RECORD OF ACADEMIC ACHIEVEMENT

The Evergreen State College - Olympia, Washington 98505

OFFICIAL TRANSCRIPT DOCUMENT

Lamb, Colin J — A00415461

Last, First Middle — Student ID

TRANSFER CREDIT:

Start	End	Credits	Title
09/2018	03/2021	90	**South Seattle College**

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/2021	03/2022	30	**Climate Foundations: Political Ecology and Political Economy** *6 - Political Ecology of Climate Change* *6 - Political Economy of Climate Change* *4 - Climate Science and Quantitative Literacy* *6 - Climate Justice and Resilience* *2 - Climate Action* *4 - Qualitative Research Methods* *2 - Library Research Methods*
03/2022	06/2022	4	**Creative Writing: Advanced Projects** *4 - Creative Writing: Fiction*
06/2022	09/2022	32	**Practice of Organic Farming** *3 - Soil Science* *3 - Entomology* *5 - Botany and Phytopathology* *3 - Agroecology* *12 - Farm Internship* *4 - Focus Group Project* *2 - Agrosynthesis*
09/2022	12/2022	16	**Practice of Organic Farming** *6 - Farm Internship* *2 - Focus Group Project* *3 - Business and Entrepreneurship* *2 - Agroecology* *3 - Agronomy*

Cumulative

172 Total Undergraduate Credits Earned

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September 2022 - December 2022: Practice of Organic Farming

16 Credits

DESCRIPTION:
Faculty: Angelos Katsanis, Ph.D.

This full-time 3-quarter program places its emphasis on exploring sustainable and organic food production practices throughout an entire growing season in the Pacific Northwest. Students gain experience in theory-to-practice topics ranging from soil science, plant propagation, organic pest management practices and irrigation, to harvest, food processing, creating business plans and overall farm management.

In this third quarter of the program, students received education on business and entrepreneurship aspects of managing a small-scale organic farm as well as managing a farm during fall and winter and specifically in crop planning, crop rotation and cover cropping. Students also received training in basic accounting, seed-saving, as well as jam- and cheese-making.

Students also gained hands-on experience by working within an assigned team at the certified Organic Farm of The Evergreen State College twice a week. Students completed farm shifts, chores and led market shifts.

Students led discussions on the seminar book ‘What Your Food Ate: How to Heal Our Land and Reclaim Our Health’ and participated in planning exercises from the book ‘The Organic Farmer’s Business Handbook’. A major assignment included the development of a farm portfolio, which consisted of several drafts and a final document on the financial management, including budgeting and marketing, land use and mapping, as well as planting schedules, of their proposed organic farm. In addition, students wrote a small public communication article as a way of engaging with the broader public, interested in agricultural and environmental issues.

Students also gave a final presentation of their group focus research project on a topic relevant to the Organic Farm. Finally, the program visited a local farm where students had the opportunity to learn more about total farm management and optimization of planting of crops, perennial plants and fruit trees, as well as marketing and business perspectives from the farm operation.

Textbooks:

- Farms with a Future. Rebecca Thistlethwaite.
- Crop Planning for Vegetable Growers. Frederic Thériault and Daniel Brisebois.
- The Organic Farmer’s Business Handbook. Richard Wiswall.
- What Your Food Ate: How to Heal Our Land and Reclaim Our Health. David R. Montgomery.

EVALUATION:
Written by: Angelos Katsanis, Ph.D.

Colin Lamb did very well in this program. His attendance record was very good. Colin was an active participant in class lectures and seminar. Colin's engagement in his own learning was consistent and excellent, and his engagement in helping classmates with learning was strong.

Colin demonstrated an overall excellent understanding of the presented concepts in agroecology, business and entrepreneurship and overall farm management, as shown from his engagement and active participation in class and lab sessions.

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Colin was an active participant during work in the field and in the lab. He demonstrated an overall consistently great ability to follow protocols for seed saving as well as jam- and cheese-making. Colin also submitted a promising farm portfolio, incorporating bookkeeping, accounting and planning aspects to manage his organic farm business.

Our farm manager, Beth Leimbach, had this to say for Colin in regard to the farm internship component of the program:

"Colin improved his attendance and communication with the Farm Manager this quarter. He took a more active role in harvesting. Colin could improve being on time and prepared for farm work and noticing the needs of what the group is working on instead of getting distracted."

