



Vargas, Karen Denise

A00429291

Last, First Middle

Student ID

Former Name(s): Sowell, Karen Denise; Betnon, Karen Denise;

DEGREES CONFERRED:

Bachelor of Arts

Awarded 08 Sep 2023

TRANSFER CREDIT:

Start	End	Credits	Title
10/0115	06/2016	9	University Of Washington
09/1981	11/1987	18	Military Training
09/1983	12/1983	6	Central Texas College

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/2020	06/2021	44	The Power in Community: Pathways to Resourcefulness 2 - <i>Autobiographical Literature and Expository Writing</i> 3 - <i>United States History Research</i> 5 - <i>Theories, Practices, and Art of Digital Storytelling</i> 5 - <i>Research Writing</i> 2 - <i>Research Methodologies</i> 3 - <i>Migration Studies</i> 5 - <i>Sociological Critical Ethnography</i> 5 - <i>Human Development</i> 3 - <i>Project Development</i> 2 - <i>Research</i> 4 - <i>Sociological Theory and Ethnographic Performance</i> 5 - <i>Writing, Science, and Human Development</i>
06/2021	09/2021	16	Therapy Through the Arts-Eve 6 - <i>Art Therapy and Counseling</i> 6 - <i>Art Therapy and Education</i> 4 - <i>Art Therapy and Written Expression</i>
06/2021	09/2021	4	Writing Beyond the Basics 4 - <i>Advanced Composition</i>
09/2021	03/2022	32	Literacies of Transformation 3 - <i>Autobiographical Literature and Expository Writing</i> 3 - <i>Topics in US History</i> 5 - <i>Research</i> 5 - <i>Advanced Math</i> 3 - <i>Contemporary Social Issues</i> 3 - <i>Applied Community Research</i> 3 - <i>Sociology of Food Justice</i> 2 - <i>Fermentation Project.</i> 2 - <i>Mathematics of Infinity</i> 3 - <i>Trauma</i>



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EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/2021	12/2021	2	Writing Workshop <i>2 - Advanced Composition</i>
03/2022	06/2022	16	Racial Equity and Justice from Migration to the Present <i>16 - Social Justice/Community Organizing</i>
06/2022	09/2022	8	The Craft of Screenwriting: Shorts, Features, and Series <i>4 - Creative Writing</i> <i>4 - Film/Media Studies</i>
06/2022	09/2022	8	Transformative Writing <i>8 - Creative Writing</i>
09/2022	06/2023	32	With Liberty and Justice for Whom? <i>6 - International and Local Organizing</i> <i>3 - Contemporary Social Issues</i> <i>2 - Applied Community Research</i> <i>5 - Abnormal Psychology</i> <i>3 - Curating Culture and Environment</i> <i>3 - Project Management</i> <i>5 - Nonprofit Administration</i> <i>5 - Psychology of Music</i>
01/2023	03/2023	2	Black History and Culture <i>2 - Black History and Culture</i>
06/2023	09/2023	5	The Science of Solar Energy for Teachers <i>3 - Solar Science</i> <i>2 - Engineering</i>
06/2023	09/2023	5	Theatre of the Oppressed <i>3 - Theatre</i> <i>2 - Critical Thinking</i>

Cumulative

207 Total Undergraduate Credits Earned



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Tacoma Student

Academic Statement

Lyceum, Professor Bacho

May 17,2022

Akuyea, Karen Vargas

It was long ago that I began my academic journey in higher education. I was fresh out of high school and couldn't wait to be on my own.

I had just started college at the University of Storrs Connecticut when That journey was abruptly interrupted resulting in

my enlistment in the United States Army.

It was there that I began another type of higher learning. A journey much more immersive, hands on, and experiential to say the least.

But, it wasn't until years later after following my tour from Korea, and my assignment to the 34th Infantry division at Fort Hood Texas that I once

again attempted to resume my higher academic journey.

I was given the opportunity to study food service and military leadership development. Wow! what a choice. To serve food and die.

