



Petruska, Sara Marie

A00400225

Last, First Middle

Student ID

DEGREES CONFERRED:

Bachelor of Arts

Awarded 22 Mar 2019

TRANSFER CREDIT:

Start	End	Credits	Title
09/2009	03/2012	15	Green River College
09/2014	12/2016	75	Highline College

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
01/2017	06/2017	32	Power Play(ers): Actions and Their Consequences 6 - <i>Research</i> 3 - <i>Fundamental Social Topics: Contemporary and Historical</i> 3 - <i>Project Management</i> 3 - <i>Research: Public Policy</i> 2 - <i>Political Economy</i> 5 - <i>Multicultural Literature</i> 5 - <i>Propaganda Studies</i> 3 - <i>Environmental Science</i> 2 - <i>Literature</i>
06/2017	09/2017	5	Endocrine Disruptor Chemicals 5 - <i>Environmental Science</i>
09/2017	06/2018	42	With Liberty and Justice for Whom? 3 - <i>Autobiographical Literature and Expository Writing</i> 3 - <i>American Studies</i> 3 - <i>Applied Community Research</i> 3 - <i>Fundamental Social Topics: Contemporary and Historical</i> 3 - <i>Project Management</i> 3 - <i>Research in Public Health</i> 5 - <i>United States Foreign Policy</i> 3 - <i>Public Health</i> 2 - <i>Quantitative Analysis</i> 2 - <i>Human Biology: Circadian Physiology</i> 3 - <i>Music History</i> 2 - <i>Descriptive and Inferential Statistics</i> 2 - <i>Studies in Sustainability</i> 2 - <i>Political Economy</i> 3 - <i>Evolution Biology</i>
04/2018	06/2018	5	Communicable Diseases 5 - <i>Public Health and Communication</i>
09/2018	12/2018	6	Global/Local Realities and Alternative Visions 3 - <i>Autobiographical Literature and Expository Writing</i> 3 - <i>Social Entrepreneurship and Urban Development</i>



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Cumulative
180 Total Undergraduate Credits Earned



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My first quarter here was about getting out of my comfort zone. I learned about neoliberalism and I learned that I am a writer and have artistic standards. My second quarter was about bringing awareness. I learned about propaganda and environmental issues. Over the summer I had the opportunity to do an ILC with Dr. Solomon which was one of my favorite times while here at Evergreen. I learned so much and really enjoyed the class. She is very inspiring and was very supportive, she helped me get a position interning with Toxic Free Future. My third quarter was about facing my fears. I hadn't taken a math class since I was in ninth grade but finally took one fall quarter. If that wasn't scary enough I also took statistics. My fourth quarter here I treading unfamiliar waters. I finally took a politics class and also a class about music. These are subjects I knew nothing about and had never tried to learn anything about. My fifth quarter here was about filling my cup. My fifth quarter was my favorite quarter. I am took extremely interesting classes. Both focused around public health which is a subject I am very passionate about. This last quarter, my sixth quarter has been a struggle, I have been dealing with some health issues so I have been focusing more on that than I have anything else. Evergreen has been one of the most exciting parts of my educational journey. The open minded, honest and caring energy this school puts off has been truly inspiring.

I have always wanted to give back and be of service in some kind of way. When I first started here my plan was to get my bachelors and then move onto a masters program. My original idea was to become a licensed mental health counseling but once I started learning all these new subjects I started to question if I should do something different. I started to dip my hands into different honey pots, volunteering for recycling crew, interning at toxic free future and working with teens. My hope is to go into the public health field. I want to do outreach and education around public health issues. I want to work with communities and organizations to help educate on public health issues.



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September 2018 - December 2018: Global/Local Realities and Alternative Visions

6 Credits

DESCRIPTION:

Faculty: Peter Bacho, J.D., LL.M.; Barbara Laners, J.D.; Mingxia Li (Zhang Er), M.D., Ph.D.; Paul McCreary, Ph.D.; Gilda Sheppard, Ph.D.; Anthony Zaragoza, Ph.D.