Overall, Colin did well in the program and is ready for more advanced work in the Agricultural and Environmental Sciences.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

6 - Farm Internship
2 - Focus Group Project
3 - Business and Entrepreneurship
2 - Agroecology
3 - Agronomy

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March 2022 - September 2022: Practice of Organic Farming

32 Credits

DESCRIPTION:
Faculty: Angelos Katsanis, Ph.D.

This full-time 3-quarter program places its emphasis on exploring sustainable and organic food production practices throughout an entire growing season in the Pacific Northwest. Students gained experience in theory-to-practice topics ranging from soil science, plant propagation, organic pest management practices and irrigation, to harvest, food processing, creating business plans and overall farm management.

In the first quarter of the program, students received education and training on tools of soil profiling and analysis for nutrients and microbial activity, as well as sampling for soil invertebrates and other organisms, including nematodes and earthworms. Sampling techniques included the use of the USDA Grower's kit for all of the soil analysis and the Berlese/Bearman funnel systems for sampling soil biota. Students also received introductory training in plant asexual propagation and insect identification. Students completed 2 exams in the soil and plant sciences. The program also visited a local farm where students had the opportunity to learn more about management and business perspectives of a flower farm.

In the second quarter of the program, students received education and training on tools of insect collection, identification and management, weed and disease identification, softwood propagation through air layering and cuttings, irrigation calculations as well as farmer's market design. Insect sampling and management techniques included the use of beating sheets, aerial and sweeping nets, as well as sticky traps, pheromone traps and apple decoys. Insect and weed identification was primarily accomplished through the use of dichotomous and pictorial identification keys. Students also participated in a drone flying workshop for mapping purposes. Another major assignment during this quarter included creating an insect collection with insects of agricultural importance. Finally, students participated in discussions on farm labor. The program also visited a local farm where students had the opportunity to learn about animal husbandry as well as pasture management and business perspectives of a cattle farm.

Students kept field journals, which they used to complete an Agrosynthesis assignment at the end of the first quarter. A group research project on a topic relevant to the Organic Farm had iterative assignments: a brief project proposal, 2 rough drafts of the introduction, methods, results and discussion. The final project required both a group presentation and written paper. Students also completed hands-on planned work and a field presentation on this group research project. Other writing assignments included reflections on the seminar books *The Market Gardener*, *The Lean Farm*, as well as farm publications.

Finally, students gained a major hands-on experience by working within an assigned team at the certified Organic Farm of The Evergreen State College twice a week. Students completed farm shifts, chores and led market shifts as part of their on-farm internship.

Textbooks included:

- *Building Soil for Better Crops: Sustainable Soil Management* (2009). Fred Magdoff, and Harold van Es.
- *Biology* 2e (2018). Mary Ann Clark, Matthew Douglas, and Jung Choi
- *The Market Gardener* (2014). Fortier, Jean-Martin
- *The Lean Farm* (2015). Ben Hartman

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EVALUATION:
Written by: Angelos Katsanis, Ph.D.

Colin Lamb did well in this program. His attendance record was very good. Colin was an active participant in class lectures and seminar. Colin's engagement in his own learning was consistent and very good, and his engagement in helping classmates with learning was strong.

Colin demonstrated an overall excellent understanding of the presented concepts in soil and plant sciences, pest and disease management and overall farm management, as shown from his excellent performance in the exams and his engagement in class.

Colin was an active participant during work in the field and in the lab. He demonstrated an overall consistently great ability to follow protocols for soil sampling, plant propagation, and insect identification and management. Colin made great use of plant and insect pictorial identification keys, which he used to create an insect collection.

Colin did an excellent job presenting as part of a group presentation on the biology, growth habits, planting, pest id and management, as well as marketing and food preparation of potatoes.

Colin was part of a group research project that investigated the benefits and management of bees at the Organic Farm. Together with his group, he created a proposal, 2 drafts and a final paper that included the budget and timeline of proposed activities. Colin's overall participation in the project research was great. In the research, he made substantial contributions to source collection, logistics, paper writing, slide presentation, and hands-on activities related to this project. The project slideshow incorporated excellent reasoning and demonstrated good use of images as well as planning of future activities.

Our farm manager, Beth Leimbach, had this to say for Colin in regard to the farm internship component of the program:

“In the field, Colin was enthusiastic about what he was learning and doing. He excelled at applying his math skills to squaring fields, measuring beds, and calculating fertilizer applications. Colin gained skills in using the walk-behind tractors and paper-pot transplanter. In the first quarter, Colin needed to improve using the ZoomShift app and communicating with his team members regarding changes in his schedule."

