**UWW NARRATIVE TRANSCRIPT SAMPLE A**

Name

Depth Area

Graduation: May 2013

Narrative Transcript

**I. Review Board Evaluators:**

Lance Williams, Ph.D. Assistant Director of CCICS and Professor ICSE Jacob H. Carruthers Center for Inner City Studies, NEIU, Academic Advisor

Thelma M. Myers, B.A., ICSE, Retired Associate Director, Upward Bound Programs, Community Advisor,

Sokoni Karanja, Ph.D., Founder/President & CEO Centers for New Horizons, Outside Evaluator

Anderson Thompson, Ph.D., Emeritus, NEIU-CCICS, Faculty Evaluator

Conrad Worrill, Ph.D., Director of CCICS NEIU, Faculty Evaluator

Dr. Tim Barnett, Ph.D., Associate Professor, English and Women’s Gender Studies, UWW Faculty Advisor, NEIU

Kimberly Sanborn, Ph.D., Director, Nontraditional Degree Programs, NEIU

**II. Formal College Work Completed:**

Earned Associates degree and 38 credit hours at Spoon River Community College

Participated in NEIU’S University Without Walls Program for six semesters, 11 2004-8/2007. Resumed studies with Northeastern Illinois University 5 2012-December 2012.

A. To increase knowledge about services available for low-income women and children

B. Work with collaborative partners and collaborative stake holders to inform families about resources available such as rent assistance and other programs

C. To volunteer with PRIME program in Macomb, Illinois during summer months

**III. Competencies acquired in the depth area:**

A. Received resources for my daughter while learning about various types of services available for children with disabilities

B. Learned differences between abuse and addiction, and about the psychological and social dynamics of addiction

C. Developed an understanding of how girls use psychological abuse and cliques to bully and Isolate girls

D. Expanded knowledge about program sustainability and how to write measurable outcomes

E. Acquired knowledge about how African Americans and Hispanics use various methods to lose weight such as laxatives

F. Facilitated alcohol, tobacco and other drug prevention workshops at community events

G. Recruited and employed youth that lived in the Ida B. Wells and Greater Bronzeville Community

H. Trained teen youths on how to develop resumes, develop marketable skills and improve employment retention during summer program

I. Gained insight about eating disorders amongst African American girls

J. Learned about how girls use bullying as psychological violence against one another

K. Learned about various activities that the Mayor's Office of Workforce Development used to improve the social and academic development of my daughter through positive communication between mother and daughter

L. Received technical assistance on how to leverage and sustain new social service/grass roots programs

M. Utilized suggestions and statistics on how to reach at-risk youth, and the challenges they face

N. Further increased my knowledge about suicidal threats seriously and to seek help immediately

O. Learned that gender specific services are lacking for girls, who need specific information that address their particular needs

P. Increased knowledge about how young female teens are at risk to engage in prostitution or illegal activities

Q. Worked with 15 youth and one summer supervisor under the Mayor’s Office of Workforce Development

R. Assisted with resume development and planning of summer activities with Centers for New Horizons After-School II Program

S. Acquired basic knowledge and received materials on how to be my child’s advocate and learned what to do in the event my child is questioned by the justice system personnel

T. Learned Best Practices and strategies for community coalition building and program planning

U. Given model/proven methods on how to start grass root organizations by working closely with grass-root organization

V. Taught strategies on how to address local vendors, the media and alcohol and tobacco businesses that cater to youth

W. Learned about Respite Care Services and how grandparents are raising their grandchildren due to death, addiction or incarceration of a child’s parents

X Shared strategies on how to use alternative discipline methods in the public schools and how to better work with teachers

Y. Learned about various activities through the Mayor's Office of Workforce Development, that would help improve the social and academic development of my daughter

AA. Participated in community organizing meetings with Peer Parent Education Network

BB. Attended Strengthening Families Alternative Discipline Strategies workshop and facilitated parenting groups

CC. Learned various alternative strategies when dealing with children with discipline issues

DD. Assisted Youth with group activities such as community organizing and opportunities to volunteer

EE. Attended workshops that focus on youth and ways to better assistant and meet their needs

FF. Participated in an 8-week Bodyworks program that encouraged families to prepare healthy meals together

GG. Facilitated 16-week Go-Girls-Go healthy self-esteem and image workshops

HH. Learned about the history of the Bronzeville Community and the influx of southern families looking for opportunities

II. Attended book club sessions that discussed the Destruction of the Black Civilization

JJ. Natural Science; Increased my knowledge of the natural environment and how to sustain it