The world is undergoing massive transformations in the 21st century in its environment, economy, politics, culture, societal structure, aesthetics, and more. How can we understand these changes on both a local and global level? How can we respond to and help shape these changes? How do we view human migration around the world? How do we connect our neighborhoods to other parts of the world? How do we share resources equitably in an increasingly crowded and automated world? How do we relate to one another in an increasingly digitally mediated world? How shall we prepare ourselves and our children to face these new challenges? These are some of the questions this program examined and explored. The global/local reality of the 21st century and beyond was our intellectual playground and imagination laboratory. Drawing on an interdisciplinary perspective, we considered various definitions and theories of globalism and humanism. By the end of the program we were able to offer concrete recommendations to develop global and local connections that can overcome nationalism, sectarianism, and tribalism and help us to embrace alternative visions of global/local reality.

Our fall theme was identifying problems and clarifying questions. This quarter was used to lay the foundation for the rest of the year, both substantively and in terms of the tools necessary to operate effectively in a learning community. We explored how entrepreneurship can be employed to further goals of social justice. Guest speakers shared their stories of entrepreneurship - goals, challenges, and successes - to give us a window into the possibilities for socially responsible entrepreneurship, and what it can look like globally, nationally, locally, and individually. In seminars we read and analyzed documents, artifacts, and secondary texts to decipher in what ways connectivity has existed and persisted throughout human history. Students examined their personal experience with human connectivity by constructing an autobiographical memoir. Our work was supplemented with a series of activities designed to assure literacy with words, numbers, and images. Students had the opportunity to hone their skills in critical reasoning, research, and the use of multimedia and computers.

Topics included social and environmental justice, political and economic fairness, geography, foreign policy, public/global health, historical and artistic representations of various parts of the world including local regions in media, as well as concepts of equity, cultural competence, and diplomacy.

EVALUATION:

Written by: Mingxia Li, Ph.D.

Sara Petruska made a good effort to keep up with her readings and written assignments. She increased her understanding of historical and philosophical traditions that inform efforts to design pathways for future possibilities. She reflected on how traditions and their changes played a role in societal, community, or family life. She worked to refine her academic writing skills with success. She contributed to the collective effort in seminar discussion in order to excel in academic studies when she was present. She worked collaboratively to peer review and present personal and academic memoirs. She deepened her understanding of modes of self-expression and expanded her ability to work across significant human differences. As a senior student, she also worked to synthesize the learning and build her future career pathway with confidence. She worked on an individual research project to study healthy eating with dietary restrictions. For this project, she conducted field study, completed a literature review, and wrote a final report on her findings. This report demonstrated her commitment to achieve her academic goals.



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It's been a pleasure to work with Ms. Petruska for the past two years and I have high hopes for her future academic achievement beyond her BA degree.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 6

- 3- Autobiographical Literature and Expository Writing
- 3- Social Entrepreneurship and Urban Development



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April 2018 - June 2018: Communicable Diseases

5 Credits

DESCRIPTION:

Faculty: Mingxia Li, Ph.D.

Many communicable diseases are around us everyday. We continue to expose ourselves to these diseases, sometimes with little awareness of what we are doing. Through this contract titled **Communicable Diseases**, Ms. Petruska will gain a better understanding of the different kinds of communicable diseases, how they affect us, and what we can do to reduce exposure, spread, and the harm they cause. The contract will start with Ms. Petruska learning about the different communicable diseases, what they specifically affect, and the negative consequences. It will then connect with how human activity has created and encouraged the spread of communicable diseases. The contract will end with taking a look into solutions being used today and possible future solutions to reduce exposure, spread, and harm.

EVALUATION:

Written by: Mingxia Li, Ph.D.

Sara Petruska submitted most of her notes and summery and response papers for the contract by the end of the quarter and kept me informed her progress on a regular basis. She met with me for our evaluation conference and presented to me her final report on her learning. I am impressed with the thoroughness of her work and her clear grasp of the key concepts and facts of the studied infectious diseases. She demonstrated her significantly enhanced understanding from a public health perspective the impact of these contagens and possible interventions in prevention and containment of the infection pathways. Beyond the content, her skills in communication of sophisticated medical and scientific facts in writing and oral presentation are marvelous.

Excellent work.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 5

5- Public Health and Communication



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September 2017 - June 2018: With Liberty and Justice for Whom?

