RECORD OF ACADEMIC ACHIEVEMENT

The Evergreen State College - Olympia, Washington 98505

OFFICIAL TRANSCRIPT DOCUMENT

Weden, Samantha Jo — A00420316

Last, First Middle — Student ID

TRANSFER CREDIT:

Start	End	Credits	Title
09/2012	12/2013	17	**Humboldt State University**
01/2015	06/2017	20	**Mira Costa College**
06/2018	06/2020	34	**Portland Community College**
06/2018	06/2020	3	**Portland Community College**

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/2021	12/2021	13	**Nature and Nurture: Human Development and the Environment** *4 - Developmental Psychology* *3 - Human Biology* *3 - Introduction to Human Anatomy* *3 - Persuasive Writing*
01/2022	03/2022	16	**Counting on the Brain** *6 - Introduction to Neuroscience* *6 - Algebraic Thinking for Science* *2 - Neuroscience Laboratory* *2 - Science Seminar*
03/2022	06/2022	12	**Environmental Psychology and Public Health: Linking Health, Social, and Environmental Justice** *4 - Environmental Psychology* *4 - Public Health, Critical Health Literacy and Health Disparities* *4 - Seminar in Environmental and Social Justice*
03/2022	06/2022	4	**Precalculus II** *4 - Precalculus II*

Cumulative

119 Total Undergraduate Credits Earned

Weden, Samantha Jo — A00420316

Last, First Middle — Student ID

March 2022 - June 2022: Precalculus II

4 Credits

DESCRIPTION:
Faculty: Vauhn Foster-Grahler, MS, M.Ed.

Pre-calculus II was a problem-solving-based overview of functions that model change. The course continued to prepare students for calculus and more advanced study in mathematics and science. The course included an in-depth study of, sinusoidal functions, right and non-right triangle trigonometry, polynomial, and rational functions, and polar coordinates and curves. In addition vectors and parametric curves were introduced. Students learned collaboratively, and approached problems using multiple representations (algebraically, numerically, graphically, and verbally). The text was *Functions Modeling Change: A Preparation for Calculus, 5th Ed. Connally,* Hughes-Hallett, Gleason, et al. T.J. Wiley. Chapters 7, 8, 11, and 12. Due to the on-going Covid-19 pandemic, all classes were held remotely and included four hours of synchronous instruction each week. Students completed four quizzes and three time and resource-limited exams, including a comprehensive final exam.

In addition to the content, students were assessed and self-assessed on the following process outcomes:

1. Used correct mathematical notation

2. Used appropriate mathematical procedures correctly

3. Developed and/or correctly interpreted mathematical models

4. Used technology appropriately to investigate and solve problems

5. Linked algebraic, graphic, verbal, and numeric representations and solutions

6. Demonstrated an understanding of functions

7. Used logical and correct critical reasoning

8. Communicated mathematics for the clarity of the receiver

EVALUATION:
Written by: Vauhn Foster-Grahler, MS, M.Ed.

Samantha was an active and positive participant in our synchronous Zoom sessions and in breakout rooms. Samantha's written assessments consistently demonstrated near-proficient to proficient performance for each of the process outcomes above for the entire course content. Samantha has a good aptitude in math and is well prepared for calculus. Samantha is encouraged to continue studying math and was a pleasure to have in class.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Precalculus II

Weden, Samantha Jo — A00420316
Last, First Middle — Student ID

March 2022 - June 2022: Environmental Psychology and Public Health: Linking Health, Social, and Environmental Justice

12 Credits

DESCRIPTION:
Faculty: Kina Montenegro, PhD, Carolyn Prouty, DVM

In this team-taught interdisciplinary program, students studied environmental justice through the lenses of social and environmental psychology and public health. Students examined public health principles and the social determinants of health, focusing on the common pathways that drive environmental injustices and health disparities including social, economic and racial inequities, and institutional power. Tenets of disability justice including intersectionality, interdependence, and collective liberation were also central to our inquiry, as were critical hope and community resilience.

