation involved reflective processes using "rudimentary silly stick figures, emojis, comic books, interpretive dance, and/or cave painting type line drawings that reflected what each member of the learning community learned from the class.

The process:

1. Draw and share something that you found out about yourself because of this class? Or....
2. Draw and share something that allowed for growth or helped solve a problem as a result of the work over this quarter? Which exercise was it and what does this growth mean to you?



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Then, Linda had each member share with the whole group as Linda thanked each person for being vulnerable.

Utilizing insights gained by applying learning in the program, Linda demonstrated productive learning to receive full credit for an effective summer.

In this class we examined some of the key ideas and processes involving therapy through the arts. This interdisciplinary study included reading, application, and the use of a variety of materials in the class in order to experience different methods of art therapy. Students used writing, class discussion, and active demonstration in order to examine, analyze, and interpret topics in art therapy, both in theory and practice. Students were asked to apply art therapy to difficult subjects written about in contemporary poetry. In response to our studies, students individually planned and presented a project that reflected insights about themselves, including an expanded self-understanding and ability to communicate. For these projects, they combined several different methods of art therapy. The methods included, among others: music, movement, mask making, drawing, psycho-drama, guided poetic writing, spontaneous drawing, video camera, collage, and mandalas.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 6 - Art Therapy and Counseling
- 6 - Art Therapy and Education
- 4 - Art Therapy and Written Expression



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Student Self Evaluation for Therapy Through the Arts
06/2021 - 09/2021

The first would be a lesson from Therapy in Art's class that seemingly felt like a small task, but how one question could spark such dialog of the self-conscious was itself a huge revelation for me. My intention with taking this class was to address the near-decade separation from being creative. By building back creative focus into my life, turning it into a mindful practice to assure that I would have a balance necessary to be successful moving forward. I wanted to reinforce how invaluable these practices have been for healing, recharging, synthesizing, and the happy peace that comes from watching something unfold in making this commitment to myself. For instance, the '4 frames' resulted in finding a table (veterinary medicine neurotransmitter table), 'door' (logic game templated out), 'what you see when you wake up (medication pill vials)', and 'window (camera anatomy).' The 'table' resulted in a memory from the past in veterinary medicine where injectables and dosages were on the ready for tending to shock or the systemic ills of my patients. The 'door' captured a logic game templated out so that it could be solved for the LSAT entrance exam. The 'window' is an anatomical view of an old film rangefinder with lots of little windows to engage with to capture solitary images within a folding camera. Finally, 'what I see when I wake up' pill vials with a nod towards 'table' where brain chemicals require supplementation to achieve appropriate levels. These levels were not for an animal, but for myself, as I require medications so that I can produce a supply allowing me to keep my depression, anxiety, and the ability to focus so that I can slow my brain down enough to process what I need to do to struggle less in school.

Secondly, I am carrying from this class an appreciation for how vast and interdisciplinary the arts can reach into a person's soul to assist with a myriad of subconscious and conscious challenges to bring healing. It was fascinating how art could rapidly facilitate working with folks to provide maps for visualizing the complex dynamics of a family. Relationships can be missed when they fall out of conventional norms, but are vital parts of someone else's support systems, interpersonal elements, and difficult relationships. Through art, can emerge a 'triage' of priorities to meet folks exactly where they are at, without judgment or value placed on who or what relationships are valued within this system. Just within my queer community, this allows for invaluable support towards and advocating for the needs of people. Additionally, it helps those who are unable to articulate what is necessary because of shame, disabilities, language differences, cultural, or trauma-based barriers. Or when there are subsequent topics that broach the stigmatizing negative feelings that have been placed upon those who are people of color, LGBTQIA, HIV/AIDS, mental health, behavioral health, and racism.

Third, over this year my family has been living around significant amounts of terminal illnesses with three members having 42 years old with Lou Gehrig's ALS, another is 56 years with end-stage COPD/emphysema, and a 30-year-old bone cancer who has a 6-year-old who will know what it is like to grow up without his mother. To say that this year has been rough is an understatement, but in itself is like an overstatement because there will be so many impacts within a condensed period. Fortunately, working with professors to adjust expectations and the additional needs to support my family my recent diagnosis of ADHD has taxed my educational goals and commitments. Having educators that have provided the necessary brain food that continues to inspire this incredibly exhausted mind in challenging to see and cultivate inquiry assures me that I have not, and will not lose focus of my goals with the likes of Dr. Sheppard and other faculty educators who have carefully-curated classes in such a manner that has allowed me the ability to dream of what life can be through attempting something so large. Truthfully, it is through her priming that I have gathered the additional resources that will be necessary to balance my future within law school by using healthy doses of creativity and the added confidence that I now have the space within my mind to absorb the new material coming my way. The lessons that were learned in this class specifically, will be carried and shared throughout this lifetime.