It wasn't until my retirement from the military that I once again attempted to pursue this journey for what they call higher learning,

as if it was only for the elite, privileged and those who qualified to go on to learn.

In 2016 I entered the University of Washington where I earned a certificate in Genealogy and Family History. I found the environment oppressive and unwelcoming.

It was very difficult and culturally challenging for diverse students like me, Who was thirsting to learn and yearning to continue their education.

upon my completion of the certificate program at the UW, (University of Washington) I went to visit a mentor and dear friend of mine to whom I had often taken

my Living Life Leadership students to visit, and where she would speak life into their starving souls.

Only this time it was my soul that was starving. There I began to share my heart, visions, and dreams of preserving the legacy of my ancestors, their history, contributions,

and the footprints of African Americans in Kitsap County.

She sat there and listened attentively to me as I poured out my guts, cried, and boo hoo'd when She looked me dead in my eye's and said, ("So what you

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gone do? Little Back Girl!!!!") I stopped crying wiped my tears and shut up real quick.
It was the way she said it, and how she was looking at me. Then she said, I want you to take your tail up to
Evergreen Tacoma Campus and register for school.

Ask for Dean Arunga. She will help you. And you go back to school.

In the fall of 2020 I entered Evergreen State College (Tacoma campus) little did I know my life would change
forever. It was there that I found a place of acceptance and belonging

a place where I was given the opportunity to grow, thrive and learn without fear or judgement.



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June 2023 - September 2023: Theatre of the Oppressed

5 Credits

DESCRIPTION:

Faculty: Letta Mason and Sharon Cronin

Building on the theory and praxis of Augusto Boal's Theater of the Oppressed, students will engage deeply with the main components including Teatro Foro, Image Theater, and Invisible Theater. Students will share their own stories, listen to the stories of others, and co-create theater pieces based on these stories. They will study the profound coercive nature of tragedy as it pertains to contemporary forms of art and also rehearse many possible responses and resistance to oppression and to try out practices in freedom. Students will apply the concepts of coercive tragedy, poetics, virtue, and catharsis.

EVALUATION:

Written by: Letta Mason and Sharon Cronin

Students engaged the theory and praxis of Augusto Boal's Theater of the Oppressed, covering the main components including Teatro Foro, Image Theatre, and Invisible Theatre. Students examined the traditional and problematic definitions of concepts in theater and analyzed the profound coercive nature of tragedy as it pertains to contemporary forms of art and representation and its main use as a representational system of repression. Oppression and isms of various forms were examined, particularly those present in the lives of participants. A student of Augusto Boal, Professor Ronald Rosario partnered with the teaching team, leading students through Theatre of the Oppressed exercises and supporting students in "rehearsing" possible responses and resistance to oppression and explore practices in freedom. Karen Vargas was able to critically examine the content, authority, and portrayal of representation in theater, film, and television. She brought her extensive experience with working on social justice issues to the community and was a model for engaging with participatory theatre. Her team effectively become actors and playwrights of their own stories by virtue of deconstructing coercive theater and constructing a theater of their own.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 5

3 - Theatre

2 - Critical Thinking



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June 2023 - September 2023: The Science of Solar Energy for Teachers

5 Credits

DESCRIPTION:

Faculty: Letta Mason and Sharon Cronin

Geared for early childhood and elementary school teachers, this science course examines solar energy through African, Indigenous, and Caribbean lenses. Grounded in storytelling and experimentation, it covers the historic uses of passive solar energy as well as the way energy is collected when sunlight shines on photovoltaic (PV) cells. Students also studied the way photosynthesis converts solar energy into chemical energy.

EVALUATION:

Written by: Letta Mason and Sharon Cronin

In this course, students were introduced to the fundamentals of solar power as it applies to diverse cultural perspectives from around the world. They learned to compare solar energy to other energy resources and explain how solar panels, or photovoltaics (PV for short), convert sunlight to electricity. Students engaged with hands-on activities while also creating art, demonstrating with music, and becoming an engineer in the field of solar energy. They worked together in small groups to develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design could be achieved. Karen Vargas added to her expansive base as a community activist and freedom fighter, emerging with additional skills as an activist for renewable energy. Her leadership was invaluable to her team as they worked on defining a simple design problem reflecting a need in their community.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 5

3 - Solar Science

2 - Engineering



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January 2023 - March 2023: Black History and Culture

2 Credits

DESCRIPTION:

Written by: Marcia Tate-Arunga

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-Arunga.