Overall, Colin did well in the program and is ready for more advanced work in the Agricultural and Environmental Sciences.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 32

3 - Soil Science
3 - Entomology
5 - Botany and Phytopathology
3 - Agroecology
12 - Farm Internship
4 - Focus Group Project
2 - Agrosynthesis

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March 2022 - June 2022: Creative Writing: Advanced Projects

4 Credits

DESCRIPTION:
Faculty: Dawn Barron, MFA

Creative Writing: Advanced Projects was an intensive writing course designed for students to begin, continue, or complete a writing project. Students worked across multiple creative writing genres: poetics, fiction, memoir, creative non-fiction, photo essays, visual essays, collage, and hybrid modalities. Students engaged with texts appropriate to expanding the skills and knowledge within individual project areas. Students were placed in small groups or partnered for peer writing and editing workshops that followed an established rubric for critical, yet positive feedback. Weekly Discussion Forums on Canvas were required. This course was primarily 60% asynchronous (at own pace, remotely), with approximately 40% synchronous (via zoom at a scheduled date/time). Students completed final projects based on chosen genre and self evaluations of progress and strengths. Fiction and creative non-fiction projects required a minimum of 40 pages of written work, poetics and poetry chapbooks or projects required 24 pages, and photo, visual, and collage projects required 24 pages of both image and writing. Students engaged in all class seminars around readings, quotes, and writing exercises. A final portfolio of all work, including journal entries, notes, mind-maps, and reflections on readings was turned in with the final project.

EVALUATION:
Written by: Dawn Barron, MFA

In **Creative Writing: Advanced Projects**, Colin worked on a short story project that was crafted with strong narrative voices, vivid imagery and metaphor, and a compelling tone that resonated with readers. By working and revising the story arcs and character development, Colin demonstrated adept skills using elements of short-form creative writing, including plot construction, story arc, and depth of character development. Colin participated and engaged in class seminars, writing exercises, and group work/ workshops with respect and an open-mind. In Colin's final project, a short fiction project titled "Beneath the Surface" that included short stories of a speculative fiction nature that worked together to create a longer, ongoing story world, Colin illustrated great skill at completing fully realized (beginning, middle, end) stories. Colin's research and practice writing liminal spaces (in concept and on the page) was intriguing and showed great skill in organizing and presenting amorphous storytelling. Colin exceeded the minimum requirements of the course.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Creative Writing: Fiction

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September 2021 - March 2022: Climate Foundations: Political Ecology and Political Economy

30 Credits

DESCRIPTION:
Faculty: Krishna Chowdary, Ph.D., Savvina Chowdhury, Ph.D., and Shangrila Joshi, Ph.D.

Through the disciplinary lenses of climate science, political ecology, and political economy, this two-quarter program explored the root causes of the climate crisis. We strove to use an interdisciplinary framework to understand the context of climate change at regional, national, and international scales. In fall, students were introduced to the physical science behind climate change, and concurrently, investigated the dominant economic and ecological narratives about climate change through the lenses of political economy and political ecology. We examined in depth the scientific basis as well as the structural drivers of climate change (including colonialism, capitalism, and patriarchy), as well as how they are being challenged and resisted in the United States and beyond. We learned from historical and contemporary case studies, seeking to understand them scientifically as well as through the lenses of feminist, postcolonial, decolonizing, and Marxist thought. In winter, the program structure shifted to focus on climate justice, climate action, library research methods, and specialty work either in qualitative research methods or climate action projects.

Our program guiding questions included: What economic, historical, scientific, and socio-political processes have led us to the climate crisis? What are the complexities surrounding the climate crisis in the current moment? How might we transform our systems to emerge as a more resilient and equitable global society?

Program activities and assignments supported students in: building skills in climate science literacy and quantitative literacy; understanding the root causes of the climate crisis from multiple disciplinary lenses; understanding the process of international climate negotiations and deliberations in the context of historical inequities between core and periphery; developing a sophisticated understanding of the complexities and the multi-faceted nature of the social dimensions of climate change, and particularly the emerging discourse of climate justice; developing critical thinking skills to evaluate the effectiveness of various mitigation and adaptation solutions proposed to combat climate change and climate inequities in local and global contexts; synthesizing and integrating classroom learning with lived experience and other learning in the ‘real world’; developing skills and capabilities in collaborative learning and learning across significant differences; and developing public speaking and leadership skills through participation in seminar discussion, collaborative assignments, and presentations.