42 Credits

DESCRIPTION:

Faculty: Peter Bacho, Barbara Laners, Mingxia Li (Zhang Er), Paul McCreary, Gilda Sheppard, Tyrus Smith, Arlen Speights, Anthony Zaragoza

The faculty and students embarked on a thorough study of the origins and current status of justice in American society. Drawing 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 considered included social and environmental justice, just political and economic systems, criminal justice, just healthcare and educational access, representations of justice in media, as well as concepts of equity, fairness, and equality. By the end of the academic year, we were able to offer concrete recommendations as to the steps necessary to achieve justice for all in our society.

The theme for fall quarter was identifying the problem and clarifying the question. The first quarter of the program was used to lay the foundation for the rest of the year, both substantively and in terms of the tools necessary to operate effectively in the learning community. We explored the concept of justice as it is explicated in theory, history, and practice. The concept was analyzed from both the perspectives of the legal system and moral teachings. In seminars, we read and analyzed texts dealing with issues that have historically raised questions of whether justice was achieved. Students examined their personal experience with justice issues by constructing an autobiographical memoir. Our work was supplemented with a series of emphases designed to assure literacy with words, numbers, and images. Students had the opportunity to hone their skills in critical reasoning, research, and the use of multimedia and computers.

Winter quarter's theme was researching roots, causes, and potential solutions. We looked at specific contemporary societal issues in justice viewed from a variety of institutional perspectives, most notably justice in education, health care, law, science, government, and politics. Students investigated specific justice issues of interest with the purpose of identifying a particular problem, defining its dimensions, determining its causes, and establishing action plans for its remedy.

In the spring, the theme progressed to implementation. The final quarter of the program was devoted to the design and implementation of projects aimed at addressing the issues of injustice identified in the winter quarter. Seminar groups combined their efforts to undertake actual programs aimed at assisting the community in righting a current injustice or providing greater justice for the community. The projects may have taken the form of educational events, publications, multimedia presentations, or art installations to help the community find higher levels of justice. Emphases assisted in the successful implementation and evaluation of student group activities.

EVALUATION:

Written by: Mingxia Li, Ph.D.

Sara Petruska participated fully in the program, With Liberty and Justice for Whom? She attended the Lyceum lecture series, took active part in seminars, and completed a two-quarter research project with a group of peers. She studied under the guidance of the faculty team in several discrete interdisciplinary emphases to further her intellectual growth and to build and explore her academic capacity. Her individual and collaborative work met the learning objectives of program. Ms. Petruska successfully completed the program with her solid effort and good work.



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Ms. Petruska participated actively in Lyceum/seminar in fall quarter, completing assigned readings, writings, and program activities with satisfactory quality. She significantly increased her understanding of historical and philosophical traditions that inform efforts to design pathways for future possibilities. She reflected on how history and traditions played a role in liberty and justice issues in the U.S., maintaining a high level of intellectual engagement. She worked to refine writing skills with success. She contributed significantly to the collective effort in seminar discussion to excel in academic studies. Her well written personal memoir demonstrated the ability to reflect on the past in order to gain personal growth with confidence.

In winter quarter, Ms. Petruska significantly furthered her knowledge on contemporary social issues, such as persistent prejudice against people with race, gender, sexual orientation, ethnicities, and religions that differ from the from social majority or societal norms. With a group of her peers, she demonstrated her active engagement with her study by developing a collaborative research project aiming to address challenges that service dogs and their handlers face in daily life. Her individual and collaborative work satisfactorily met the learning objectives of the Lyceum/seminar portion of the program. She demonstrated a consistent and high level intellectual vigor in her participation in all aspects of her academic study. Her writing, oral presentation, teamwork, and critical analysis skills have been enhanced significantly over the quarter. She is a valued member of our learning community.

In spring quarter, Ms. Petruska and her peers further examined liberty and justice issues from Native American cultural perspectives, and combined theory with practice by developing effective approaches to communicate findings aimed to benefit the target community. Their presentation at the annual community fair on service dogs and policy attracted the attention of the audience at the fair. Ms. Petruska gained the experience and cultivated the skills to carry out a long-term group research project, from selecting a topic, developing the design, organizing a research team, and conducting the research, to presenting the findings to the public. The final group report strengthened the group's mastery of formal academic writing and logical reasoning. The report was excellent. Her deliberation in writing and seminar discussion, as well as her contribution to the group work clearly demonstrated her thorough comprehension and an engagement with her academic study.

