



Garza, Raul

A00416754

Last, First Middle

Student ID

DEGREES CONFERRED:

Bachelor of Arts

Awarded 15 Dec 2023

TRANSFER CREDIT:

Start	End	Credits	Title
04/2015	12/2016	9	Community College Of The Air Force
04/2019	08/2020	60	South Puget Sound Community College
09/2020	06/2022	50	Saint Martin's University

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/2022	12/2022	4	Business Leadership: Interpersonal Dynamics <i>4 - Interpersonal Dynamics</i>
09/2022	12/2022	4	Cornerstone: Foundations for Your Evergreen Education <i>2 - Introduction to Library Research</i> <i>2 - Expository Writing</i>
09/2022	12/2022	4	History and Systems in Psychology <i>4 - Psychology</i>
01/2023	03/2023	4	Arts and the Child: Early Childhood (A) <i>4 - Early Childhood Education, Arts, and Human Development</i>
01/2023	03/2023	4	Leading Others: Building Capacity In Others <i>4 - Organizational Leadership (Certificate Sequence)</i>
01/2023	03/2023	4	The New Psychology of Leadership <i>4 - Organizational Psychology (Certificate Sequence)</i>
04/2023	06/2023	8	Virtual Tourism <i>4 - Cultural Heritage and Virtual Tourism</i> <i>2 - International Cross Cultural Dialogue and Collaboration</i> <i>2 - Art, Calligraphy and Symbolic Representation</i>
04/2023	06/2023	4	Abnormal Psychology <i>4 - Psychology</i>
04/2023	06/2023	4	Leading Organizations: Culture and Change <i>4 - Organizational Leadership (Certificate Sequence)</i>
04/2023	06/2023	4	Positive Organizational Behavior <i>4 - Organizational Psychology (Certificate Sequence)</i>
06/2023	09/2023	12	A People's Epistemology <i>4 - Philosophy of Knowledge</i> <i>4 - Political Economy</i> <i>4 - Critical Thinking and Composition</i>
09/2023	12/2023	8	Climate Policy Action: Science and Policy Basics <i>4 - Climate Change and Society</i> <i>4 - US Environmental Policy</i>



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EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/2023	12/2023	4	Leading Self: Purpose-Driven Leadership <i>4 - Organizational Leadership (Certificate Sequence)</i>

Cumulative

187 Total Undergraduate Credits Earned



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To Whom It May Concern,

As I sit down to pen my final academic statement, I am filled with gratitude for the invaluable opportunity it provides me to reflect on my growth and set new goals as an iterative student, as learning and developing never truly ends. Having successfully finished my undergraduate degree at Evergreen College, my academic journey has been transformative, influencing both my personal and professional pursuits. The education I received has not only contributed to my professional development but has also played a pivotal role in shaping the trajectory of my career. This journey has ignited a passion within me to pursue further education, and I am thrilled to share that I have recently applied to the MPA program, confident that my Evergreen experience will continue to be a valuable asset in my academic and professional endeavors.

My Evergreen journey commenced with the course "History and System in Psychology." Coming from an Information Technology background, this course served as an eye-opening experience, leading me into the intricate field of psychology. It introduced me to abstract ideas uncommon in my previous academic pursuits, engaging me in critical thinking and analysis of psychological theories and theorists. This course laid a solid foundation for my academic journey, providing invaluable information and enhancing my critical thinking skills. I look forward to exploring new areas of study and expanding my knowledge, contributing to the consistent pace of learning I am now engaged in.

Transitioning back to academic life after a break was made seamless by the opportunity to take Professor DK's transformative leadership certificate courses. His guidance has been instrumental in inspiring me to pursue a master's degree and become a leader capable of effecting positive change in my professional life. These courses provided a deep understanding of the psychology of leaders, positive organizations, culture, change, and the principles of diversity, equity, and inclusion (DEI). Implementing these principles has become crucial in reaching higher positions in my current work agency, and I am grateful for the knowledge and tools acquired to apply them. Professor DK's teaching has been transformative, instilling confidence in me to pursue my goals, and I am eager to utilize the gained knowledge and skills in my academic and professional journey.