As part of our program, students completed extensive work related to the field of environmental psychology, with an emphasis on social psychology and environmental justice. Students utilized psychology to understand the connection between themselves and the environment, and people and the environment. These connections were rooted in readings of research articles, discussions, and lectures on what pro-environmental behaviors consist of, such as attitudes, values, norms, and different theories surrounding the intent and motivation behind environmental behavior and/or climate skepticism. Students also explored and applied techniques related to behavior modification and persuasion to influence their own behavior and the behavior of others.

Students completed multiple forms of evaluative assessment to measure performance on the above topics. Weekly reflections in the form of journal entries and synthesis assignments served to help students articulate meaningful connections to material, demonstrate integrative and critical thinking, and communicate creatively and effectively. Seminar discussions and seminar assignments demonstrated comprehension of and engagement with readings, as well as reflective and critical thinking skills in the form of questions, opinions, and insights. Seminar participation involved active listening, evaluation of peer's contributions, and formulation of meaningful contributions to discussion of texts.

16-credit students additionally completed a group library research project on a program topic, culminating in a conference-style poster presentation that incorporated new evidence-based practices in their research poster design. Students worked collaboratively to complete component assignments including an annotated bibliography, draft and final abstracts, poster creation, and coordinated presentation to their peers. Students applied and articulated what they learned concerning persuasion into the design of their posters and presentation.

EVALUATION:
Written by: Carolyn Prouty, DVM

Samantha Cox successfully achieved most of the learning objectives in this program with very good quality work. Samantha brought an interest in inequities and how the environment impacts people differently, as well interest in education and teaching. Samantha’s participation in the program was good overall, from workshop participation to writing and thinking. Samantha completed most of the required work of the program, had good attendance, and received full credit.

Seminar discussions and small group workshops were central to the work of the program. Samantha’s main participation was in workshops where she engaged productively with her classmates. She was an active listener in the larger group. Weekly readings and written integrative responses were a cornerstone of our work in bringing critical perspectives from social and environmental psychology and public health literature. Samantha was intent on improving her writing this quarter, and she worked diligently on it,

resulting in significant growth in her skills. Her final exam demonstrated a very strong ability to articulate her arguments, with few mechanical/grammar issues.

Students completed two take-home integrative exams, responding to questions about essential program themes, topics, and arguments. As a part of our integrative work, Samantha added an insightful question to the final exam concerning intersectionality and justice. On the midterm, Samantha demonstrated very good work, with thoughtful, well-described answers that demonstrate a strong understanding of the concepts covered. She accurately described the societal behaviors, beliefs and perceptions that have resulted in climate change, and their connections to imperialism, classism and systemic racism. She did excellent work articulating the differences between upstream and downstream public health interventions, and provided a thorough explanation of how racism can cause health disparities through increased stress and allostatic load. On the final exam, Samantha did excellent work, revealing a very strong ability to productively apply her knowledge of the models and theories presented to real-world examples. She demonstrated an impressive expansion of her comprehension of justice, and how identities shape our relationship to environmental, social, racial, and health justice. She defined social psychological models of understanding behavior, and skillfully employed her knowledge to illustrate how the components of the model can result in a specific behavior. And she aptly described the social model of disability and its centrality to understanding and solving ableism in the environmental movement. She concluded with this powerful statement: "My new understanding of justice comes with intersectionality; all forms of justice affect the others and collective liberation can only be obtained if we consider all of justices' intersections."

Overall, Samantha demonstrated a very good understanding of the linkages between social and environmental psychology and the social and political determinants of population health. Samantha demonstrated respect and inclusivity in all aspects of the program.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12

4 - Environmental Psychology
4 - Public Health, Critical Health Literacy and Health Disparities
4 - Seminar in Environmental and Social Justice

Weden, Samantha Jo — A00420316
Last, First Middle — Student ID

January 2022 - March 2022: Counting on the Brain

16 Credits

DESCRIPTION:
Faculty: Nancy Murray, Ph.D. and Vauhn FosterGrahler, MS, MEd

The *Counting on the Brain* program was a full-time, interdisciplinary program designed to introduce neuroscience coupled with algebraic reasoning applied in the sciences. Student learning goals included the development of analytical and critical thinking, quantitative reasoning, reading, and writing skills. Weekly activities included lectures, presentations, labs, workshops, and seminars. Students were required to submit weekly homework assignments, lab and workshop reports, and seminar papers and to contribute actively to the learning community.