Fall: weekly activities typically included three lecture/discussions, two seminars, a workshop, and posting to discussion forums. Weekly lectures and one seminar were held via Zoom, and workshops and a second seminar were in-person (though students could opt to participate remotely). In addition, students attended the Global Women's Assembly for Climate Justice hosted by Women’s Earth and Climate Action Network. Students went on a walking tour of downtown Olympia to think about the climate crisis in the context of our local community. Students worked collaboratively in teams to prepare for a simulation exercise designed to recreate the United Nations' international conference on the climate crisis. Students attended guest lectures provided by Robin Hahnel (American University and Portland State University), Steven Niva (The Evergreen State College), Ruchira Talukdar (University of Technology Sydney), and Sarah Jaquette Ray (Humboldt State University).

Students were evaluated on: general learning and participation in program activities, particularly in twice weekly seminars; two quizzes to assess their knowledge of concepts and ideas from program texts and activities; six weekly written synthesis assignments based on program activities and texts; five worksheets based on in-program workshops; seven online discussion forum contributions based on

assigned texts, recorded lectures, or films; and collaborative work on researching an assigned country's position on climate change and participation in a simulation of a United Nations Conference of Parties climate negotiation.

Winter: weekly activities typically consisted of two lecture/discussions, a library research methods workshop, a workshop associated with climate action readings, a seminar on climate justice readings, and posting to discussion forums. Students attended a guest lecture by Pasang Sherpa (University of British Columbia). Students also chose a specialty track, either in qualitative research methods or working on climate action projects, and met weekly for associated work.

Students were evaluated: on general learning and participation in program activities, particularly in weekly workshop and seminar; nine seminar tickets; nine weekly writing assignments; nine online discussion forum contributions based on recorded lectures or films; two sets of synthesis and argumentative essays; and a major research paper and associated presentation. Students in the qualitative research methods specialty track were evaluated on nine assignments that involved coding and analysis of various forms of qualitative data that were provided or gathered by the student for their research paper, based on learning from Qualitative Research Methods in Human Geography (selections, ed. Hay, Ch. 6, 14, 3rd ed.). Students in the climate action project specialty track were evaluated on weekly written and oral progress reports, a final summary essay of work, and completion of the self-paced online Mastering En-ROADS training course from Climate Interactive.

Students read or watched: A History of the World in Seven Cheap Things (Patel and Moore); The Science and Politics of Global Climate Change, Third Edition (Dessler and Parson); Gun Island (Ghosh); Climate Change Evidence and Causes Update 2020 (National Academy of Sciences and The Royal Society); selections from Climate Change Justice and Global Resource Commons (Joshi);Carbon (Ervine, Ch. 1-3); Principles of Microeconomics (Mankiw, Ch. 23); selections from Climate Futures (ed. Bhavnani, et.al); Feminism and the Politics of the Commons in an Era of Primitive Accumulation (Federici); Colonization and Housewifization (Mies); Can This Tribe of 'Salmon' People Pull Off One More Win? (Kim); excerpts from Climate Change and Our Natural Resources: A Report from the Treaty Tribes in Western Washington and A Fair Shares Phaseout: A Civil Society Equity Review on an Equitable Global Phase Out of Fossil Fuels; Violent Borders: Refugees and the Right to Move (Jones, Ch. 7); The Global North-South and climate justice activism: Comparative Ethnography of Australia and India (Talukdar, Ch. 2); Who Feels Climate Anxiety? (Ray);Who's Counting? Marilyn Waring on Sex, Lies, and Global Economics (dir. Nash); This Change Everything (dir. Lewis); As Long As The River Runs (dir. Burns); Sun Come Up (dir. Redfearn); How to Let Go of the World and Love All the Things Climate Can't Change (dir. Fox); A Field Guide to Climate Anxiety: How To Keep Your Cool on a Warming Planet (Ray); All We Can Save: Truth, Courage, and Solutions for the Climate Crisis (ed. Johnson, Wilkinson); Regeneration: Ending the Climate Crisis in One Generation (Hawken); The Drawdown Review: Climate Solutions for a New Decade (Project Drawdown); Environmental Justice (Mohai et al 2009); Environmental Justice: Concepts, Evidence and Politics(Walker, Ch. 1, 3); The political ecology playbook for ecosystem restoration: Principles for effective, equitable, and transformative landscapes (Osborne et al 2021); Who speaks for the future of Earth? How critical social science can extend the conversation on the Anthropocene (Lovbrand et al 2015); "'How can experience of local residents be "knowledge"?' Challenges in interdisciplinary climate change research" (Yeh 2015); "A plural climate studies framework for the Himalayas" (Chakraborty et al 2021).