Professor Nancy Parkes significantly influenced my growth as a student, challenging me to strive for excellence. Under her guidance, I incorporated the practice of journaling and free writing into my routine, aiding in processing thoughts effectively. Her teaching approach was truly transformative, and I continue to use the acquired skills in both coursework and personal life. Her encouragement and support have been invaluable, and I look forward to applying these skills throughout my academic and personal journey.

The course "Interpersonal Dynamics" had a profound impact on me, challenging me to communicate and collaborate effectively with diverse individuals. Despite the intensive workload, the invaluable skills gained, such as effective communication, active listening, and empathizing with others, have proven essential in both personal and professional life. This course facilitated significant personal and academic growth, and I am confident that the skills learned will continue to serve me well in future endeavors.

Reflecting on my undergraduate years at Evergreen fills me with amazement at the substantial personal and intellectual growth and the valuable skills acquired. As I anticipate the continuation of my education at Evergreen in the upcoming FALL2024 term, I look forward to exploring the multifaceted intersections of psychology and leadership, honing general psychological practices, and engaging in transformative leadership studies. The solid foundation laid at Evergreen will undoubtedly shape and guide my pursuit of excellence in the field of Public Administration.

The collaborative community of staff and fellow students at Evergreen has provided numerous learning opportunities, fostering my growth both academically and personally. My time at Evergreen has exceeded expectations, and as I eagerly anticipate the completion of my Bachelor's degree and the pursuit of a Master's degree in Public Administration, I am enthusiastic about building upon the foundation cultivated at Evergreen. This educational experience is not merely a means to an end; it is a catalyst for my broader goal of becoming a human-centric, empathetic servant leader. Aligned with the values instilled in me at Evergreen, I am committed to leading



ACADEMIC STATEMENT

The Evergreen State College - Olympia, Washington 98505

OFFICIAL TRANSCRIPT DOCUMENT

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with compassion and a genuine understanding of others. As I progress in my academic and personal growth, I am confident that the lessons learned at Evergreen will continue to shape me as a dedicated student and an individual dedicated to the principles of human-centric leadership.



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September 2023 - December 2023: Leading Self: Purpose-Driven Leadership

4 Credits

DESCRIPTION:

Faculty: Dariush Khaleghi MS, MBA

We need a new generation of leaders and game-changers. The notion of leadership that once resonated with greatness no longer inspires new dreams, compelling visions, and revolutionary actions. The unethical behavior, self-indulging decisions, and ego-driven conduct of many contemporary leaders have eroded society's trust in corporate, public, and political leaders. There is an urgent need for principled and purpose-driven leaders driven by a set of universal virtues, a strong moral compass, and a deep desire to serve a global society and a sustainable world. This course teaches students critical concepts and skills to examine their passion and purpose and develop a vision, mission, values, and a plan of action to serve their communities. This class was part of a series of courses which comprise the Transformational Leadership Certificate sequence.

EVALUATION:

Written by: Dariush Khaleghi MS, MBA

Raul was an exceptional student. They completed the learning objectives of this course and received full credit. Throughout the course, Raul showed a strong grasp of diverse leadership styles and their ethical implications. Actively participating in discussions, they displayed an acute awareness of the ethical dimensions of leadership. Regarding personal and self-leadership, Raul consistently reflected on values, demonstrating a commitment to continuous personal growth and outlining strategies for development. Analyzing leadership's impact on organizational dynamics, Raul applied theoretical concepts, recognizing the significant link between leadership styles and organizational outcomes.