Introduction to Neuroscience: Students learned about the function of the brain's cellular computers: neurons. Specifically, they learned how neurons differ from other cells, how they generate electrical signals, and how they communicate with one another via synapses. They then investigated how neurons cooperate in circuits by studying sensory systems: vision, touch, audition, and olfaction. Students also studied learning and memory and the development of the vertebrate nervous system. Cellular and molecular mechanisms were emphasized alongside the physics and mathematics of neurobiology. Strong emphasis was placed on developing students' critical thinking and quantitative skills in order that they be prepared to undertake future scientific programs.

Text: *The Mind's Machine*, Watson and Breedlove (4th edition).

The Algebraic Thinking for Science portion of Counting on the Brain, introduced students to concepts and algebra of functions, as well as linear, quadratic, exponential, and logarithmic functions and their applications. In addition, students learned scientific notation, proportional reasoning, and unit conversions. Students worked with these topics algebraically, graphically, numerically, and verbally. Context-based problem solving and collaborative learning were emphasized. Text: *Algebraic Thinking for Science*. Vauhn Foster-Grahler and Megan Olson-Enger. 2020. Students completed weekly take-home quizzes and completed one take-home exam and two in-class exams. In addition to the content, students were assessed and self-assessed on the eight process outcomes: use of correct mathematical notation, use of appropriate mathematical procedures, the ability to develop and/or correctly interpret mathematical models, appropriate use of technology, ability to link algebraic, graphic, verbal, and numeric representations and solutions, demonstration of an understanding of functions, use of logical and correct critical reasoning, and the ability to communicate mathematics for the clarity of the receiver.

For seminar, students read the following texts: *Anthropologist on Mars* (Oliver Sacks), *The Emperor of Scent* (Chandler Burr), *My Lobotomy* (Howard Dully), *Proust and the Squid* (Maryanne Wolf), and *Blink* (Malcolm Gladwell). For each text, students were required to submit a written summary and prepare specific passages for discussion, as well as write on a selected theme from the text.

Laboratory exercises included osmosis, olfaction, sensory reflexes, brain and eye dissection, Electromyography (EMG) and Electroencephalograms (EEG) recordings) and optics and lenses. Students were required to maintain a scientific lab notebook and analyze data. For select labs, students were required to write formal lab reports.

EVALUATION:
Written by: Nancy Murray, Ph.D. and Vauhn FosterGrahler, MS, MEd

Weden, Samantha Jo — A00420316
Last, First Middle — Student ID

Samantha was an active and positive participant in class and in group work. Samantha was a pleasure to have in class and made positive contributions to our learning community.

Introduction to Neuroscience

Samantha made very good progress in her study of neuroscience this quarter. Her quiz scores were solid, indicating a strong understanding of the concepts covered. She readily asked clarifying questions during lectures, setting a positive example for her peers. She also engaged with her classmates during all hands-on workshop sessions. In the lab, she showed herself to be a competent bench scientist. She worked well with her peers to collect experimental data. Her lab write-ups were good.

Algebraic Thinking for Science

Samantha's written math assessments consistently demonstrated exceptional and proficient performance for each of the math process outcomes for the entire course content. Samantha's work on take-home assessments and in-class, resource-limited exams, was equally well done. Samantha has a strong aptitude in math and willingly supported classmates' learning. Samantha was well prepared for PreCalculus I and was encouraged to continue studying math.

Science *Seminar*

Samantha submitted most of the assigned seminar papers. Her written work indicated that she read the texts critically throughout the quarter. In fact, she seemed to read well enough that she was willing to venture her own criticisms of some of what we read. Samantha entered the program with a good command of writing fundamentals. During discussions, she regularly listened and contributed respectfully and thoughtfully. In small groups, she was more willing to express her ideas or opinions.

Overall, Samantha had a very strong quarter of learning!

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

6 - Introduction to Neuroscience
6 - Algebraic Thinking for Science
2 - Neuroscience Laboratory
2 - Science Seminar

Weden, Samantha Jo — A00420316
Last, First Middle — Student ID

September 2021 - December 2021: Nature and Nurture: Human Development and the Environment

13 Credits

DESCRIPTION:
Faculty: Ada Vane, MA and Paul Przybylowicz, Ph.D.