KK. Participate in ongoing community organizing and skill building with the Peer Parent Education Network parent groups

LL. Attended parent workshops on healthy eating for moms and daughters at Young Women’s Leadership Charter

MM. Participated in Peer Parent Organizing /community advisement workshops and shared findings with residents

NN. Attended an Egyptian Gallery Tour exhibit of ancient foods that were preserved in the tombs of the Pharaoh’s

OO. Facilitated Strengthening Multi-Ethnic Families workshops at Mollison Elementary School

PP. Attended workshops at Chicago Public Schools on how to provide resources for Hurricane Katrina victims

QQ. Attended a Mesopotamian Gallery tour and Learned about the diet and attitudes of Middle Eastern nobles

RR. Enhanced knowledge of the American Government and met the constitutional requirements

SS. Learned about the causes of racism and discrimination and how this impact our global society

TT. Gained methods on how to reach Generation X and learned neurology on how the brain is affected by drugs

UU. Chaperoned students on a field trip to see a the Alvin Ailey Dance Troupe

VV. Attended a symposium at Mercy Hospital that focused on taking care of the heart and stroke prevention awareness

YY. Learned about issues facing inner city residents and how poverty increases the likelihood of crime.

ZZ. Studied the politics, economics and social structure of the inner city

AAA. Learned about the types of services available for children with disabilities with an individual education plan

BBB. Learned differences between abuse of drugs and being addicted and its social dynamics

CCC. Learned the terminology and skills needed in order to consult with outside organizations

DDD. Gained knowledge and strategies on developed an understanding on how to facilitate parenting workshops

EEE. Obtained a better understanding of how African American women are in greater need of mental health services due to social dynamics and lack of resources.

**III. Effective Communication**

A. Developed and enhanced writing via essays and PowerPoint presentations

B. Wrote several in-kind and monetary grants that exposed youth to African dance and the arts

C. I assisted my daughter with writing and developing an essay about Ella Fitzgerald. My daughter won a scholarship

D. Wrote a ten page report on how troubled youth in crisis can cope with the help of a counselor, supportive friends and prayer

E. Wrote essay and nominated my former co-worker and Storyteller for the Susan Berkowitz Award. He received an honorable mention

F. Wrote essay and nominated by former Math Teacher. She won the Truman Outstanding Teaching Award

G. Wrote an essay and nominated my current co-worker for the College of Arts and Sciences Civil Service award.

H. Developed my writing skills and public speaking skills thru essay development and sharing information in workshops and class

**IV. Behavioral/Social Sciences**

A. Obtained a better understanding of the Legal justice system prosecute crimes committed by people, gangs and organizations.

B. Geology 101, increased knowledge of natural landscapes, weather pattern and atmospheric pressure

C. Learned about spirituality and world religions and how people adhere or practice their faith

**V. Humanities:**

A. Theocratic Ministry School Participate and attend meetings at the Kingdom Jehovah’s Witnesses that focus on effective public speaking and brief presentations.

B. Partnered with Kids Café, Greater Food Depository and wrote several in-kind grants that provided nutritious meals for after-school program participants.

C. Learned about life span development and various theories noted by Freud and others physicians.

**V. Interim Learning:**

A. Drugs & Addiction Learned about various drugs and their impact upon society and potency of scheduled drugs

B. Com 103 Students were required to develop essays and give four presentations during the semester

C. English 101/Composition I further developed an understanding of how to write persuasive essays using MLA style

D. Philosophy/Ethics Learned about cultural norms and what is considered socially unacceptable

E. Natural Science Enhanced understanding about how humans impact the environment with pollution, corruption and greed Increased knowledge of the cells and how the function.

F. Learned about larceny, burglary, assault, and how police investigate crimes and differences between crimes of theft.

G. Math 102: Taught how to effectively solve probability, statistics and analytical math problems.

**UWW NARRATIVE TRANSCRIPT SAMPLE B**

Name

Depth:

Graduation: May 2013

Narrative Transcript

1. Review Board Evaluators:

Kip Conwell, M.S., Biology Lab Manager, Professor, Biology, Northeastern Illinois University (NEIU), Academic Advisor

John Messner, Horticultural Assistant, Horticulture, Chicago Botanic Garden, Community Advisor

Elizabeth Hoffman, West End Florist Owner, Nursery Management, West End Florist and Garden Center, Outside Evaluator

Terrence Puryear, Ph.D., Professor, Biology, NEIU, Faculty Evaluator

Dr. Tim Barnett, Ph.D., Associate Professor, English and Women’s Gender Studies, UWW Faculty Advisor, NEIU