Raul revealed a deep understanding of the Jungian notion of personal shadow, providing insightful examples and demonstrating awareness of the work it took to realize their full potential. In terms of authentic and agile leadership, they consistently aligned actions with values and adapted to changing circumstances with poise. Lastly, in crafting a vision, mission, values, and community service plan, Raul formulated a clear and compelling vision for ethical leadership, emphasizing a strategic approach to positive societal impact. As a culmination of their accomplishments in this course, Raul exhibited depth, breadth, and synthesis of learning, ready to apply a unique frame of reference in various contexts. Overall, Raul is well-prepared to apply interpersonal skills effectively and compassionately in personal and professional settings. They consistently met The Evergreen State College's expectations for ethical leadership, personal development, and community service.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Organizational Leadership (Certificate Sequence)



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September 2023 - December 2023: Climate Policy Action: Science and Policy Basics
8 Credits

DESCRIPTION:

Faculty: Anthony M Levenda, PhD

This program explores key concepts in climate science and policy. The fundamental goal is to equip students intellectually to better understand basic concepts in climate science and policy so we can tackle this challenge. The program started with an overview of climate science and key concepts of the Earth's energy balance, system feedbacks, climate models and scenarios, and impacts on human-natural systems. With this basis, we progressed into a study of the societal causes of the climate crisis and ways to remedy it. The challenges and solutions for climate change span across society and the economy, which means that addressing the climate crisis requires transformative change to both eliminate greenhouse gas emissions and adapt to the impacts of climate change. Global greenhouse gas emissions need to reduce rapidly in the next ten years and reach net zero around mid-century in order to have a chance of avoiding dangerous climate change. At the same time, climate change is exacerbating existing societal vulnerabilities and is having deep impacts across natural and social systems. We then explored how policy can be a tool towards the transformation necessary to address this crisis. We explored theories behind and practical approaches to the multilevel governance of climate change. We also covered a range of public policy areas related to climate change mitigation and adaptation, including energy supply, energy use and demand, carbon markets and economic tools, food and agriculture, and transportation. The goal is to help each of us learn more about dealing with complexity in climate policy-making and the range of actors involved spanning multiple levels of government as well as non-state actors.

Learning objectives include:

- Basic knowledge and understanding of climate science and societal causes of climate change as well as key policy instruments in climate policy
- Analyze the impacts of climate change on people and places, especially on vulnerable populations
- Understand the evolution of US climate policy, including the role of ideas and actors in the policy process across multiple levels of government
- Identify and evaluate responses and solutions to climate change including mitigation of greenhouse gas emissions, adaptation to warming, public perceptions, and policies from the local to the global
- Effectively communicate in writing the issues and debates around the human dimensions of climate change and climate justice

EVALUATION:

Written by: Anthony M Levenda, PhD

This course of study challenged Raul to gain a solid understanding of concepts and theories related to climate science and policy and then apply them in short papers, and a final policy project. Raul completed each assignment thoroughly and thoughtfully. Throughout the quarter Raul demonstrated an ability to effectively communicate in both writing and classroom discussions. Raul brought substantial expertise and experience, and a passion for equity and inclusion in climate policy. Raul showed significant growth in understanding of climate science and policy connected to issues of reforestation as well as climate scenarios. Raul helped create a learning environment that brought in connections to key news items and policy debates. Raul demonstrated significant research skills in the final policy project bringing strong literature review to bear on the question of reforestation and climate mitigation as well as



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broader benefits of policies that support afforestation and reforestation in Washington state. Raul demonstrated professionalism which provided support to other students in the program. Raul's work shows preparation for graduate school and higher levels of leadership in policy work.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