Ms. Petruska successfully completed a study of circadian physiology and music history through the lens of rhythm in human biology and in music. She gained knowledge of the visual system, performed a hands-on dissection of a mammalian eye, and learned the visual system's role in maintaining circadian rhythm, which is at the foundation of physiological rhythms of human body. More importantly, she acquired a critical frame of mind in the effort to process and integrate scientific discoveries in experimental biology. She gained a broad understanding of the relationship among life science, medical practices, and public health policies. She made progress in the exploration of classical music in historical context. She enhanced her academic study by taking part in activities and discussion. She produced an integrated listening guide to a piece of classical music and an analysis of the composer's life and health history. The quality of the group research report and presentation was excellent, demonstrating that Ms. Petruska met the learning objectives of the study.

For a study of the effects of stereotypes on U.S. foreign policy, Ms. Petruska demonstrated a thorough understanding of the historic and political issues raised. She has also demonstrated an excellent grasp of the artistic and substantive issues raised in the assigned literary and films. Her engagement with content was consistently high. She was very active during program sessions; her comments clearly demonstrated a thorough grasp of the issues. She has maintained a high level of intellectual engagement and demonstrated a comprehensive understanding of the political, social, and economic issues raised and the literary or artistic quality of the assigned books and films. Her participation in discussions and completed writing assignments easily met expectations. She was consistently well prepared. Her overall work demonstrated a grasp of both the literary quality of each book and film and the substantive issues raised. She has demonstrated her ability to grasp the different substantive issues involved in foreign



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policy. In terms of the assigned literary and film works, she was able to articulate the artistic merits of each work. She has good and improving writing skills. Her final project was well done. As a speaker, she makes her points clearly and well.

For a study of statistics, Ms. Petruska's work convincingly met expectations and demonstrated her ability to analyze quantitative information. This includes demonstrating that she can calculate and interpret descriptive statistics and selected inferential techniques. For her final project, she worked collaboratively with a team of students to complete a statistical report analyzing General Social Survey (GSS) data. This observational study investigated a socially or environmentally relevant research question by extracting and analyzing variables operationalizing concepts central to their area of inquiry. To this end, they analyzed social-demographic factors and their influence on the utilization of mental health services. Their discussion of their results drew relevant conclusions from their statistical analysis and addressed the limitations of their study design. This project demonstrated a good understanding of the fundamental principles of quantitative research design and statistics. Ms. Petruska's engagement with content was good. Overall, her work reflects significant growth in her quantitative reasoning skills and a proficient understanding of descriptive and inferential statistics.

Ms. Petruska's performance in a study of public health and mathematics convincingly met program expectations and demonstrated her ability to integrate the fields of mathematics and public health. Ms. Petruska participated in individual and group presentations of ideas and activities about mathematics and public health. She helped her peers focus on and evaluate their presentation skills for effectively communicating about mathematical ideas and public health. Ms. Petruska did a good job collaborating with her team homework group members on the problems and gained a good understanding of the mathematics concepts and problem solving skills emphasized in each assignment. She significantly enhanced her knowledge of fundamentals in public health through readings, discussions, and science lab exercises. She maintained an intellectual engagement with both mathematical and public health topics in this study. She collaborated with fellow students to creatively arrive at solutions to challenging problems. She was part of a team that conducted research on topics in the field of public health and their relationships with mathematics. Ms. Petruska demonstrated her ability to integrate her learning of public health and mathematics by collaboratively producing a final project. Her final presentation was a creative and impressive demonstration of interdisciplinary application of mathematics and public health. Her teamwork demonstrated a well-practiced understanding of effective and inclusive communication and a good ability to work collaboratively.