Kim Sanborn, Ph.D., Director, Nontraditional Degree Programs, NEIU

1. Formal College Work Completed

Earned 96 credit hours at DePaul University, 2008-2010; earned 16 credit hours at Northeastern Illinois University

Participated in NEIU’s University Without Walls (UWW) Program for 5 semesters February 2011- August 2012

1. Learning Contract identified depth area as Horticultural Botany. New learning goals were as followed:
2. To increase knowledge in Plant Science including plant health, botany, and soil science
3. To understand plant identification in the various categories of plants.
4. To study gardening techniques and subtopics of horticulture, and to exercise acquired skills during work at a greenhouse and a botanical garden.
5. To diversify knowledge by studying plant identification in California.
6. Competencies acquired in depth area:
   1. Developed knowledge and an interest in gardening, plant care, and greenhouse management through employment at Jamaican Gardens Greenhouse (2005-2008)
   2. Gained plant identification skills using various plant characteristics and practiced soil/water testing by completion of “Introduction to Environmental Science” class at DePaul University (2009).
   3. Learned plant genetics, structure, and reproduction through an “Introduction to Biology” class at DePaul University (2008-2009)
   4. Broadened knowledge of plant science including plant classification, development, taxonomy, etc. through completion of “Botany I” class at the Regenstein School at the Chicago Botanic Gardens (CBG) (2010).
   5. Expanded knowledge and understanding of botany by studying plant cells of herbaceous and woody plants as well as the various parts of these plants by passing “Botany II” at the Regenstein School at CBG (2010).
   6. Learned to diagnose, treat, and prevent damage on plants from diseases, pests, and environmental conditions using Plant Health Care and Integrated plant Management by completion of “Plant Health I” at the Regenstein School at CBG (2010).
   7. Acquired an understanding of garden design theories viewed by past cultures and how those theories are incorporated into today’s garden designs and techniques by participating in “Early Gardening History” class at the Regenstein School at CBG (2011).
   8. Gained knowledge of soil composition, proper fertilization, compost use, and the ability to maintain healthy soil through completion of “Soil Basics” at the Regenstein at CBG (2011).
   9. Increased my ability to identify deciduous flowering shrubs hardy to Zone 5 as well as their characteristics and culture by passing “Deciduous Flowering Shrubs” at the Regenstein School at CBG (2011).
   10. Gained the capability to identify annuals and biennials planted in gardens and containers for spring and summer through completion of “Annuals and Biennials” at the Regenstein School at CBG (2011).
   11. Improved knowledge on herbaceous perennials hardy to Zone 5 and the ability to identify them though completion of “Herbaceous Perennials” at the Regenstein School at CBG (2011).
   12. Learned to identify evergreens and conifers hardy to the Chicago area by passing “Conifers and Broadleaved Evergreens” at the Regenstein School at CBG (2011).
   13. Practiced techniques used for fall gardening such as animal barriers, fall planting, and perennial divisions by completion of “Gardening Techniques: Session A” at the Regenstein School at CBG (2011).
   14. Learned proper pruning techniques for deciduous trees and shrubs through participating in a workshop entitled “Pruning: Correct, Shape, Deadhead” at the Regenstein School at CBG (2011).
   15. Increased my understanding of the gardening technique known as Espalier as well as the theory behind the use of Espalier in Medieval and the Victorian Era through a workshop entitled “Espalier Basics” at the Regenstein School at CBG (2011).
   16. Increased my ability to identify spring and fall bulbs hardy to the Chicago area as well as the structure and families of these bulbs by completion of “Hardy Bulbs” at the Regenstein School at CBG (2012).
   17. Gained knowledge of winter gardening techniques including pruning, holiday lighting, small engines, and winter landscaping through completion of “Gardening Techniques: Session B” at the Regenstein School at CBG (2012).
   18. Broadened knowledge of honey bees and the practice of beekeeping by learning of the history, management, and outcomes of beekeeping. Also learned of the various theories behind the Colony Collapse Disorder by attending a workshop entitled “Beginning Beekeeping” at the Regenstein School at CBG (2012).
   19. Developed more of an understanding of the well-known genus of Magnolias and the many popular types that are hardy to Zone 5 in workshop entitled “Magnolias” at the Regenstein School at CBG (2012).
   20. Practiced and developed new skills of horticulture including plant identification, culture, pest management, propagation, and greenhouse managing through employment at West End Florist and Garden Center (2011-2012).
   21. Improved leadership skills and the ability to inspire others through a presentation on the process of straw bale gardening for Highland School in Skokie (2012).
   22. Passed the ICN Pro Exam to become an Illinois Certified Nursery Professional for the Illinois Green Industry Association (2012).