- 4 - Climate Change and Society
- 4 - US Environmental Policy



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June 2023 - September 2023: 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 my life so far? As a learning community we reflected on these questions, wrote extensively about them, revised our writing multiple times, and presented our knowledge to each other on the final days of class. For this study of epistemology (the philosophy of knowledge), the student examined the most significant learning of the student's life through advanced reading, composition, and critical thinking. To do this, the student first listed, reflected on, and analyzed key pieces of their knowledge. Next, they wrote a paragraph about each one, then chose a smaller number of the paragraphs to expand into one-page pieces, then a smaller set of those pieces they developed into 3–5-page essays, and finally they shared some of this knowledge in a 10-minute presentation to peers. Throughout our work together, the student considered the process of deconstructing and decolonizing their thinking and how humans construct, reconstruct, analyze, and describe what we know and why it's important to know it. Readings and discussions focused on the distribution of power and wealth, how this has evolved historically, how this inequality has impacted various groups differently, and how people have worked together to change the conditions of their lives. 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 this study of epistemology, Raul examined deeply the most significant learning of Raul's life through advanced reading, composition, and critical thinking, while also considering these through a lens of political economy. To achieve this, Raul listed, reflected on, and analyzed 18 pieces of life knowledge. Raul wrote a thoughtful paragraph about each, chose 6 of the paragraphs to expand into one-page pieces, then 3 of those pieces Raul successfully developed into 3–5-page essays, and finally Raul shared some of this knowledge in a 10-minute presentation to the class. Each week Raul was a consistently active, thoughtful and supportive co-learner in our work discussing our texts for the week, listening to our weekly knowledge panel guests who shared their knowledge, and workshoped Raul's writing in small groups. Raul did a wonderful job using this opportunity to develop ideas for productive and critical conversation involving a wide range of philosophical issues and social realities. In the written work, Raul offered interesting and relevant observations and insights. In the presentation, the knowledge Raul offered made me and the class reflect and learn from these discoveries. The presentation was good! Raul demonstrated well the ideas in discussion, in writing, and the end of the quarter presentation. Raul has had a very successful quarter studying epistemology. Raul is an excellent co-learner and should be very proud of the knowledge Raul shared, and the knowledge gained with and from the learning community this quarter! The deep dialectical dialogue Raul has done and the skills developed contribute well to preparation for graduate school as well as careers in communications, policy analysis, leadership, organizing, social work, information management, nonprofit development, teaching, among various others.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12

- 4 - Philosophy of Knowledge
- 4 - Political Economy
- 4 - Critical Thinking and Composition



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April 2023 - June 2023: Positive Organizational Behavior

4 Credits

DESCRIPTION:

Faculty: Dariush Khaleghi, MS, MBA

The changing nature of work has increased the demand on human capacity in organizations, taxing employees' inner psychological capital (i.e., hope, motivation, attention, and resilience.) This course discusses the key psychological and behavioral theories and concepts that help leaders and managers increase staff well-being, enhance and apply employee strengths, improve organizational performance, and achieve strategic goals and objectives. This course uses seminars, group activities, reflection assignments, and final projects to help students bridge theory and practice and gain the skills, knowledge, and competencies to become more effective managers and leaders.

This class will have a significant online component, and the class meetings will be conducted via Zoom.

This class is a part of a series of courses that comprise the Transformative Leadership Certificate sequence.

EVALUATION:

Written by: Dariush Khaleghi, MS, MBA

Raul completed this course's requirements and learning objectives and received full credit. Raul was an engaged and active player who could articulate the importance of building a culture of purpose, connection, and well-being. He learned to harness individual and collective strengths to build positive and productive teams and healthy organizations. Raul demonstrated the skills, abilities, and knowledge to design, develop, and maintain organizations for meaning, productivity, and psychological health. He displayed great insights into leveraging the power of emotions and psychological capital to create positive organizations and promote positive leadership. Raul showed excellent skills in cultivating an empowering environment through communication, emotional intelligence, motivation, and an inclusive workplace. Raul left no doubt he was ready to advance in this field of inquiry.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Organizational Psychology (Certificate Sequence)



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April 2023 - June 2023: Leading Organizations: Culture and Change

4 Credits

DESCRIPTION:

Faculty: Dariush Khaleghi, MS, MBA

The business world has entered a new normal characterized by relentless change, complexity, and continuous disruptions. As a result, the leadership work has shifted from traditional hierarchical leadership practices to building additional organizational capacity through individual and team development. This course focuses on group dynamics and developing leadership capabilities in others (i.e., collaboration, decision-making, and team leadership) across the organization. This course uses seminars, group activities, discussions, critical and independent thinking, and reflective writing and presentation to achieve the learning objectives of this course.

This course will be delivered remotely. The offering will include lectures, workshops, and seminars. Our approach will emphasize participation in synchronous (Zoom) sessions.

This class is part of a series of courses that comprise the Transformative Leadership Certificate sequence.

