



Majerus, Josephina D

A00423841

Last, First Middle

Student ID

TRANSFER CREDIT:

Start	End	Credits	Title
04/2013	03/2018	12	Clover Park Tech College
09/2013	06/2022	15	Tacoma Community College
09/2013	06/2022	63	Tacoma Community College

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
01/2023	06/2023	32	With Liberty and Justice for Whom?
			<i>3 - Contemporary Social Issues</i>
			<i>3 - Applied Community Research</i>
			<i>3 - Project Management</i>
			<i>3 - Research: Practices of Restorative Justice</i>
			<i>5 - Abnormal Psychology</i>
			<i>5 - Interdisciplinary Studies</i>
			<i>5 - Psychology of Music</i>
			<i>3 - Human Ecology</i>
			<i>2 - Geography</i>

Cumulative

122 Total Undergraduate Credits Earned



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January 2023 - 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 embark 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 is carried out in different settings and historical periods, and examined the possibility of achieving truly just social institutions. Topics include 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, will be able to offer concrete recommendations for the steps necessary to achieve justice for all in our society.

The winter quarter theme was researching the roots, causes, and potential solutions. We looked at specific contemporary issues in justice viewed from a variety of institutional perspectives, most notably 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 was progressed to implementation. This final quarter 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 took the form of educational events, publications, multimedia presentations, or art installations, to help the community find higher levels of justice.

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

Outta My Mind, Abnormal Psychology (Taylor, Winter 2023)

This course provided students with an introduction to Abnormal Psychology. Broadly, 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.

Introduction to Interdisciplinary Studies (Tate-Aruna, Winter 2023)

Introduction to Interdisciplinary studies was a survey class examining the various disciplines offered at Evergreen State College, Tacoma. The main objective was to introduce new students to research, writing, computer applications and presentation skills that are pertinent to the liberal arts and the research component that is our learning community winter focus. We explored the subjects of human development, biology, psychology, environmental studies, business, law, math and literature.

Psychology of Music (Taylor, Spring 2023)

This course examined the psychological, physiological, and sociological foundations of music across the lifespan and cross-culturally. Music has the ability to make us move, change our emotions, cue memories, cause us to form bonds with others, etc. How and why does music have such a powerful



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effect on us? Students attempted to answer this question by looking at the brain—both the neurotypical brain and the brain dealing with disorders/diseases. They considered areas of research including the influence of music on behavior, physiological and affective responses to music, perception, and cognition of music, psychomotor components of music behavior, learning and development, preference and creativity, the development of music expertise, the generalization of music training, and the brain areas involved in music behavior and processing. This seminar 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 reviews 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 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.

Human Ecology and Community Geography: People, Place, and Environment (Smith, Spring 2023)

This course integrated the fields of human ecology and geography to explore the relationships between humans and the more-than-human world. Within this context, students applied a place-based approach to examine the ecological, social, and physical components of their local environment. This involved applying concepts, theories, and principles introduced to identify, observe, and document ecological interactions and relationships in one's local community while noting the implications for humans and the more-than-human world. The major project for this class was developed through a series of weekly assignments. This work will be synthesized in a final presentation. For the major project, students identified an ecosystem or habitat of ecological importance (e.g., prairie, forest, wetland, estuary, lake, etc.) in a defined geographical area. Students were expected to visit this location repeatedly throughout the quarter. Beyond researching the history of environmental impacts associated with human activities on this site, students recorded their observations, documented environmental impacts, and assessed the implications for human health and environmental quality. Finally, students delivered an in-class presentation where teaching their peers about this local ecosystem or habitat while detailing the nature and extent of human impacts and offering research-based recommendations on strategies that can be tailored to this site to effectively mitigate the negative environmental impacts and promote human health and environmental quality.

EVALUATION:

Written by: Tyrus Smith, Ph.D.

Josephina Majerus was enrolled in the "With Liberty and Justice for Whom?" program during winter and spring quarters of the 2022-23 academic year. Josephina easily fulfilled the requirements for the program.

During winter's *Lyceum and Seminar* series, Josephina convincingly met program expectations by demonstrating a very good ability to analyze content and articulate an understanding in class discussions and writing assignments. Josephina's 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. Josephina 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 problems related to exclusionary school discipline policies and the role that restorative justice programs can play in preventing these impacts. This proposal convincingly met expectations by formulating a researchable



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question and synthesizing empirical research related to this problem and strategies to address it. Overall, Josephina's work has demonstrated a good ability to examine issues and topics from multiple cultural models and worldviews and the ability to effectively communicate and work across significant personal and cultural differences.