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September 2020 - June 2021: The Power in Community: Pathways to Resourcefulness

44 Credits

DESCRIPTION:

Faculty: Marcia Tate Arunga, Ph.D. (Leadership and Organizational Change, Human Development), Peter Bacho, J.D., LL.M. (Literature, Writing, Law, Political Science); Mingxia Li (Zhang Er), Ph.D. (Biology, Public Health, Bioethics, Chinese Poetry), Gilda Sheppard, Ph.D. (Media Literacy, Sociology, Cultural Studies); Tyrus Smith, Ph.D. (Environmental Science, Ecology, Environmental Policy); Paul McCreary, Ph.D. (Mathematics and Social Justice, 3D Modeling, Life Science); Anthony Zaragoza, Ph.D. (Political Economy, History, Cultural Studies).

"Beloved community is formed not by the eradication of difference but by its affirmation, by each of us claiming the identities and cultural legacies that shape who we are and how we live in the world." bell hooks

This year's program was designed to help students explore the history, theories, strategies, and practices of how diverse communities have contributed to the construction of the material world around us and shaped the environment, which in turn has molded our own consciousness. Our 2020-21 program's focus was on the power within diverse communities to develop resources for fundamental transformation, a transformation that sustains and grows a healthy, just, and compassionate community - personally, collectively, across differences, within institutions, and other enumerable diverse contexts. The construction, design, and sustaining of resources developed through initiatives, strategies, and practices initiated in diverse communities has been a linchpin in the transformation of our world.

This program explored the capacity and power of communities working together to develop resources in order to critically explore societal narratives, and interrogate and develop values, strategies, and tactics that inspire hope and encourage justice and equity. Social and environmental policies, economic and political institutions, structures/systems, neighborhoods, classrooms, public health entities, jobs, professions, families, and digital and social media were the micro and macro contexts for this exploration. Understanding the role of community agency as pivotal in how people's power can develop and sustain resources for healthy coexistence and co-creation was also critically examined. Methods of improving citizens' knowledge and skills in problem solving as well as an ability to see multiple sides of the problem and practice communication and decision-making skills were integrated into our program.

The courses designed in this year's program gave students the opportunity to become acquainted historically with local, national, and global models of social change and the role that community initiated resources have played in providing reform as well as attempts at fundamental revolutionary transformations leading to equity and justice, particularly for those who live in the margins. The impact of race, class, gender, sexuality, and ideological factors was examined to understand possibilities and contradictions in social interactions in the development of community resources.

We were able to not only imagine a society where communities provide leadership in the direction of transformation, but also practice and apply our learning in interdisciplinary ways. We examined theories and practices of community engagement, movements, and community disruptions (pandemics), etc. in humanities, social sciences, mathematics, natural sciences, media, and technology that simultaneously represent and influence community resources developed with individuals, groups, and organizations to change our society and environment locally, nationally, and globally throughout the ages.

The goal of this interdisciplinary program was to engage students in extensive research and in-depth textual analysis of individuals, institutions and communities in transition. Thus, students were expected to use their research and analysis to respond to the changing needs of communities, environments, and society.



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Each quarter, students participated in the weekly lecture/seminar series and attend two additional courses of their choice. These courses were taught by one or two faculty in their field of discipline and academic interest. They were designed to contribute to the program's overall theme and further students' learning in depth.

In fall quarter, students studied the importance and models of resources developed and designed by community members; societal values discovered in social interaction, and the emerging intended and unintended consequences in human history and in current times. They had an opportunity to evaluate their own work to analyze how working together in community has shaped their worldview and contributed to the betterment of their life and the lives of their communities.

In winter quarter, students researched possible causes and potential solutions to identified problems. This included collaboratively researching and examining the pros and cons of a specific action. The major focus was to develop the skills and knowledge to bring forth social change that values working hands.