EVALUATION:

Written by: Dariush Khaleghi, MS, MBA

Raul was an outstanding student and met the course requirements and learning objectives, and earned full credit for this course. He demonstrated the skills to analyze and articulate the context and nature of change and how to manage it more effectively. Raul showed the skills, experience, attitudes, and knowledge required to develop, design, implement, and maintain change momentum effectively and efficiently, causing minimal negative impacts on people and organizations. He demonstrated the ability to leverage emotions and social and emotional intelligence to facilitate and promote positive change. Raul showed he could develop a culture of change capable of developing individual and collective strengths to lead and manage change more successfully. Raul demonstrated leadership agility and how to be an effective change leader, leaving no doubt he could advance in this field of inquiry.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Organizational Leadership (Certificate Sequence)



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April 2023 - June 2023: Abnormal Psychology

4 Credits

DESCRIPTION:

Faculty: Susan J. Cummings, PhD

This course was designed to help students examine abnormal and normal behavior and experience along several dimensions. These dimensions included the historical and cultural influences in Western Psychology, current views on abnormality and psychological health, cultural differences in the approach and treatment of psychopathology, and the role of healthy habitat in healthy mind. Traditional classification of psychopathology was studied, including theories around etiology and treatment strategies. Non-traditional approaches were examined as well and the role of Ecopsychology in Abnormal Psychology were studied.

SPECIFIC GOALS:

1. To allow students to gain an understanding of historical and cultural influences on the development of Psychology, including an increased awareness of the biases and strengths of traditional Euro-American approaches to Psychology and the Mental Health System in the United States.
2. To acquaint the student with the current classification system of the various psychopathologies.
3. To introduce the students to the various theories and approaches to etiology, pathology and treatment.
4. To introduce the student to the current Mental Health system in the United States.

EVALUATION:

Written by: Susan J. Cummings, PhD

Raul is an excellent student, as demonstrated by his solid work and active participation. He is conscientious and demonstrated genuine enthusiasm in all aspects of this course and has a solid, well-rounded understanding of Abnormal Psychology, its history and emergence and the cultural undercurrents informing it and the various challenges that lie ahead.

In his reflection papers, Raul was very thorough and covered many areas. His observations were always incisive and insightful. The papers were interesting and enjoyable to read and gave me an understanding of how Raul was integrating the material.

Raul chose "Griffith" of the Manga series, "Beserk." Raul effectively provided a narrative and described the character's rise to power, contradictions and complexities, and various behaviors that seem to match some of the criteria for Borderline Personality Disorder, as well as Narcissistic Personality Disorder, illustrating the difficulties of diagnosing personality disorders and the overlapping symptoms. He also thought PTSD may apply. It was a fascinating presentation.

Raul's team paper and presentation was on Eco-Anxiety and Eco-Grief. Raul focused on Eco-Anxiety and covered many facets of both anxiety and grief and how the two are interconnected in regards to ecological concerns. Raul made many relevant and poignant observations. His presentation was flowing, articulate and engaging.



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In spite of teammates who were not fully collaborative, Raul showed initiative and leadership and a strong work ethic and managed to pull the team together to create a final product. Raul's portion of the paper is informative, precise, and beautifully written.

It is always gratifying to have a student like Raul in class.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Psychology



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April 2023 - June 2023: Virtual Tourism

8 Credits

DESCRIPTION:

Faculty: Hirsh Diamant, PhD

The Virtual Tourism program advanced students' knowledge in international studies, arts, culture, education, and human development. Students bridged theory and practice of intercultural communication by having common seminars with students from abroad. For 9 weeks students met twice a week on-line with students from Vietnam, China, and India to develop proficiency in inter-cultural communication and to learn how to share cultural heritage. The weekly themes of study included: Food; Ancient Cultures; Myths and Fairy Tales; Music; Clothing and Art; Language; Education and Health; Minorities and Native Cultures; Tangible and Intangible Cultural Heritage; and Ethics of Examined Life. Weekly class meetings on zoom included seminars and workshops with guest teachers. By participating in international seminars students learned about cultural heritage, shared their learning and research, and collaborated on common projects. Weekly on-line posts on Canvas demonstrated students' progress and learning.