For a study of biology and political economy, Ms. Petruska diligently turned in her work and consistently reached the level of studiousness required of college work. She explored the relationship between the economic structure of human society and the prevalence of human diseases and public health concerns. She examined human evolutionary history in order to understand our body systems and their intended functions. She also interrogated the frame of "disease," and studied historical forms of human society from cultural and economic perspectives to understand U.S. society of the 21st century. Ms. Petruska viewed various documentaries and listened to interviews with doctors and political economists while taking notes; these films and podcasts helped her examine concerns about disease and health disparities as windows into the current economic, political, and social situation. Ms. Petruska researched together with other students about disease and health in their lives, communities, and world. To reflect on assigned readings, videos and podcasts, students took organized and detailed notes, and Ms. Petruska took truly excellent notes. Ms. Petruska always did a good job sharing her thoughts and questions with her peers in large group discussions, and was exceptional in smaller group conversations. Ms. Petruska did two larger group projects in the study: 1) she, along with her team, formally debated health care coverage; and 2) presented with her group on a prevalent contemporary disease. She also participated in two dissection laboratories working hands-on in analyzing human circulatory and respiratory structures and function. Her individual and collaborative work demonstrated her developing intellectual engagement with content at the college level and her improved understanding of political economy and evolution



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biology. The final assignment of the study was to research a prevalent 21st century disease and present the highlights of their research paper to their peers. This combination of research paper and presentation allowed Ms. Petruska to demonstrate her learning of the content of the study as well as her ability to successfully share this learning with her peers. Ms. Petruska and her group researched obesity and its relationship to sleep apnea. Ms. Petruska and her group presented their findings with a well-structured, thoughtful and visually engaging PowerPoint presentation. They connected their research and presentation directly to themes of the study. Ms. Petruska and her group also discussed the prices of various treatments. Ms. Petruska had perfect attendance and has clearly and consistently demonstrated her ability to do thoughtful college work.

In summary, Ms. Petruska worked hard to maintain good academic standing this academic year. Her engagement with the program was focused and intellectually vigorous. Her communication skills in oral presentation and in writing are excellent. She is an outstanding adult learner and a pleasure to have in this program.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 42

- 3 - Autobiographical Literature and Expository Writing
- 3 - American Studies
- 3 - Applied Community Research
- 3 - Fundamental Social Topics: Contemporary and Historical
- 3 - Project Management
- 3 - Research in Public Health
- 5 - United States Foreign Policy
- 3 - Public Health
- 2 - Quantitative Analysis
- 2 - Human Biology: Circadian Physiology
- 3 - Music History
- 2 - Descriptive and Inferential Statistics
- 2 - Studies in Sustainability
- 2 - Political Economy
- 3 - Evolution Biology



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June 2017 - September 2017: Endocrine Disruptor Chemicals

5 Credits

DESCRIPTION:

Faculty: Frances Solomon, Ph.D.

During summer quarter, Sara Petruska successfully carried out an Individual Learning Contract, titled **Endocrine Disruptor Chemicals**. Many toxic chemicals are in our everyday products, food, and our environment. Some are endocrine disruptor chemicals (EDCs), i.e., they disrupt hormones. We continue to expose ourselves to these chemicals with little awareness of what we are doing. The purpose of this contract was for Ms. Petruska to gain a better understanding of the different kinds of EDCs, how they affect the health of humans and other species, and possible solutions for reducing or replacing the use of EDCs. The contract integrated why and how the manufacture and use of EDCs has been encouraged. Ms. Petruska read the books *Our Stolen Future: Are We Threatening Our Fertility, Intelligence and Survival?* and *Slow Death by Rubber Duck: The Secret Danger of Everyday Things* and wrote reviews of each book. She met biweekly with the contract sponsor to discuss what she learned from these books, other readings, and websites, and to identify her next steps. Her other assignments were to research and write a paper about a specific EDCs topic, present the paper orally to the contract sponsor, and develop an informational brochure for the general public.

EVALUATION:

Written by: Frances Solomon, Ph.D.

Ms. Petruska has successfully completed all contract requirements and earned full credit. The work that she submitted was good to excellent. It demonstrated her understanding of the topics covered in the contract and her sincere interest in learning about EDCs. She was proactive in identifying journal articles, reports, and websites to support her research.

