

An experience that defiantly helped shape me into the person I am today is the nearly eight years I spent battling opiate addiction. After I graduated high school in June of 2012, I started going to bonfire parties and drinking, things I had never done prior to graduating, in November of 2012 I met my ex and started the downward spiral into addiction. First, we started smoking Percocet 30mg pills but, it was only about a year before the 30s were nearly impossible to find on the street and so a friend of ours told us that they were able to get a “pure form” of the Percocet 30s and we got that to smoke instead. It wasn’t until shortly afterwards when we would figure out that this “pure form” of the 30s was just regular heroin.

From that point on I really noticed the addiction begin to take hold and I spent the first five years of my addiction dating my ex, within those five years we lived in my car and even sold dope for a while to be able to support our own habits. After almost five years together we broke up towards the end of 2017 and I was able to still find ways to support my own habit. In 2018 I began seeing who my son’s biological dad would eventually be, before I even got pregnant, we were arguing one night and he ended up throwing a large, heavy A&W mug at me and the mug hit me directly in the mouth, knocking out one and a half of my top teeth and pushing my two bottom front teeth back. After this incident I still stayed with him and in January of 2019 I found out I was pregnant. When I was 19 weeks pregnant while in another argument, he wouldn’t let me into the car, so I grabbed the spoiler, he told me to let go and I said no. Knowing I was still holding the spoiler, and that I was pregnant, he still spooled the turbo and hit the anti-lag before taking off in the car, sending me flying off the back onto the street. Luckily, I somehow managed to twist in the air so the brunt of the impact was on my left upper thigh where I had bad road rash for a while, but my son was completely unharmed.

After he was born on September 3rd, 2019, I got clean and my clean date is September 11th, 2019, and I’ve been clean ever since. They say that to get and stay clean you must “do it for yourself” but, I never really cared about what happened to me however, I do care about what happens to my son. Ever since I was a little girl, I wanted my first born to be a boy but there’s so many girls in my family I didn’t think it would ever happen so, my son is literally my wish come true and I will do everything to make sure he has a good life and that his needs are always met. Since I started my battling with addiction shortly after I had graduated high school, I didn’t ever investigate higher education past my high school diploma.

However, after getting clean I knew I needed to have an education to be able to find a career that pays well enough to support myself and my son. I started taking general courses at Pierce Community College, working towards earning my associate of the arts degree since Pierce offers an AA-DTA (direct transfer agreement) I knew after earning my AA I would be able to use it to transfer to many local four-year universities. My dad has always said “find a job you love, and you’ll never work a day in your life” and so I thought about things that I enjoy and good paying careers, that’s how I ended up at sign language interpreting. My junior year of high school I took my first American Sign Language (ASL) class and instantly fell in love with it, ASL interpreters are something that sometimes are short in supply, it’s a career that not only pays well but is something I would enjoy. After earning my bachelor’s degree in ASL/English Interpreting from Western Oregon University I hope to find a regular job as a TTY operator, since they can usually work from home and that would be ideal so that I could be present for my son should he need me but still also be able to earn a living for the two of us at the same time.

While I'm by no means proud of the time I spent battling my addiction, I do feel that that time helped prepare me for practically any challenge I could face in a "normal" life and that that time also helped to humble me significantly. It's hard to describe exactly how but, before I began using, I was extremely naïve regarding "street smarts" I had all the book smarts in the world but, in that world book smart doesn't really help you to get anywhere. Sometimes I like to joke that the almost eight years I spent in active addiction was me attending and graduating from "street university", since I did learn a lot of things during that time that I never would be able to know any other way than having been apart of "the game" at some point.

Liu Yang
Pierce College Fort Steilacoom
9401 Farwest Dr. SW
Lakewood, WA 98498
08/11/2022

Scholarship Committee

Dear Scholarship Committee:

I am writing this letter to support Jessica Johnson's application of the scholarship opportunities at Western Oregon University. Jessica took my World Civilizations I course online in Winter 2022.

It is probably somewhat unusual for you to read a letter from an online instructor; however, Jessica, like many of her peers, was compelled to take classes online due to a lack of available in-person classes during the pandemic. While there is no doubt that COVID-19 has taken a toll on many students physically and emotionally, Jessica's resolve to succeed never wavered. During the eleven-week course, she never missed one assignment. More importantly, the quality of her work remained consistently high, demonstrating exceptional critical thinking skills and ability to apply what was learned to problems that plague the world today. Jessica's curiosity towards learning was especially inspiring and she sought every opportunity to expose and analyze social problems, such as racism and gender inequality etc.

Throughout the Winter Quarter, Jessica impressed the whole class with outstanding creativity—composing poems, designing “show and tell” activities where she shares her cultural background and amazing knowledge of other society and peoples and crafting infographics about the multiple themes of World Civilizations.

Fluent in American Sign Language, which she is going to major in, Jessica has devoted herself to the service of others, volunteering at the Special Olympics for over four years, providing access to all and promoting equity, diversity and inclusion.