Each week students participated in common readings, seminars, and in posting and reviewing on-line assignments. Students also worked with their art journals developing appreciation for visual and symbolic communication. In addition to that, students learned calligraphy of Chinese words to understand development of language and to illuminate important cultural and philosophical concepts.

Students gained additional credits in Cultural Studies by researching and presenting a project of their interest related to travel and culture.

EVALUATION:

Written by: Hirsh Diamant, PhD

Raul is an excellent student! Raul completed all class assignments and had a 100% attendance record. Raul submitted academic work in a timely way and commented on work by other students. In seminar papers and in class discussions Raul demonstrated understanding of the importance of developing cultural competence and preserving cultural heritage.

In seminars with international students, Raul showed the ability to communicate effectively across language and cultural barriers. Raul also developed an appreciation of the importance of self-cultivation and practice. Raul worked consistently with the art journal learning Chinese calligraphy and creating images inspired by the themes of the program. For independent work, Raul researched and wrote about Mexican and BIPOC cultures. Raul wrote, "The process of reclaiming cultural identity is not limited to any particular culture or community. It is a universal right for all cultures to assert and preserve their distinctiveness."

Raul completed all program requirements and earned full credit for spring quarter. Raul's active engagement and participation contributed greatly to the overall success of the program.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

- 4 - Cultural Heritage and Virtual Tourism
- 2 - International Cross Cultural Dialogue and Collaboration
- 2 - Art, Calligraphy and Symbolic Representation



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January 2023 - March 2023: The New Psychology of Leadership

4 Credits

DESCRIPTION:

Faculty: Dariush Khaleghi, MBA, MS

This course focuses on the importance of cultivating group identity and a sense of "us" for leaders to be more effective. It examines a range of theories and practices related to group identity, motivation and power, authority and legitimacy, justice and fairness, and followership and charisma. The course teaches students how to create, champion, and build a group identity to cultivate the power of "us" in their leadership practices. Through seminars, group activities, reflective assignments, and final projects and presentations, students will gain the skills, knowledge, and confidence to become effective leaders and change-makers.

This class is part of a series of courses that comprise the Transformative Leadership Certificate sequence.

EVALUATION:

Written by: Dariush Khaleghi MS, MBA

Raul was a great student. He met the course requirements, completed the learning objectives, and received full credit. Raul was an active learner and demonstrated that he could interpret and analyze the new emerging leadership topics in this course, increasing his knowledge and self-awareness. Raul was an active participant in the course activities. He demonstrated an excellent understanding of ingroup dynamics and the power of the new psychology of leadership in shaping member relationships to develop more committed followers and teams. Raul also learned how identity leadership could bridge theory and practice and transform groups into high-performing ingroups. He incorporated the learning from this course to articulate new insights and plans to enhance personal and leadership effectiveness. Raul did an excellent job and left no doubt he was ready to advance and excel in this field of inquiry.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Organizational Psychology (Certificate Sequence)



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January 2023 - March 2023: Leading Others: Building Capacity In Others

4 Credits

DESCRIPTION:

Faculty: Dariush Khaleghi MS, MBA

The business world has entered a new normal characterized by relentless change, complexity, and continuous disruptions. As a result, leadership has shifted from traditional hierarchical leadership practices to building additional organizational capacity through individual and team development to achieve their missions and objectives. This course focuses on group dynamics and developing leadership capabilities in others (i.e., collaboration, decision-making, and team leadership) across the organization. This course uses seminars, group activities, discussions, critical and independent thinking, and reflective writing and presentation to achieve the learning objectives of this course.

This class is a part of a series of courses that comprise the Transformative Leadership Certificate sequence.