Finally, in spring quarter, students presented their community projects, based on their winter research, to the public at our annual Community Fair. These projects were developed throughout the year and built on the knowledge and skills gained in each quarter. Typically, students identified a topic connected to their areas of interest in fall quarter and began enhancing their understanding of this subject through in-depth research and analysis. Their study and research in the winter quarter explored strategies to remedy or address pressing social, economic, or environmental problems. They carried out their research and action plan in spring quarter, presenting their work at the Community Fair and evaluating the process of their project before we celebrate the graduating class.

EVALUATION:

Written by: Mingxia Li, Ph.D.

Linda Soto participated fully in The Power in Community: Pathways to Resourcefulness program through remote learning mode due to the COVID-19 pandemic. By attending lyceum lectures and seminars AND completing assigned readings, writings, and program activities with very good quality, Linda and peers significantly increased the understanding of the importance and models of resources developed by communities. The cohort gained new ability to interrogate societal values and their intended and unintended consequences in history and at the current time. They reflected deeply on how working together in community has shaped the worldview and contributed to the betterment of societal, communal, or personal life. Individually, Linda made significant progress in developing research skills and worked diligently to refine writing skills with success, and contributed substantively to the collective effort in seminar discussion in order to excel in academic studies. Linda worked collaboratively to provide peer feedback on personal and academic memoirs, and applied the deepened understanding of modes of self-expression into the development of an autobiographic memoir. Through these interactions with peers and faculty, Linda cultivated the ability to work across significant human differences.

In winter quarter, Linda and peers identified, developed, and explored models of engagement that have led to changes in the workplace, nation, community, and the world. They researched and learned through migration studies how individuals, groups of individuals, and societies in recent history, and in contemporary life, work to find opportunity and build a more just society. They enhanced the knowledge of creating community to bring changes that benefit neighborhoods, workers, and family. The cohort worked actively toward the application of this knowledge by developing collaborative action research projects to identify a particular problem, define its dimensions, determine its causes, and establish action plans for its remedy. Linda and the team demonstrated understanding and leadership in their areas of interest and worked collaboratively to apply this understanding to develop an action-oriented research project.



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In spring quarter, together with peers, Linda continued the academic study to enhance knowledge of the power in community by close reading, discussing in seminars, and summarizing and responding in writing to texts such as *Seedfolks* (Fleischman, P., and Pedersen, J.), *Hope in the Dark: Untold Histories, Wild Possibilities* (Solnit, R.) and *Emergent Strategy: Shaping Change, Changing Worlds* (Brown, A.). Linda also engaged with invited guest speakers who brought real world issues and individual experiences into our classroom.

Linda collaborated with peers to complete and present the team community project, based on the winter research, to the public at our annual Community Fair. The project on new strategies to reduce homelessness was developed throughout the year and built on the knowledge and skills gained in each quarter. The team's final report demonstrated the thorough understanding of the research process including literature review, design, methodology, primary data collection, result analysis, and discussion of findings within the context of the research field. The team's work and presentation was excellent. Linda's effort and leadership was indispensable for the team's success.

Linda's individual and collaborative work convincingly met the learning objectives of the Lyceum/seminar portion of the program, demonstrating a consistent and high level intellectual vigor in the participation in all aspects of the academic study. The writing, oral presentation, teamwork, and critical analysis skills have been enhanced significantly due a persistent drive for excellence in academic work.

Linda's performance in a study of public health and mathematics met program expectations and demonstrated the ability to integrate the fields of mathematics and public health. Linda actively participated in individual and group presentations of ideas and activities about mathematics and public health. Linda actively helped peers focus on and evaluate their presentation skills for effectively communicating about mathematical ideas and public health. Linda did an excellent job collaborating with team homework group members on the problems and gained a good understanding of the mathematics concepts and problem-solving skills emphasized in each assignment. Linda significantly enhanced the knowledge of fundamentals in public health through readings, discussions, and research activities. Linda maintained a high level of intellectual engagement with both mathematical and public health topics in this study. Linda successfully collaborated with fellow students to creatively arrive at solutions to challenging problems. Linda was part of a team that conducted research on topics in the field of public health and their relationships with mathematics, and demonstrated the ability to integrate learning of public health and mathematics by collaboratively producing a final project.