During the spring *Lyceum and Seminar*, Josephina's participation in seminar discussions and completed assignments demonstrated the ability to integrate course materials to draw well-developed and insightful conclusions about the meaning and relevance of course content. This included examining issues and topics from multiple cultural models and worldviews and demonstrating the ability to work and communicate across significant personal and cultural differences. Josephina worked effectively with fellow students to complete a collaborative research project and public presentation titled, "The Connection Between Exclusionary Discipline and the School-to-Prison Pipeline". This assignment demonstrated their ability to conduct research that identified a research problem of concern and evaluate strategies that may be effective in reducing the use of exclusionary discipline in public schools. To this end, the group explored the use of restorative justice practices as an alternative approach. The contributions that Josephina made to this collaborative research project were substantial and showed enhanced skills in communication, presentation, evaluation, and reflection. Overall, Josephina's performance this quarter has convincingly met expectations. Jo is a very good student who has demonstrated consistent progress in this academic program. I credit this to the diligence Jo has displayed in meeting course expectations; attending class regularly and actively participating in discussions, and submitting quality work.

In addition to participating in the *Lyceum and Seminar* series, Josephina completed coursework in other areas of this program:

Josephina's studies in *Abnormal Psychology* exemplified what it means to be a scholar in a collegial institution through both application and understanding of the course content is not just practical and shaped by lived experience, it is also scholarly and intellectual. Josephina brought forth an understanding of course content informed by the theories and covered and her lived experiences. Josephina's contributions were always engaging and welcoming and demonstrated a solid understanding of philosophical terms and the ability to apply the knowledge gained in the course in a manner that aligned with the course goals and learning outcomes. Josephina was an honor to have in class.

Josephina completed *Introduction to Interdisciplinary Studies* where she explored disciplines spanning Human Development, Biology, Psychology, Environmental Studies, Business, Law, Math, and Literature. Josephina completed a research project on the effects of climate change on agriculture, livestock, and fisheries. Josephina excelled in all aspects of this class. The work completed demonstrated comprehension of the research and writing processes. In addition, Josephina participated in weekly discussions where she responded to questions by sharing clear and concise thoughts about course content and displayed a sensitivity and awareness of the complex nature of diverse cultural standpoints. Overall, Josephina was an excellent student who met course expectations with distinction.

During her studies in the *Psychology of Music*, Josephina consistently exhibited a strong grasp of key concepts, theories, and empirical research related to the psychological aspects of violence. The assignments completed, class presentations, and contributions to discussions showcased a deep understanding of the course content and an ability to synthesize complex information effectively. Josephina demonstrated strong critical thinking skills and an impressive ability to analyze and evaluate different perspectives on violence. This includes considering the psychological, sociocultural, and biological factors that contribute to Music and brain behavior and a thoughtful examination of the complex interplay between individual and societal influences on violent behavior. Josephina actively participated in class discussions offering insightful and well-reasoned contributions to the topics discussed that contributed to the overall intellectual climate of the class by asking probing questions, offering alternative



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viewpoints, and engaging in respectful debates that added value to the learning environment. Overall, Josephina has met expectations with distinction.

Josephina's studies in *Human Ecology and Community Geography* met expectations with distinction. The work completed in this program offering has easily demonstrated the ability to apply ecological principles to study and evaluate the effects and consequences of human activities on communities, ecosystems, landscapes, and the Puget Sound Bioregion. Overall, Josephina's work indicates a broadened and deepened understanding of the relationships between humans and the more-than-human world. Completed weekly assignments were very thoughtful and well-written and indicated an excellent ability to articulate an understanding of the human dimensions of ecology, especially the ecological effects of human activities. This work demonstrated a familiarity with different levels of organization within the field of ecology and how organisms interact with the abiotic environment and each other. Josephina's final project presentation focused on a local marine shoreline/intertidal ecosystem. This presentation extended course content by synthesizing research on the environmental history of this site and discussed how anthropogenic activities impact ecosystem services and influence environmental quality and human well-being. Josephina's project was well-researched and offered recommendations for decision-makers to promote human health and environmental quality. Josephina's performance in this class was exemplary.

In fulfilling the learning expectations of the program, student Josephina demonstrated the depth, breadth, and synthesis of her learning and an excellent ability to reflect on the personal and social significance of that learning.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 32

- 3- Contemporary Social Issues
- 3- Applied Community Research
- 3- Project Management
- 3- Research: Practices of Restorative Justice
- 5- Abnormal Psychology
- 5- Interdisciplinary Studies
- 5- Psychology of Music
- 3- Human Ecology
- 2- Geography



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.