EVALUATION:

Written by: Dariush Khaleghi MS, MBA

Raul met the course requirements, completed the learning objectives, and received full credit. He was an active learner and demonstrated that he could interpret and analyze the topics discussed in this course and increase his knowledge and self-awareness. Raul was an active participant in the course activities. He learned to examine group processes and improve relationships to create more cohesive teams. He learned to bridge theory and practice, develop better teams, and lead them through change and transition. Raul incorporated the learning from this course to articulate new insights and plans to enhance personal and professional effectiveness. Raul did an outstanding job and showed he was ready to advance and excel in this field of inquiry.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Organizational Leadership (Certificate Sequence)



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January 2023 - March 2023: Arts and the Child: Early Childhood (A)

4 Credits

DESCRIPTION:

Faculty: Hirsh Diamant, Ph.D.

This course introduced students to stages of development, education, and care of children. Lectures, studio arts, research, handwork, and volunteer work with children in the community were aimed at developing students' competency as artists, parents, and educators. Students also worked in various art mediums. For example, students learned about the importance of handwork in early childhood education and completed several handwork projects with yarn. Course requirements included readings, seminars, reflective writing, and weekly art projects. Learning objectives included research in progressive and alternative child development theories; understanding of the importance of festivals and stories in the education of the child; and importance of arts and culture in child's development.

Students read from *You are your Child's First Teacher* by Rahima Baldwin, selected essays about Waldorf education and other educational initiatives, and other on-line material about art, beauty, and child development.

EVALUATION:

Written by: Hirsh Diamant, Ph.D.

Raul is an excellent student! Raul completed all class assignments and had an excellent attendance record. Raul submitted academic work in a timely way and commented on work by other students. Raul also worked regularly with the art journal gaining skills with art materials, techniques, and artistic expression. I was very impressed with Raul's work in this class! The papers and artwork that Raul created were consistently authentic and inspiring!

Raul actively participated in both in-class and on-line seminars. Raul's comments to other students were positive and affirming. As the class progressed, Raul's work showed a good understanding of the course's learning objectives. Raul consistently showed care in academic work and took lessons from our classroom into his own life and work.

It was a pleasure to have Raul as a student in class and to witness his growth.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Early Childhood Education, Arts, and Human Development



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September 2022 - December 2022: History and Systems in Psychology

4 Credits

DESCRIPTION:

Faculty: Susan J. Cummings, PhD

The purpose of this course was to provide an overall view of the emergence of Psychology as a field, its historical roots; its evolution within a broader sociocultural context, and philosophical currents running throughout this evolution. Attention was given to the interaction of theory development and the social milieu, the cultural biases within theory and the effect of personal history on theoretical claims.

Learning goals were as follows:

- To investigate the emergence and the development of Psychology as a unique and contributing discipline.
- To explore the various time periods in the history of Psychology through the lives and works of major figures.
- To gain insight to the formation and thinking of the various schools in Psychology.
- To consider current and recurrent crucial issues in Psychology within a historical and sociocultural as well as a multidisciplinary framework.
- To provide a solid theoretical foundation for further study in Psychology.

EVALUATION:

Written by: Susan J. Cummings, PhD,

Raul is a conscientious, hard-working student. He thoughtfully wrote and submitted all his reflection papers and demonstrated a good understanding of how the Psychology emerged as a field and the various cultural and historical elements informing it. In his reflection papers, Raul made many good observations on a vast amount of complex material. Raul submitted all his work in a timely manner. He reached all objectives and met all requirements for this course.

Raul researched Wilhelm Wundt for his individual theory presentation. In his presentation, Raul provided information regarding Wundt's cultural milieu and his upbringing, and how Wundt was an introvert and "nervous" and had failed high school, yet went on to build his career and founded experimental psychology and his subsequent impact. Raul's presentation was informative, possessed clarity and was very well organized.

Raul's team paper and presentation was on self. Raul focused on William James' approach to self and the layers of self, as well as consciousness and altered states of consciousness. He also provided information on free will per James' perspective. Raul's presentation was very well done and his portion is well written, well organized, and his sources are properly cited within the body of the text per APA format.

It was a pleasure having Raul in class.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Psychology



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September 2022 - December 2022: Cornerstone: Foundations for Your Evergreen Education

4 Credits

DESCRIPTION:

Faculty: Nancy A. Parkes, MFA

The Cornerstone course is designed to help students explore how to build educational goals and plans of study to use at Evergreen to empower lifelong learning and career goals. Students considered the knowledge and skills they brought with them and those they wanted to explore or expand.