   23. Diversified career and studies as well as gained several new gardening techniques and ID through the Horticultural Internship at the San Diego Botanic Garden (2012-Present).
7. Competencies acquired in the Breadth area:
8. Learned how to create three dimensional art as well as the artistic terms and techniques by completion of class entitles “Three Dimensional Foundation” at DePaul University (2008).
9. Gained knowledge in the music industry and musical terms as well as analyzed a variety of music genres in “Explore Chicago Music Scene” at DePaul University (2008).
10. Utilized skills gained from “Three Dimensional Foundation” and concentrated more of sculpture in “Beginning Sculpture” at DePaul University (2009).
11. Expanded knowledge in art history and the development of art in American cultures by completion of “Principle of Arts in America” at DePaul University (2009).
12. Learned how to create animations using a variety of methods as well as analyzed past animations and their effects on media in “Animation for non-majors” at DePaul University (2010).
13. Developed skills in web design using several different programs and helped promote the Chicago and Japanese pride parades by creation of a website in “Multimedia and the Worldwide Web” at DePaul University (2010).
14. Broadened and exercised my knowledge of musical instruments, terms, composition and more by completion of “Music Concepts” at Northeastern Illinois University (2010).
15. Improved writing skills through construction of narratives, compare/contrast, argument, reflection, and process papers as well as practiced speech by presenting these papers to an audience in “Composition and Rhetoric I” at DePaul University (2008).
16. Continued to improve writing and communication skills by construction of various typed of papers and engaging in group activities in “Composition and Rhetoric II” at DePaul University (2009).
17. Gained basic sign language skills and utilized these skills at local events including the Deaf Expo by completion of “American Sign Language I” at DePaul University (2009).
18. Increased knowledge of historical philosophers and reflected on their theories of life and death through class entitled “Philosophy and its Issues” at DePaul University (2009).
19. Learned and appreciated the gender movement and developed an understanding on how it’s meant to fight not just sexism, but also racism, gender oppression, and classism by completion of “Women’s Lives: Race/Class/Gender” at DePaul University (2009-2010).
20. Gained basic knowledge of sociology involving several issues communities and individuals face every day in “Introduction to Sociology” at DePaul University (2008).
21. Learned and can deliver methods of problem solving as well as gained an understanding of policy making through completion of “Social Problems” at DePaul University (2009-2010).
22. Expanded knowledge in psychology and the effects of the human mind based on gender, memory, race, and more in “Introduction to Psychology I” at DePaul University (2009-2010).
23. Developed an understanding behind theories of peace and war throughout history through completion of “Peace, Conflict, and Resolution” at DePaul University (2009-2010).
24. Acquired skills for mapping and learned of various natural features, environmental disasters, and developments through completion of “Introduction to Geography” at Northeastern Illinois University (2010).
25. Broadened knowledge the human relationship with nature and how human interactions effect nature and vise-versa in “Introduction to Environmental Studies” at Northeastern Illinois University (2010).
26. Continued to build an understanding of environmental disasters as well as other land features including rocks and minerals in “Geology, Resources, and the Environment” at Northeastern Illinois University (2010).
27. Developed the ability to use Excel to organize data, create graphs, and solve problems through completion of “Math/Technological Literacy I” at DePaul University (2008-2009).
28. Broadened ability to use Excel as well as other programs such as Frontpage and utilized these programs for quantitative reasoning through completion of “Math/Technological Literacy II” at DePaul University (2009).
29. Competencies acquired in effective communication:
    1. Improved writing skills through construction of narratives, compare/contrast, argument, reflection, and process papers as well as practiced speech by presenting these papers to an audience in “Composition and Rhetoric I” at DePaul University (2008).
    2. Continued to improve writing and communication skills by construction of various typed of papers and engaging in group activities in “Composition and Rhetoric II” at DePaul University (2009).
    3. Gained basic sign language skills and utilized these skills at local events including the Deaf Expo by completion of “American Sign Language I” at DePaul University (2009).
    4. Enhanced verbal skills by effectively communicating with young children from tutoring elementary students from disadvantaged schools through employment through America Reads at DePaul University (2008-2009).
    5. Improved formal and informal writing skills and gained the ability to prepare business reports and present them to related audiences through completion of “Writing Intensive Program: Diversity in the Workplace” at Northeastern Illinois University (2011).