EVALUATION:

Written by: Marcia Tate-Arunga

Karen Vargas attended 3 classes, but participated outside of class. She also helped in the preparation of Founders Day program. She was a full contributor to class discussions and activities. She earns 2 full credits for the class.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2

2 - Black History and Culture



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September 2022 - June 2023: With Liberty and Justice for Whom?

32 Credits

DESCRIPTION:

Faculty: Peter Bacho, Mingxia Li, Paul McCreary, Tyrus Smith, Marcia Tate-Aruna and Kamara Taylor

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

The theme for fall quarter was *identifying the problem and clarifying the question*. We laid 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 experiences with justice issues by constructing an autobiographical memoir.

Winter quarter's theme was *researching the roots, causes, and potential solutions*. We looked at specific contemporary societal issues in justice viewed from a variety of institutional perspectives, most notable justice in education, health care, public health, law, science, government, and politics. Students investigated specific justice issues of interest to identify a particular problem, define its dimensions, determine its causes, and establish 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.

Selective Courses offered by faculty assisted students in their progress throughout the academic year:

In the program offering, *Abnormal Psychology*, we studied psychological dysfunction that is associated with distress or impaired functioning in a manner that is not typical, or expected, based on cultural and societal norms. Content was organized in accordance with the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). This course used an integrative approach to the study of abnormal psychology including the interaction of biological, developmental, and social factors.

The offering, *Psychology of Music*, presented an overview of the current and growing research in the psychology of music focusing on the cognition of music and musical emotions. The study of music cognition and music perception reflects basic cognitive and perceptual processes because music is a projection of the mind. In addition to evaluating research on the perception of melody, harmony, and rhythm, this seminar reviewed research on listening, learning, and performing music focusing on how musical training and musical emotions relate to these activities. We examined recent studies on the neurological basis of music focusing on those that address how music training and musical emotions



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affect the brain. Moreover, we drew parallels between music and language, and evaluate music's communicative power in a variety of settings including advertising. In each class, we listened to musical examples that illustrate the research.

For the course Nonprofit Administration, interest in the nonprofit sector has intensified as the sector's importance and distinctiveness receives recognition as a unique area of study and practice. Examples of issues unique to the sector are the prominent role of and heavy reliance on volunteerism, and the tension between organizational mission and funders' demands. Increased involvement in policy making, enlarged roles in implementing former public agency services, the more cohesive identity of the sector as a significant piece of the economy and administrative state, and the heightened professionalism all converge to make the daily management of nonprofit organizations in the twenty-first century a challenging task. This course will provide a context to help students more clearly understand the conditions observed either working in a nonprofit organization today, in the future, or in studying or collaborating with nonprofit organizations.

EVALUATION:

Written by: Paul R. McCreary, PhD.

Karen (Akuyea) Vargas had an extremely successful year at The Evergreen State College-Tacoma program. She has shown an outstanding ability to identify and use connections across a wide range of disciplines in the liberal arts curriculum. Akuyea worked very effectively as a team member on group projects, being singled out for leadership capacities in many cases. Indeed, she demonstrated great social awareness and interacted with people of differing backgrounds and abilities with respect and empathy.