We considered contemporary debates about education in a democratic society. Students engaged in guided writing and research projects, self-assessments, and exercises that strengthen academic reading, writing, speaking, note-taking, and time management skills.

Students wrote increasingly focused papers to help them develop their ability to question their writing in academic and other contexts, resulting in an "academic inquiry." The key building for students began with choosing a manageable focus for a short paper, along with the development of library-based research questions. Students shared papers and developed revisions based on peer and faculty feedback.

Students gained hands-on library research tools and became acquainted with the many resources for building study at Evergreen. The course culminated with a public presentation of the research projects. Students used this foundational experience as a lens for considering future studies, careers, and life goals.

EVALUATION:

Written by: Nancy A. Parkes, MFA

Raul Garza achieved excellence in each aspect of the course. Most importantly, Raul succeeded in exploring Evergreen to build a customized higher education.

His term paper, "Institutional Discrimination and Incarceration," is an exceptional exploration of the school-to-prison pipeline. Raul is committed to researching and writing about topics that affect lives and have the potential to deeply affect change.

In addition to all his individual work, Raul worked with faculty librarian Liza Rognas, several times. He has gained skills in using academic library resources and authoritative information resources to craft analytical narratives related to his essay. Research performed by Raul met the rigorous learning goals and responsibilities of the course.

He was particularly inspired by his analysis of essays and materials surrounding the history and literature of "Jim Crow." In a reflection on the quarter, Raul noted: "...Learning is fundamentally an iterative process whereupon we as students and intellectuals continue building on our education as our learning is never formally done."

This was Raul's first quarter at Evergreen after a hiatus in higher education. He is highly engaged in his learning and will continue to succeed in future educational and professional endeavors.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

2- Introduction to Library Research



Garza, Raul

A00416754

Last, First Middle

Student ID

2- Expository Writing



Garza, Raul

A00416754

Last, First Middle

Student ID

September 2022 - December 2022: Business Leadership: Interpersonal Dynamics

4 Credits

DESCRIPTION:

Faculty: Takaaki Hirakawa

This experiential leadership course is designed to help students learn some of the interpersonal skills necessary for successfully navigating and leading in the face of fast-paced, complex human interaction, and is similar in the structure to an advanced leadership lab course offered at some of the top business schools in the country. Our goal is to increase students' ability to understand and diagnose interpersonal dynamics as well as to increase personal understanding of how they impact others. While this course also expects the student to learn the fundamental concepts of management and organizational behavior through readings, podcasts, videos, and other in-class learning activities, the central learning in the course occurs during weekly "T-Group", a small group leadership training lab.

Each week students engage in a short in-class reflection exercise before participating in the T-Group session with 10 other students and a trained facilitator. After the conclusion of each T-Group, students share written feedback to peers on what happened during the T-Group session: whose behavior impacted them the most, how, and what they learned about themselves from the interaction. Each week, students use feedback from peers to test their assumptions, gather new information about group dynamics, and prepare to explore how they may interact with peers in the next T-Group session. A few times during the quarter, students carry out reflective leadership discovery exercises to gain highlighted understanding of how they see themselves and are seen in the group, how each individual's social identity contributes to what the group has become, and explore how they may wish to take personal risks to test assumptions and learn from their peers.

EVALUATION:

Written by: Takaaki Hirakawa

Raul's overall course performance was excellent. The student exhibited consistently solid class participation during in-class learning activities and the T-Group lab section of the course. The student's performance on the weekly reflection journals was excellent. What the class particularly appreciated was the student has adopted to understand dynamics in the group, took personal risks to learn, and actively listened to peers and helped other students discover how to learn. Over the course of 10 leadership labs, Raul has developed solid command of interpersonal skills and competency in learning how to relate to others effectively, and has substantially increased personal understanding of how the student impacts others and has learned to navigate difficult conversations.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Interpersonal Dynamics



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.