Ms. Petruska demonstrated satisfactory writing skills in her book reviews, well-researched paper titled "The Danger Behind Dioxins and Why We Should Be Aware," and her informational brochure about the effects of dioxins and how we can reduce our exposures. Her writing indicated active thinking on her part and passion for eliminating exposures to dioxins and other EDCs.

Ms. Petruska participated actively and enthusiastically in the biweekly discussions and asked excellent questions that demonstrated her thinking beyond what was assigned. Her oral presentation of her research paper demonstrated clear communication of the information.

Ms. Petruska's engagement with contract content was excellent. She attended all contract meetings and turned in assignments on time.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 5

5- Environmental Science



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January 2017 - June 2017: Power Play(ers): Actions and Their Consequences

32 Credits

DESCRIPTION:

Faculty: Peter Bacho, Peter Boome, Don Chalmers, Barbara Laners, Mingxia Li (Zhang Er), Paul McCreary, Gilda Sheppard, Tyrus Smith, Frances Solomon, Arlen Speights, and Anthony Zaragoza

This program will explore colonial, postcolonial, and neocolonial issues as they are unfolding on local, national, and global stages. Colonialism has resurfaced in new forms of neocolonialism that we encounter in our daily lives and work. We will place emphasis on how individuals and groups acquire mental resistance, how to assert individual, family, and community values and identities, and how to decipher and reframe meanings from information channeled through mass media. This also includes analyzing the powers at play in societal structures, how to empower oneself and community, and how to understand the ways in which these structures of power and control impact the quality of life for ordinary people at home and abroad. These are some of the skills students will learn from Power Player(s).

This upper-division program will examine local, national, and international policy issues of the postcolonial and neocolonial world in education, health care, social welfare, and the environment through interdisciplinary studies of law, biology, public health, environmental studies, the legislative process, mathematics modeling, sociology, psychology, American and world history, media literacy, and world literature and cultures. Research methods in social and natural sciences and statistics emphasized in this program will present students with a systematic approach and analytical tools to address real-life issues in research practice throughout the activities of the program.

Winter quarter's theme is *researching roots, causes, and potential solutions*. We will look at specific contemporary issues of power viewed from a variety of institutional perspectives, most notably in health, education, law, science, government, politics, youth, environment, community development, women's empowerment, and human rights. Students will investigate specific issues of unequal distributions of power with the purpose of identifying a particular problem, defining its dimensions, determining its causes, and establishing action plans for its remedy.

In spring, the theme will progress to *implementation*. The program will devote the final quarter to the design and implementation of projects to address issues of unequal distributions of power identified in winter quarter. Seminar groups will combine their efforts to undertake actions to target current imbalances of power in the community. These actions may take the form of educational events, publications, multimedia presentations, or art installations. Academic courses will assist in the successful implementation and evaluation of the student group activities.

EVALUATION:

Written by: Mingxia Li, Ph.D.

Sara Petruska joined the program in the winter quarter. She significantly furthered her knowledge on contemporary social issues, such as persistent poverty, mass incarceration, and constitutional crises in the U.S. With a group of her peers, she demonstrated her active engagement with her study by developing a collaborative research project aiming to address specific aspects of these social issues. Her individual and collaborative work satisfactorily met the learning objectives of the Lyceum/seminar portion of the program. She demonstrated a high level of intellectual vigor in her participation in all aspects of her academic study. Her writing, oral presentation, teamwork, and critical analysis skills have been enhanced significantly due to her drive for excellence in her work.

In spring quarter, Ms. Petruska developed research skills and knowledge that defines and elaborates on the social justice issues manifested in the history of the U.S. Supreme Court and American race policies



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and practices. Beyond reading, discussing in seminar, and reflecting in written assignments, she vigorously engaged in a group project on recent changes in immigration policies to research strategies on how to address and remedy unequal distributions of power to enhance quality of life of individuals and communities. The quality of her work demonstrated her deep understanding of the issues at hand and her excellent ability for in-depth research. The group presented results of its research at the Spring Community Fair most effectively and demonstrated the team's mastery of the research process by presenting a good formal research report at the end of the quarter. The success of the group work showcased the team's developing project management skills as well as the unique angles to reach their intended audience in the community. Ms. Petruska met the learning objectives with ease.

