



Bortnichak, Gregory E	A00439599
Last, First Middle	Student ID

Former Name(s): Bortnichak, Gregory ;

EVERGREEN GRADUATE CREDIT:

Start	End	Credits	Title
09/2023	12/2023	8	Conceptualizing our Regional Environment <i>2 - Pacific Northwest Environmental History</i> <i>2 - Environmental Policy</i> <i>2 - Traditional Ecological Knowledge</i> <i>2 - Interdisciplinary Research and Policy Analysis: Forestry Practice Rules for the Protection of Sensitive Riparian Habitats</i>

Cumulative

8 Total Graduate Credits Earned



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September 2023 - December 2023: Conceptualizing our Regional Environment

8 Credits

DESCRIPTION:

Faculty: Kathleen Saul, Ph.D.; John Withey, Ph.D.; Shangrila Joshi, Ph.D.

As the first required course toward the Master of Environmental Studies (MES) degree, gCORE, (Conceptualizing our Regional Environment) provided a foundation in the key disciplines of traditional ecological knowledge, regional ecology and climate, and environmental and energy justice and policy. The central theme of 'systems thinking' permeated our interdisciplinary study. More specifically, students examined 1) Systems approaches within environmental studies and how it helps us unpack patterns and processes of complex socio-ecological systems; 2) Concepts and practices in traditional ecological knowledge (TEK); 3) Legal decision-making in an environmental context; 4) Environmental justice concepts, and 5) Processes for developing science- and TEK-based policy alternatives and influencing policy choices. Readings included Ostrander, *At Home on an Unruly Planet* (2021) and Wilkinson, *Messages from Frank's Landing* (2006); as well as selections from Meadows, *Thinking in Systems* (2008); Bardach and Patashnik, *A Practical Guide for Policy Analysis* (2016); and Booth, Colomb, Williams, Bizup, and FitzGerald, *The Craft of Research* (2016). Students also read sections of the Treaty of Medicine Creek and the Boldt Decision; Enduring Legacies Native Case Studies about the removal of the levees at the mouth of the Nisqually River or the lower Snake River Dams; and a selection of peer-reviewed articles on TEK and environmental justice.

Concepts and themes were reinforced in lectures, seminar discussions, workshops, writing exercises, and a three-day field trip to the Olympic Peninsula. During that field trip, students learned about the removal of dams on the Elwha River and the impact on the river delta of the sediment released, and the history of the Makah Tribe and their efforts to return to whaling (at the Makah Cultural and Research Museum). Hikes and guided walks also gave students a first-hand understanding of the varied terrain and flora of the peninsula and the challenges of protecting natural sites in the face of climate change. Students were expected to attend and actively participate in two 4-hour classes per week, and write and provide peer feedback on two short essays. The interdisciplinary group project involved identifying a regional environmental problem, synthesizing peer-reviewed and government publications, and proposing a workable policy solution. This project was a central part of this quarter's work. It provided an opportunity for students to practice their research, writing, presentation, and problem-solving skills, both collaboratively and independently.

Evaluation of each student's performance was based on: 1) Participation in class and seminar; 2) Written work that required synthesis of material from readings and lectures; 3) Group project work, including research, writing of an individual technical report, and a collaboratively written proposed policy paper; and 4) Oral presentations.

EVALUATION:

Gregory Bortnichak, who goes by Greg, was a very engaged student in gCORE. Greg's written work was excellent overall and demonstrated his ability to write in diverse scholarly styles. He also provided helpful peer review on written assignments to his classmates and group project members. Overall, Greg demonstrated strong performance in all areas of the course and the skills needed to succeed as a graduate student.

Seminar: Greg clearly engaged with the seminar readings and provided thoughtful answers to the seminar prompts. He actively participated in seminar discussions, both in small groups and in the seminar as a whole. At times he asked other students questions or made follow-up comments, playing



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his part in establishing a very successful culture of thoughtful discussion and respectful dialogue in his gCORE seminar this quarter.