During the program's Lyceum and Seminar series, Akuyea met program expectations by demonstrating a good ability to analyze content and articulate understanding in class discussions and writing assignments. The work indicated a deeper understanding of how various models of engagement have created pathways for systemic change. This included demonstrating the ability to critically evaluate and assess ideas and arguments while citing evidence from assigned materials and other sources to draw insightful conclusions about the meaning and relevance of this content. Akuyea also refined skills in research design by developing a research proposal consistent with the requirements of the APA format and style. This research proposal focused on understanding and addressing the challenges faced by persons seeking Truth and Reconciliation Among BIPOC Communities. This proposal convincingly met expectations by formulating a researchable question and synthesizing empirical research related to this problem and strategies to address it. Overall, Akuyea Vargas's work has demonstrated a good ability to examine issues and topics from multiple cultural models and worldviews, and that Akuyea can effectively communicate and work across significant personal and cultural differences. Perhaps most remarkable was the learning that Akuyea demonstrated in her organizing and fact-gathering work carried out in travels during the fall and in organizing work in her own Kitsap County during the winter and spring quarters.

Akuyea's application and understanding of Abnormal Psychology content was not just practical and shaped by lived-in experience, it was also scholarly and intellectual. Akuyea provided and brought forth an understanding of course content in a way that was not only enlightening, but also through the lenses of lived-in experiences. Akuyea's contribution was always engaging and welcoming, while understanding philosophical terms and being able to apply knowledge learned in the course in a manner that both aligned with the course goal's outcome for each scholar. As always Akuyea was an honor to have in class and brought forth a light that this course needed and appreciated.

Overall, Akuyea exhibited exceptional performance in the Psychology of Music class at The Evergreen State College. Her academic knowledge and understanding of the subject matter, coupled with her



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critical thinking skills, have been outstanding. Akuyea's active class participation, collaborative approach, and strong attendance record further demonstrate her commitment to academic excellence and personal growth. Akuyea consistently contributed to the overall learning environment and set a positive example for her peers. Akuyea has shown a strong dedication to her academic studies and a genuine passion for understanding the complex dynamics of violence from a psychological perspective. Her exemplary performance in the Psychology of Music class has undoubtedly contributed to the overall success of the course.

Akuyea met all the learning objectives of the course Nonprofit Administration and attended and participated in most class sessions. Akuyea's participation in class was robust and insightful, and contributed greatly to the learning community. Akuyea's written assignments this quarter were of good quality. The first assignment was to present to the class and submit talking points for an article in the news about a nonprofit organization. Akuyea's talking points were thorough and well done. Students wrote three reflection pieces based on prompts provided. Particularly well done was Akuyea's reflection on what does equity and diversity in the nonprofit sector mean to you. Akuyea provided a good discussion that included recognition of structural inequities and the need for decolonizing of the sector. The final pair of assignments consisted of a 500-word draft and then a final blog post from the perspective of a nonprofit staff member. The topic of the post was to write about a win that the organization had recently. Akuyea chose a local organization for this assignment, New Life Community Development. The final submission was well done, and highlighted how the community gained a "win" with this new nonprofit organization opening its doors.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 32

- 6- International and Local Organizing
- 3- Contemporary Social Issues
- 2- Applied Community Research
- 5- Abnormal Psychology
- 3- Curating Culture and Environment
- 3- Project Management
- 5- Nonprofit Administration
- 5- Psychology of Music



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June 2022 - September 2022: Transformative Writing

8 Credits

DESCRIPTION:

Faculty: Tara Hardy, MFA

Students read stories, essays, poems, and visionary work by people living intersectional lives, including but not limited to, People of Color, Trans and Nonbinary People, People with Disabilities, LGBTQ+ People, immigrants, trauma survivors, poor and working-class people, elders, youth, and more. Through study and practice of the craft of writing, students contributed to the narratives of living these identities with their own writing. Students will significantly enhance their understanding of writing craft, and emerge with a portfolio of new work.

Study of published work will include writing by: Natalie Diaz, Maisha P. Johnson, Julie Otsuka, Rachel McKibbens, Nam Le, Joy Harjo, Roxanne Gay, Denice Frohman, Octavia Butler, Lorna Dee Cervantes, Ta-Nahisi Coates, Karen Finneyfrock, Eli Clare, Danez Smith, Rita Dove, Shani Mootoo, Paul Tran, Roya Marsh, Alice Walker, Sara Brickman, Manil Suri, Jericho Brown, Shira Erlichman, Morénike Giwa Onaiwu, Lucille Clifton, Carmen Maria Machado, Portia Olayiwola, Lindsay Nixon, Saeed Jones, Kai Cheng Thom, Javon Johnson, Natasha Hooper, Rudy Francisco, Toni Morrison, Ebo Barton, Joshua Whitehead, and Patricia Smith.