For a study of research focused on issues of neoliberalism, Ms. Petruska diligently turned in her papers and consistently reached the level of studiousness required of college work. To reflect on program readings, students wrote summary response papers that outlined the main argument and key points of each text. Ms. Petruska did a good job using her papers to reflect on and develop a critical reading of each text. For the major work of the study, Ms. Petruska cooperated in a small group to research the political economy of her neighborhood of Maple Valley, WA. She and her group researched changes occurring over the last several decades concerning development and combined this critical ethnography research with their observations and analysis of neoliberalism. Ms. Petruska and her group offered an account of some of the changes they documented in their local economy. The research essay was clear and well-written, and demonstrated the group's ability to do quality research and organize their work into the proper format. In addition to the research paper, students presented their findings to their peers in a presentation and creative performance detailing a realization the group made during the research process. Ms. Petruska's group showed the growth in the pursuit of higher income as opposed to community and social engagement. They introduced the issue by showing a map of their neighborhoods of Maple Valley and Covington, WA. In the presentation, they showed key insights from their research work around the growth and wealth of these rural suburbs. The group did an excellent job discussing their various interviews and a realization they had about how different their community was from other parts of King County, which includes Seattle. The group also included a political cartoon that displayed the town's approach to youth. According to her research partners, Ms. Petruska was an active participant in the group who helped hold the project together and bring it to completion. She played a lead role in researching, performing interviews, writing and editing the research paper, and developing and delivering the presentation.

For a study of multicultural literature, Ms. Petruska has demonstrated a deep, highly sophisticated understanding of themes and techniques used by different authors from different backgrounds. Her engagement with content was consistently high. She was very active during program sessions; her comments clearly demonstrated a thorough grasp of the issues. She has maintained a high level of intellectual engagement and demonstrated a clear understanding of the impact of history and culture on literary expression. Her participation in discussions and completed writing assignments easily met expectations. She was consistently well prepared. Her overall work demonstrated a superb grasp of the nuances of this field. She has demonstrated her ability to grasp the nuances of different stories set in a wide array of contexts. She has very good writing skills. As a speaker, she makes her points clearly and well.

Ms. Petruska has done great work for a study of propaganda. She demonstrated good engagement with the readings and materials. She was a generally active and thoughtful participant in discussions. Her poster designs show excellent application of the principles in our readings. Working in a group, Ms. Petruska produced a final project titled "Master Narrative," which addressed how social media affects American culture. The work shows especially good interaction of produced and found media, and the accompanying poster designs effectively conveyed the messages of negative influences of social media. Overall, Ms. Petruska's work show very good comprehension of agitation propaganda in history, theory, and application as a means of persuasion and social engagement.



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For a study of environmental science and literature, Ms. Petruska has demonstrated a good understanding of themes in environmental science and literature and techniques used by different authors and film makers. She has also demonstrated a good grasp of the environmental issues raised in the assigned works. Her engagement with content was satisfactory. She was very active during program sessions; her comments clearly demonstrated a good grasp of the issues. She has maintained a good level of intellectual engagement and demonstrated a sound understanding of the environmental issues raised and literary or artistic quality of the assigned books and films. Her participation in discussions and completed writing assignments met expectations. She was generally prepared. Her overall work demonstrated a satisfactory grasp of both the literary quality of each book and film and the scientific issues raised. She has demonstrated her ability to grasp the nuances of the different scientific issues and discern the literary or artistic qualities of each writer and film maker. She has good writing skills. Her artistic/scientific Project – a combination of literary imagination and scientific facts – was good in both disciplines. As a speaker, she makes her points clearly and well.

Ms. Petruska is a valued member of our learning community and successfully completed her first two quarters as an upper division student in this program. She is making significant progress in finding her career path and gaining academic maturity. She is an outstanding adult learner and a pleasure to have in this program.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 32

- 6- Research
- 3- Fundamental Social Topics: Contemporary and Historical
- 3- Project Management
- 3- Research: Public Policy
- 2- Political Economy
- 5- Multicultural Literature
- 5- Propaganda Studies
- 3- Environmental Science
- 2- Literature



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.