Developmental Psychology: Using Ricardo & Rymond's *Understanding the Whole Child* as a framework, we explored psychological theories in human development from biological, socio-emotional, and cognitive perspectives, with a focus on the period from *in utero* through adolescence. Emphasis was placed on development in a cultural and environmental context. Student learning was assessed using weekly reflections in response to the material, as well as a final quiz.

Human Biology & Experiential Anatomy: We explored topics in human biology using *College Human Biology* by Brainard & Henderson and *The Body: A Guide for Occupants* by Bill Bryson. The material was covered through readings, lectures, discussions and workshops. Student learning was assessed through weekly study questions.

The Yoga Anatomy Coloring Book anchored our explorations of musculoskeletal anatomy through coloring and movement. The weekly workshops focused on the bones and muscles of a portion of the body and experiencing these in a yoga session. Students created a model of a synovial joint to illustrate movement and anatomy as a final project. Students were required to memorize the names and locations of 39 bones and 35 muscles. Learning was assessed through a final exam.

Writing/Research: Students engaged with weekly writing workshops that introduced the various aspects of academic persuasive writing and allowed students to practice those skills. Over the course of the quarter, students used learnings from this workshop in groups to generate drafts, and to receive feedback from faculty on this group effort. These workshops culminated in an individual persuasive essay on a topic of the student's choice. Students were evaluated on their drafts each week, and on their final essay, which included structured paragraphs in APA format, written in academic tone.

Seminar/Facilitation: Students participated in weekly seminar sessions that engaged their ability to analyze a text and engage in thoughtful discussion based on that analysis. The texts, *What's Going On In There?, The Ethical Brain, I Contain Multitudes,* and *How We Learn,* explored nature/nurture from psychological and biological perspectives. Students also facilitated seminar in pairs and demonstrated their ability to plan and facilitate a group discussion, as well as listen to, explore, and share ideas in discussion and informal presentations.

EVALUATION:
Written by: Ada Vane, MA and Paul Przybylowicz, Ph.D.

Samantha Cox had a successful quarter in Nature and Nurture. She attended a majority of the program meetings, completed a majority of the work, and the quality of her work was generally very good. Samantha is leaving this program with a solid background for further studies in psychology, biology, anatomy, and academic writing.

In developmental psychology, Samantha completed a majority of the weekly reflections, which showed a good grasp of the concepts and laid ground for her moderate participation in workshops. Samantha's performance on the final quiz demonstrated an outstanding understanding of key terms and theories. Samantha's understanding of developmental psychology broadened and deepened significantly this quarter.

Weden, Samantha Jo — A00420316
Last, First Middle — Student ID

Samantha completed two thirds of the work in human biology. Her answers on the weekly study questions demonstrated a very good understanding of main concepts and supporting details. Overall, Samantha's work showed a very good grasp of introductory human biology.

In experiential anatomy, Samantha completed a majority of the work. Her engagement during the weekly experiential anatomy session was good. Using cardboard, balloons, material and push pins, Samantha made a model of a knee joint. Her model included many of the structures and gave a good overview of the anatomy. Samantha's model demonstrated a good understanding of a knee joint. Samantha's final exam illustrated an excellent ability to identify the bones and her ability to identify the major muscles of the human body was very good.

Samantha developed her academic writing skills this quarter. She completed most of the preparation work and was highly engaged with the group writing sessions. Samantha's persuasive writing improved significantly this quarter. Overall, Samantha demonstrated a very good ability to generate persuasive paragraphs in a group setting. Samantha focused on the benefits of prenatal testing for her final individual essay, which indicated a very good understanding of academic tone, paragraph structure, and APA format.

Samantha also engaged with discussions of seminar texts. She attended a little more than half the seminar discussions and completed a majority of the preparation assignments. Samantha was an occasional contributor to group discussions. With another student, Samantha facilitated a seminar discussion session. They were well prepared with a number of questions and did a good job of creating a framework for discussion in both small and large group settings. Samantha demonstrated good teaching skills during this session.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 13

4 - Developmental Psychology
3 - Human Biology
3 - Introduction to Human Anatomy
3 - Persuasive Writing

EVERGREEN

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.