EVALUATION:

Written by: Tara Hardy, MFA

Ms. Vargas' performance in *Transformative Writing* met expectations with distinction. Ms. Vargas actively participated in class discussions, interacting with content in ways that indicated deep engagement, caused the conversation to shift in a direction towards deeper learning, added greatly to the breadth of our learning, and indicated her growing knowledge of writing craft. Ms. Vargas enhanced her understanding of the craft of creative writing. She solidly demonstrated her ability to analyze published works and ascertain why writers make particular choices to achieve particular effects. She was easily able to incorporate new learning into her own writing, which grew greatly over the quarter. Her writing assignments convincingly demonstrated the ability to produce a product that built upon what we studied about the craft of writing. Her strengths as a writer included the use of images, original use of language, rendering complex tone, use of musicality, use of cadence, use of specific details, use of setting, characterization, and depth of concept. Much to the delight of her classmates, Ms. Vargas participated in sharing work aloud, thus enhancing a skill necessary for any writer to master. Overall, she demonstrated a proficient understanding of creative writing; Ms. Vargas was ready for further study in the field of creative writing. I will not be surprised at her success.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

8 - Creative Writing



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June 2022 - September 2022: The Craft of Screenwriting: Shorts, Features, and Series

8 Credits

DESCRIPTION:

Faculty: Albert Lee, M.F.A.

Our program combined film/media studies with a screenwriting workshop, allowing students to apply theory to practice during an intensive ten-week summer session. As the world continued to struggle through a third summer with the COVID-19 pandemic, we conducted class meetings remotely using Zoom video conferencing and the Canvas learning management system, with film/media selections drawn from Netflix and YouTube. Students and faculty had limited access to campus resources, requiring everyone to practice flexibility, resourcefulness, resilience, and empathy.

Students attended weekly seminars during which they analyzed professional screenplays and craft readings on dramatic writing. They viewed the produced versions of weekly screenplay selections; listened to pre-recorded faculty lectures examining the readings and film/media selections from a practitioner's perspective; and exchanged critical feedback on screenplays developed by their peers in weekly workshops led by the faculty. Craft readings focused on practical aspects of storytelling for audiovisual media, with topics including story structure and event sequencing in the half-hour comedy, one-hour drama, and feature film; character development, dramatic conflict, and the Hero's Journey in traditional narrative filmmaking; and screenwriting stylistics and the writer's voice. The weekly screenplay selections represented a diverse range of perspectives, formats, storytelling problems, and production environments, including early, revised, and production drafts for the feature films *Django Unchained*, *Mean Girls*, *The Mitchells vs. The Machines*, *Nightcrawler*, *Sorry to Bother You*, and *Stand By Me*; television pilot scripts in various stages of development for the series *Breaking Bad*, *Cheers*, *The Good Place*, *New Girl*, and *Stranger Things*; and the production draft for the *BoJack Horseman* episode "Time's Arrow." Students also examined various tools of the trade including the pitch document for *New Girl* and the show bible for *Stranger Things*.

Students practiced writing in analytical, creative, and reflective modes while producing seminar commentaries based on the weekly screenplay and film/media selections; developing their own individual screenwriting projects; providing story notes analyzing classmates' screenplays; and generating quarterly self-evaluations. Each student had multiple opportunities to workshop their project(s) and hold one-on-one story conferences with the faculty, developing stories from one-sentence logline to visual storytelling sample, sample scene, and completed draft. Throughout this process, students used their own screenplays as learning objects while they developed proficiency in using standard screenplay format, strengthened creative problem-solving skills, and deepened their understanding of dramatic narrative. Individual projects averaged 20-30 screenplay pages, representing a diverse range of genres, formats, and platforms, both live action and animated. Depending on the student's choice of project, this translates to 1-2 short films, 5-6 web series episodes, one half-hour comedy, the first two acts of a one-hour drama, or the first act of a two-hour feature film.