I hope my letter has offered a glimpse of Jessica as an excellent candidate for your scholarship opportunities. I have no doubt with your help, she will have the opportunity to continue to grow and demonstrate excellence--intellectually, culturally, physically, and emotionally, like she has been throughout the high school years and the learning journey at Pierce College. She will also get to continue her passion and service in American Sign Language, making a difference in people's lives. Please feel free to contact me if you have any questions or need more information.

Scholarship Committee

08/11/2022

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Thank you very much for your time and your consideration in advance.

Sincerely,

A handwritten signature in black ink, consisting of two characters, '刘' and '杨', written in a cursive style.

Liu Yang

Associate Faculty of History

lyang@pierce.ctc.edu

Under the provisions of Public Law 93-380 (as amended), the information contained in this document is not to be released to others without the written consent of the student named herein.

Student No: V00383081

Date of Birth: 19-AUG

Date Issued: 23-JUN-2023

AEEE PRCH - Electronic - SFTP File

Record of: Jessica R Johnson

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Current Name: Jessica R Johnson

Issued To: Jessica Johnson

Parchment DocumentID: TWNVUKQS

Course Level: Undergraduate

SUBJ NO.	COURSE TITLE	CRED GRD	PTS R	SUBJ NO.	COURSE TITLE	CRED GRD	PTS R
TRANSFER CREDIT ACCEPTED BY THE INSTITUTION:				Institution Information continued:			
1 Pierce College				Ehrs: 14.00 GPA-Hrs: 14.00 QPts: 50.80 GPA: 3.62			
Ehrs: 52.00 GPA-Hrs: 52.00 QPts: 183.40 GPA: 3.52				Academic Honor Roll			
Fall 2021 Pierce College				Spring 2023			
Ehrs: 10.00 GPA-Hrs: 10.00 QPts: 28.00 GPA: 2.80				Interpreting Studies: Theory			
Winter 2022 Pierce College				ASL 203 AMERICAN SIGN LANGUAGE VI 4.00 B+ 13.20			
Ehrs: 15.00 GPA-Hrs: 15.00 QPts: 50.00 GPA: 3.33				ASL 340 INTRO DEAF LATINO COMMUNITY 3.00 A 12.00			
Spring 2022 Pierce College				ASL 429 AMERICAN DEAF HISTORY 3.00 B- 8.10			
Ehrs: 11.00 GPA-Hrs: 11.00 QPts: 41.00 GPA: 3.72				INT 320 INTRAPERSONAL ASPECTS OF INT 4.00 A- 14.80			
INSTITUTION CREDIT:				Ehrs: 14.00 GPA-Hrs: 14.00 QPts: 48.10 GPA: 3.43			
Fall 2022				Good Academic Standing			
Interpreting Studies: Theory				Fall 2023			
ASL 201 AMERICAN SIGN LANGUAGE IV 4.00 A 16.00				IN PROGRESS WORK			
ASL 315 AMERICAN DEAF CULTURE 3.00 B+ 9.90				ASL 205 INTRODUCTION TO ASL STUDIES 3.00 IN PROGRESS			
INT 120 INTERPERSONAL ASPECTS OF INT 3.00 B+ 9.90				ASL 301 AMERICAN SIGN LANGUAGE VII 4.00 IN PROGRESS			
INT 254 INTRO PROFESSION INTERPRETING 3.00 B+ 9.90				INT 361 PRE-INTERPRETING SKLLS DVLPMNT 3.00 IN PROGRESS			
Ehrs: 13.00 GPA-Hrs: 13.00 QPts: 45.70 GPA: 3.51				SPAN 101 FIRST YEAR SPANISH I 4.00 IN PROGRESS			
Academic Honor Roll				In Progress Credits 14.00			
Winter 2023				***** TRANSCRIPT TOTALS *****			
Interpreting Studies: Theory				Earned Hrs GPA Hrs Points GPA			
ASL 202 AMERICAN SIGN LANGUAGE V 4.00 A 16.00				TOTAL INSTITUTION 41.00 41.00 144.60 3.52			
INT 220 ENVIRONMENTAL ASPECTS OF INT 4.00 A 16.00				TOTAL TRANSFER 88.00 88.00 302.40 3.43			
INT 242 INTERPRETER MINDSET SEMINAR 2.00 A 8.00				***** END OF TRANSCRIPT *****			
LING 310 INTRODUCTION TO LINGUISTICS 4.00 B- 10.80							
***** CONTINUED ON NEXT COLUMN *****							



Under the provisions of Public Law 93-380 (as amended), the information contained in this document is not to be released to others without the written consent of the student named herein.

Western Oregon University provides both undergraduate and graduate students with all the benefits of a small institution. As a liberal arts university, it offers a variety of programs through its two colleges – the College of Education and the College of Liberal Arts and Sciences. Western Oregon University is the oldest public university in Oregon. Founded in 1856 by pioneers who had traveled the Oregon Trail. Effective July 1, 2015 Western Oregon University became a university with an independent governing board.