In a study of the implementation of environmental policy on the local/community level, Linda participated in weekly discussions of materials. Linda was generally a quiet and attentive listener. The seminar preparation and participation revealed satisfactory intellectual engagement with the content of the study. The contributions to discussions indicated improvement in the ability to apply the understanding of content to identify and evaluate policies and their implications for local communities.

For a study of critical ethnography, Linda's academic work demonstrated a solid understanding of theories, methods, and ethics involved in critical ethnography, particularly in the socializing role of family whether biological or sociological. The completion of exercises demonstrated the depth of the ability to merge theories and practices, practice critical ethnographic research, write up a case study, and translate the case study into a creative project. Linda's final project was a case study on the disappearance of lesbian only bars. Linda conducted ethnographic research choosing a diverse group of interlocutors, as well as scholarly and archival research. All of this data from the research was developed and integrated well together. Linda's final project was an exquisite scholarly production on the presence of lesbians in the world using a sociological, political economy, psychological, and public health lens. Linda intermixed the photographic work of the international award-winning photographer Zanele Muholi with other images of women identified as lesbians and trans women from diverse ethnic, racial, and physical abilities to present a comprehensive portrait, yet allowing and stimulating the awareness of the



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observer to know that there is more and inviting the observer to enter into an elegantly choreographed global, historical, community of women identified from LGBTQ+ communities. The research was rigorous, and the narrative voice of Linda guided the observer from other to self to places of needed interrogation and critical inquiry, and spaces of new and perhaps renewed punctuations of self and othering. Linda's PowerPoint presentation used audio, visual and kinesthetic learning well, integrating theory and practice seamlessly.

Linda has had a productive quarter in a study of United States foreign policy in Asia, by attending program sessions and participating fully and enthusiastically in discussion. Linda was always well prepared and offered comments that were insightful and well informed.

Linda studied Asian American literature in the spring quarter, attended program sessions regularly and participated in discussion. Her comments indicated her thorough understanding of the assigned works. She also completed all of her work; the reviews were well done. She has had a very good quarter.

For a study of the philosophy of knowledge, Linda examined the most significant learning of life through advanced reading, composition, and critical thinking. To do this, Linda first listed, reflected on, and analyzed 25 pieces of personal knowledge. Next, Linda wrote a paragraph about each one, then chose 10 of the paragraphs to expand into 10 one-page pieces, then 5 of those pieces were developed into 3-5 page essays, and finally Linda shared some of personal knowledge in a 10-minute presentation to peers and a sizable external audience. Throughout our work together, Linda considered the process of deconstructing and decolonizing thinking and how humans construct, reconstruct, analyze, and describe what we know and why it's important to know it. Each week Linda was an active participant in our work discussing our texts for the week, interacting with our panel of 4-5 guests who shared some of their knowledge with us, and workshopped the writing in small groups. Linda did a great job using this opportunity to develop ideas for productive and critical conversation involving a wide range of philosophical issues and debates. In all written work, Linda offered interesting and important insights, but especially around that fact "you have to look for the root cause of the problem, and that when you can you should get away from toxic situations." Each and every piece of knowledge presented made me think about something new. Peers spoke at length about how impressed they were with Linda's work. Linda demonstrated learning in discussion, in writing, and in the end of the quarter presentation. Linda has had a very successful quarter studying epistemology. Linda is an excellent student and should be very proud of the learning and the knowledge shared this quarter! The work for the study has prepared Linda for graduate school and careers in communications, policy analysis, leadership, organizing, social work, information management, nonprofit development, and teaching, among various others.

In fulfilling the learning expectations of the program, Linda convincingly demonstrated the impressive capacity in quantitative and qualitative analysis, collaborative learning, effective communicating, and critical thinking. Linda's individual and collaborative work exhibited greatly enhanced depth, breadth, and synthesis of learning and the significant ability to reflect on the personal and social significance of that learning. Linda is a valued member of our learning community.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 44

- 3- Autobiographical Literature and Expository Writing
- 3- Social History
- 3- Research Methodologies
- 3- Migration Studies
- 3- Project Management
- 3- Research in Social Work
- 3- Public Health



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- 2- Algebra
- 3- Critical Ethnography: Theory, Method, and Practice
- 2- Sociological Theory
- 1- Environmental Policy
- 5- United States Foreign Policy
- 5- Asian American Literature
- 5- Philosophy of Knowledge



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.