EVALUATION:

Written by: Albert Lee, M.F.A.

Karen (hereafter "Akuyea") was enrolled in the program The Craft of Screenwriting: Shorts, Features, and Series during summer quarter 2022. She did good work overall and earned full credit for it.

From the outset, Akuyea made a strong impression on the group, inspiring classmates to rave about the energy she brought to our learning community. She came to seminars prepared, having read, viewed, and thought seriously about the weekly readings and film/media selections beforehand. Her thoughtful contributions were helpful to class discussion, and she achieved a good balance between speaking and



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listening. She treated her classmates with respect, and in this way, contributed to fostering a supportive academic environment.

While Akuyea participated inconsistently in the writing requirements of the program, ultimately she was able to produce online seminar commentaries for each of the required weekly screenplay and film/media selections. Akuyea's commentaries, however brief, made appropriate reference to the assigned materials and showed steady improvement as the quarter progressed. In particular, she showed a willingness to engage critically and personally with the selection at hand, as evident in her reflections on the protagonist anti-hero in Nightcrawler and her exploration of the socially relevant themes raised in Sorry to Bother You.

In fulfillment of the Creative Writing requirements of the program, Akuyea developed a feature screenplay based on her fateful encounter with a notorious local heiress, constructing a real-life horror-thriller story through a graduated series of exercises from logline to visual storytelling sample. While the script remains a work-in-progress, this early version indicates a satisfactory understanding of screenwriting format and an ability to establish an atmosphere that classmates described as "Hitchcockian."

While developing her screenwriting project, Akuyea submitted portions for feedback in weekly workshop sessions, exchanging script notes with her classmates. During these sessions, Akuyea demonstrated a receptivity to constructive criticism and an ability to analyze a diverse range of creative material. She also delighted the group during table reads of her classmates' screenplays, giving life to their dialogue through energetic, idiosyncratic readings that her classmates said helped them see their characters in a new light.

Although Akuyea initially struggled with remote learning technology, she became increasingly technology proficient as the quarter progressed. Akuyea is a responsible, conscientious student who takes her work seriously and puts effort into that work, even while juggling outside responsibilities including her role as a community leader. It was a pleasure working with Akuyea this quarter and witnessing the enthusiasm and energy she brought to our learning community. I wish her all the best in her future academic and creative endeavors.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

4 - Creative Writing

4 - Film/Media Studies



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March 2022 - June 2022: Racial Equity and Justice from Migration to the Present

16 Credits

DESCRIPTION:

Written by: Peter Bacho

This Individual Learning Contract, **Racial Equity and Justice from Migration to the Present**, critically explores the historical legacy of grassroots organizing through art, education, culture, and history. The student will read such books as *Critical Ethnography* by D. Soyini Madison and *Archival Basics* by Charlie Arp. The student will also visit art installation sites in Pierce and Kitsap counties that represent the use of archival research in their public educational creations as well as conduct interviews with community people and artists. The student will meet with their subcontractor weekly to assess progress and give counsel. The student will also create a final art installation that embodies and represents their research particularly as it pertains to racial justice historically.

EVALUATION:

Written by: Peter Bacho

Ms. Vargas has completed all the requisites for this contract and has earned full credit. She conferred regularly (on a weekly basis) with her sponsor about all of her activities organizing and promoting social justice themed events and workshops in the Pierce County and Kitsap County corridor. Judging by her submissions to her sponsor for review, she has been actively involved in a whirlwind of activity. She also completed her written summation of her numerous projects for review by her sponsor. Her work has been vital and impressive. Ms. Vargas has been, and continues to be, a champion of underserved and overlooked communities.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

16 - Social Justice/Community Organizing



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September 2021 - March 2022: Writing Workshop

2 Credits

DESCRIPTION:

Faculty: Prof. Peter Bacho

This class focused on enhancing writing skills needed for communicating with academic and popular audiences. Students learned the art of composition, with an emphasis on improving writing projects typically associated with the effective dissemination of community resource materials, manuals, position papers, and research papers (with proper citation). During the course of the quarter, students studied proper word choice, grammatical sentences, the rules of punctuation and grammar, and MLA style, among other topics.