Essays: Greg's analytical essay on Traditional Ecological Knowledge (TEK) and tribal co-management of federally endangered species integrated class readings, as well as other relevant sources, and synthesized information effectively. Greg used information about the status of gray wolves over time, and cooperative wolf recovery efforts in Idaho, to argue for the importance of shared governance and respect for TEK. Using an example outside of what we had covered in class was a helpful way to highlight some of the challenges of integrating TEK into the existing system of environmental decision-making. Greg's persuasive essay was titled 'An Argument for Defunding Wildlife Services,' and he prefaced this argument with some of the history of this government program which, in his words focuses on the "extermination of wild animals that pose a threat (real or perceived) to industrial agriculture." He brought forward evidence of the hunting and poisoning tactics, as well as current ecological understanding of the importance of predators to ecosystem function, to argue for its defunding.

Interdisciplinary Research Project: Greg's group project was on 'Washington Forestry Practice Rules for the Protection of Sensitive Riparian Habitats.' In his individual technical report, Greg focused on the effects of logging on aquatic macroinvertebrate populations, especially directly by/in the immediate vicinity of commercial timber harvest. He integrated information from both the peer-reviewed literature and government reports into his paper, and included published figures to help illustrate specific study results. The section summarizing research that compared macroinvertebrate richness and density pre- and post-harvest, in streams with different buffer treatments, was particularly effective. Greg's technical report was well-written and had a cohesive organization. Greg shared this research to the class effectively, explaining the importance of paying attention to macroinvertebrate communities and the reason for concern about impacts from logging.

In the collectively written policy analysis paper, Greg's group assessed policy alternatives for improvements to forest practice rules in Washington across three categories: riparian buffer regulations, incentives for foresters, and rule enforcement. They used two criteria effectively in their analysis: equity and political acceptability. The paper was well-written overall, with a strong introduction to the issue and the different categories of policies they were considering, plus a robust discussion of improvements to and specific recommendations for policies, framed as 'Recommendations for the Land' and 'Recommendations for the People.' The group communicated their policy recommendations in a very good oral presentation, with Greg presenting the section on current enforcement mechanisms of forest practices rules, and the group's recommendation for improved enforcement including increased funding for Department of Natural Resources foresters.

GRADUATE LEVEL CREDIT

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

- 2 - Pacific Northwest Environmental History
- 2 - Environmental Policy
- 2 - Traditional Ecological Knowledge
- 2 - Interdisciplinary Research and Policy Analysis: Forestry Practice Rules for the Protection of Sensitive Riparian Habitats



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EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
06/2023	09/2023	8	Statistics and Research Methods for Psychology and Other Social Sciences <i>4 - Introductory Statistics (Descriptive and Inferential)</i> <i>4 - Psychology: Research Methodology</i>

Cumulative

8 Total Undergraduate Credits Earned



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June 2023 - September 2023: Statistics and Research Methods for Psychology and Other Social Sciences

8 Credits

DESCRIPTION:

Faculty: Carrie M. Margolin, Ph.D.

This evaluation is based on a 5-week, intensive summer session of statistics that covered the basics of descriptive statistics (graphing techniques, measures of central tendency and variability, standard scores, percentiles and percentile ranks, regression, correlation), elementary probability theory, and inferential statistics (sampling distributions, hypothesis testing, z-tests, t-tests, chi-square). The textbook was *Fundamental Statistics for Behavioral Sciences (8th Ed.)* by Robert B. McCall. There were four examinations on statistics.

Research methodology was the second component of the course. The course covered experimental designs (independent groups and repeated measures designs). We covered the use of variables and controls, factorial designs, validity, and ethical considerations of research. There was one examination on experimental methodology.

EVALUATION:

Written by: Carrie M. Margolin, Ph.D.

Gregory Bortnichak was enrolled in *Statistics and Research Methods for Psychology and other Social Sciences* during Summer 2023. Gregory did good work throughout and earned full credit.

Gregory was a hard worker in this program and always came to class prepared. Gregory was clearly engaged in the work. Gregory's exam performance was steady throughout the course, showing facility with the calculations and knowledge of the concepts of statistics. Gregory's research methodology exam was also nicely done. Gregory has a good command of the material in statistics and research methodology. Overall, Gregory is prepared for advanced study in statistics and research methodology, should Gregory choose to do so.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

4 - Introductory Statistics (Descriptive and Inferential)

4 - Psychology: Research Methodology



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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.