Former names of university

Monmouth University	1856 -1865
Christian College	1865 - 1882
Oregon State Normal School	1882 - 1911
Oregon Normal School	1911 - 1939
Oregon College of Education	1939 - 1981
Western Oregon State College	1981 - 1997
Western Oregon University	1997 - present

Accreditation

Western Oregon University is accredited by the Northwest Commission on Colleges and Universities, individual programs are accredited by the National Council for Accreditation of Teacher Education, National Association of Schools of Music, Council of Rehabilitation Education and state of Oregon’s Teacher Standards and Practices Commission.

Assessment Based Credits

Per Oregon's standards, Assessment Based Credit is awarded upon the successful evaluation of student work produced through a course that has been designed by a secondary-postsecondary partnership, where student learning outcomes are aligned to a college or university course.

Calendar

Western Oregon University operates on the term or quarter system. One quarter hour represents approximately 50 minutes of classwork per week during a 10-week term. Fall, winter, and spring terms are approximately 10 weeks long followed by a one week period of examination. Summer term includes a variety of session lengths.

Certification

The reverse side of this page is a true transcript of the student’s academic record at Western Oregon University and contains all courses attempted. This transcript is official only if it bears the facsimile signature of the Registrar, the Western Oregon University seal, and the date of issue. Transcript paper is white, printed with red ink. Course and credit data are printed in black. No corrections/strikeovers are authorized.

Classification of students

- Freshman: 0-44 quarter hours of credit
- Sophomore: 45-89 quarter hours of credit
- Junior: 90-134 quarter hours of credit
- Senior: 135+ quarter hours of credit
- Graduate: May be classified as:
 - Post-Baccalaureate: An admitted graduate student not pursuing a program.
 - Graduate Masters: A student admitted to a masters degree program.
 - Post-Baccalaureate Non-Graduate: An admitted graduate student enrolled primarily in undergraduate coursework and pursuing an undergraduate degree or licensure.
- Non-admitted student: Either a graduate or undergraduate enrolled at the institution, not working toward a degree or licensure, and normally enrolled for 8 or fewer credits. Credit is acceptable toward a degree.

Course numbering system

1-99	Courses do not apply toward a degree
100-299	Courses on the lower division level
300-499	Courses on the upper division level
400G-499G	Courses offered to upper division students and also to graduate students for graduate credit. Courses are not so numbered after summer session 1990.
500-599	Courses offered for graduate credit with a companion 400 level course offered to undergraduate students.
<i>Note: Undergraduate students within 12 credits of completing bachelor's degree requirements may petition to enroll in and reserve up to 12 credits of 500 level courses for graduate credit.</i>	
500M-599M	Courses offered only to graduate students prior to fall term 2006.
600-699	Courses offered only to graduate students beginning fall term 2006.
700-799	In-service courses
800-899	Professional development courses

Course number suffix

When succeeding course number:

- W Designates course as meeting "Writing Intensive" requirement
- D Designates course as meeting "Cultural Diversity" requirement
- C Designates course as meeting both "Writing Intensive" and "Cultural Diversity" requirements
- H Designates course as "Honors Program" course
- Q Designates course as meeting "Quantitative Literacy" requirement

Graduation requirements

A baccalaureate degree requires a minimum of 180 quarter hours. The minimum for a master's degree is 45 quarter hours.

Grading system and grade points

A	Exceptional	4.0 grade points per credit hour
A-		3.7 grade points per credit hour
B+		3.3 grade points per credit hour
B	Above average	3.0 grade points per credit hour
B-		2.7 grade points per credit hour
C+		2.3 grade points per credit hour
C	Average	2.0 grade points per credit hour
C-		1.7 grade points per credit hour
D+		1.3 grade points per credit hour
D	Below average	1.0 grade point per credit hour
D-		0.7 grade point per credit hour
F	Failure	0.0 grade points per credit hour
I	Incomplete	No credit, no grade points
P	Pass	Credit given, no grade points
S	Satisfactory	Credit given, no grade points
S*	Satisfactory	Credit given, no grade points, disruption of instruction
NC	No Credit	No credit, no grade points
AU	Audit	No credit, no grade points
I/*	Incomplete	Incomplete grade subsequently finished. The * represents the final grade. Points are those appropriate to the final grade.
W	Withdrawal	Withdraw taken during last five weeks of term. No credit, no grade points.
X	No basis	No credit, no grade points
RP	Regular Progress	No credit, no grade points

Note: Prior to fall term 1994, + and/or – grades were not awarded. Letter grades of A-F were granted with corresponding whole number grade points per credit hour.

Repeated coursework

Only the most recent grade earned in a class will be computed in the student’s grade point average and hours earned toward graduation. The previous attempt(s) will be indicated by an “E” immediately following the points column.

Additional information may be obtained by contacting the Office of the Registrar at 503-838-8327.