EVALUATION:

Written by: Prof. Peter Bacho

Ms. Vargas successfully completed the requisites of this course. She attended class regularly and participated effectively in class discussion. Her written work was consistently excellent and demonstrated a convincing understanding of the art of effective written communication. She is a superior student.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2

2 - Advanced Composition



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September 2021 - March 2022: Literacies of Transformation

32 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); Tara Hardy, M.F.A. (Creative Writing, Sociology, Literature, Gender, Sexuality, and Queer Studies, Cultural Studies); 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)

The Tacoma campus program was designed for students who are preparing for professional advancement, completing their Bachelor of Liberal Arts degree, preparing for graduate or professional school, and interested in community leadership. This year's studies addressed multiple ways of thinking, learning, and doing in the midst of a rapidly changing world. Our faculty and staff have designed a curriculum to develop skills in research, analysis, and critical and creative thinking. In our 2021-22 academic program, we applied a variety of knowledges while focusing on issues, challenges, and emergent solutions within students' professional lives and communities.

In fall quarter, students researched and critically examined multiple intelligences and the social construction of knowledge and theory, and de-colonial approaches to various literacies. These included but were not limited to the following types of interdisciplinary literacies: textual, linguistic, numeric, scientific, financial, media, logical, statistical, sociological, environmental, technological, legal, theories of knowledge, and cultural responsiveness.

In winter quarter, based on work done in the fall, students identified, explored, and developed topics for further research and study using their acquired knowledge and literacies in situations designed to transform themselves and their communities. An introduction of a strategic process for applying methods of restorative and transformative community practices was critically examined.

In spring quarter, students continued to research and use various communications media to demonstrate the transformations that they have analyzed and interrogated throughout the program.

EVALUATION:

Written by: Peter Bocho, J.D., LL.M.

Ms. Vargas completed all of the requirements for the courses.

In Lyceum and Seminar, she completed her assignments analyzing and reflecting upon the content presented in assigned readings, lectures and other course related materials. This work demonstrated her understanding of existing systems and their flaws, as well as possible solutions.

Her written assignments included revising and editing his writing to produce written work that demonstrated her growing ability to use clear and concise language and produce writings with fewer spelling, grammar or syntax errors.

She has good and improving writing skills. She has worked very hard to achieve a higher level of writing competency. Her improvement in this area is significant.

Critical Thinking/Textual Analysis



Vargas, Karen Denise

A00429291

Last, First Middle

Student ID

She has refined his skills in critical reading and textual analysis. Her written work and contributions to class discussions convincingly demonstrated her ability to critically evaluate arguments formulated from different cultural models and worldviews.

She has strong and sophisticated critical thinking skills.

Oral Communication Skills/Collaboration/Working across Significant Differences

In all classes, she participated in class discussions where she convincingly demonstrated her ability to articulate her thoughts and clarify her understanding of course materials. She also convincingly increased her ability to engage in discussions that require communication across differences in culture, social location, and personal experiences.

Ms. Vargas has excellent oral communication skills.

Attendance and Work Habits

Ms. Vargas attended classes regularly. Her academic performance at TESC Tacoma strongly showed the following traits: a high level of intelligence, discipline, and focus. She has met expectations. She is a focused adult learner.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 32

- 3- Autobiographical Literature and Expository Writing
- 3- Topics in US History
- 5- Research
- 5- Advanced Math
- 3- Contemporary Social Issues
- 3- Applied Community Research
- 3- Sociology of Food Justice
- 2- Fermentation Project.
- 2- Mathematics of Infinity
- 3- Trauma



Vargas, Karen Denise

A00429291

Last, First Middle

Student ID

June 2021 - September 2021: Writing Beyond the Basics

4 Credits

DESCRIPTION:

Faculty: Prof. Peter Bacho

This class focused on enhancing writing skills needed for communicating with academic and popular audiences. During the first session, students studied the art of composition, with an emphasis on improving writing projects typically associated with the effective dissemination of community resource materials, manuals, position papers, etc. Students studied the art of effective and accurate editing. Regarding the latter, students edited an unedited version of a journal entry that is part of a novel - written by the instructor - and published by the University of Hawai'i Press.

EVALUATION:

Written by: Prof. Peter Bacho

Ms. Vargas read and understood the assigned text and completed all of the assignments, which included papers written to satisfy the requisites of different formats. She is an evolving writer who has made good strides this term to improving her craft.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Advanced Composition



Vargas, Karen Denise

A00429291

Last, First Middle

Student ID

June 2021 - September 2021: Therapy Through the Arts-Eve

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.

Karen Vargas was enrolled in Therapy Through the Arts during the full summer session. Karen's responses to the readings and class activities effectively met the program's requirements, distinguishing herself among her peers. Karen's responses to class activities and discussions consistently added to the learning process in the class. Oftentimes Karen 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. In addition, her application of theories from art therapy to intervene in difficult cases was focused and practical, thoughtfully keeping emotions in mind.

For her final interactive presentation, Karen engaged the class in the power of words to conjure feeling, thoughts, and actions.

Utilizing insights gained by applying learning in the program, Karen received 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



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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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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.



Vargas, Karen Denise

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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: Peter Bacho, J.D., LL.M.

Ms. Vargas has satisfied all of the requirements for The Power in Community: Pathways to Resourcefulness program.

In Lyceum and Seminar, she completed assignments analyzing and reflecting on the content presented in assigned readings, lectures, and other program related materials. This work convincingly demonstrated her understanding of the assigned materials.

In fall, she attended program sessions regularly, participated effectively in discussion, and submitted all of her written work.

In winter, she continued doing good work and began researching her Spring Fair project.

In spring, she was part of a group that successfully presented its research results at the Spring Fair.

In all aspects of the program, Ms. Vargas turned in weekly analyses and reflections on the assigned readings. Overall, the work she completed convincingly demonstrated her ability to write clear, articulate responses to and evaluations of reading materials and effectively communicate ideas in writing.

In Lyceum and Seminar, Ms. Vargas's written assignments included revising and editing her writing to produce an academic statement that demonstrated her ability to use clear and concise language and produce writings with few spelling, grammar, or syntax errors. Her overall body of work - and her willingness to improve - demonstrated her commitment to significantly improving her writing skills.



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Last, First Middle

Student ID

Ms. Vargas turned in weekly analyses and reflections on the assigned readings. Overall, the work she completed convincingly demonstrated her ability to write clear, articulate responses to and evaluations of reading materials and effectively communicate ideas in writing.

Ms. Vargas has refined her skills in critical reading and textual analysis. Her written work and contributions to discussions convincingly demonstrated her ability to critically evaluate arguments formulated from different cultural models and worldviews.

Ms. Vargas participated in discussions where she convincingly demonstrated her ability to articulate her thoughts and clarify her understanding of program materials. She was friendly, outgoing, diligent, and collaborative - an ideal team member. She also convincingly increased her ability to engage in discussions that require communication across differences in culture, social location, and personal experiences.

Ms. Vargas attended program sessions regularly, and consistently completed her work and submitted it on time. Her academic performance at The Evergreen State College-Tacoma strongly showed the following traits: intelligence, discipline, focus. She is a very good adult learner and has compiled a solid academic record during her time in this program.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 44

- 2- Autobiographical Literature and Expository Writing
- 3- United States History Research
- 5- Theories, Practices, and Art of Digital Storytelling
- 5- Research Writing
- 2- Research Methodologies
- 3- Migration Studies
- 5- Sociological Critical Ethnography
- 5- Human Development
- 3- Project Development
- 2- Research
- 4- Sociological Theory and Ethnographic Performance
- 5- Writing, Science, and Human Development



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.