Students also read or watched: Climate Change Justice and Global Resource Commons (Joshi, Ch. 1); selected presentations from Washington Climate Assembly Learning Session 1 (Hardison-Tribal and Indigenous Sovereignty and Climate Change; Joshi-Ethical Considerations Around Climate Policy and Climate Justice); Slow Violence and the Environmentalism of the Poor (Nixon, Ch. 5); Drowned Out (dir. Armstrong); Legacy of Malthus (dir. Dhanraj); A Polycentric Approach for Coping with Climate Change (Ostrom); Climate Justice and Resilience Speaker/Event Series (Joshi-Climate Justice in Global Context;

panel-Sami Perspectives on Green Colonialism: Response to Climate Change; Whyte-Making Kin with Climate Change and Grossman; Mendez-Climate Change from the Streets; Leguizamon-Environmental Injustice and Genetically Modified Soybeans in Argentina); Climate Justice post-COP26 (Albert); Beyond the Green New Deal (Atkins); Building a Climate Resilient Food System - SFC Food Justice Encuentro (panel); Gather (dir. Rawal); Living Landscape videos; Washington Climate Assembly Learning Session 7.

EVALUATION:
Written by: Krishna Chowdary, Ph.D., Savvina Chowdhury, Ph.D., and Shangrila Joshi, Ph.D.

A transfer student, Colin Lamb came to *Climate Foundations* with a background in environmental studies, an interest in science fiction writing, and expressed a desire to approach climate studies from an interdisciplinary perspective. Overall, Colin had a successful two quarters. Colin demonstrated good engagement with program material, maintained excellent attendance, and offered critical contributions to class discussion that helped to build an engaging classroom dynamic. Colin made good progress in reading, writing and textual analysis, and was an enthusiastic and active member of our learning community. Colin worked successfully to develop an understanding of the multi-faceted nature of the social dimensions of the climate crisis, an awareness of climate inequities in a global context, and a critical analysis of the various solutions proposed to combat climate change. Colin struggled with and made some progress on some conventions of academic writing and also with adhering to assignment guidelines. With attention to these areas for improvement, Colin is prepared for further work in the interdisciplinary social sciences and related fields.

Fall: Twice-weekly seminar sessions in small groups offered students the opportunity to delve into close textual reading and develop their critical thinking skills in a collaborative setting. Colin was an engaged participant in seminar discussion, and would often offer thoughtful commentary and analysis. Colin completed five of six required weekly synthesis papers that were written clearly. Colin's weekly writing showed good progress, beginning to integrate nuances and complexity into analytical writing. Some of the best written work included engagement with the geopolitics of the climate crisis as described in *Climate Change Justice and Global Resource Commons (*Joshi). The writing could be improved by drawing directly on passages to support arguments and synthesizing across readings, workshops, lectures and films. Colin completed both exams, showing good engagement with key concepts and arguments.

Colin worked with two other students on a collaborative assignment to represent Qatar in a class exercise designed to simulate the United Nations climate negotiations process. Colin and team-mates prepared for the mock "Conference of Parties" (COP) by developing an understanding of key concepts such as the principle of common but differentiated responsibilities and respective capabilities, climate adaptation and resilience, climate mitigation (technology or policy), climate finance, loss and damages and climate justice. During the simulation exercise, students recreated the UN COP meeting and deliberated what an equitable negotiated agreement might look like in an international context. Working with team members Colin successfully participated in role-playing the part of country representatives during the day of the exercise.

Though Colin’s enthusiasm and engagement was strong, submitted work in climate science and quantitative literacy was weak. Good to quite good work on the workshop on the global carbon cycle was only partially reflected on the first quiz. Colin’s explanations of the greenhouse effect and its importance in climate change on quizzes were inadequate. Colin’s understanding of essential principles of climate science literacy could not be evaluated as that assignment wasn’t submitted. Colin did demonstrate solid ability to interpret and critique graphs in related workshops and the first quiz.

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Winter: Through two sets of synthesis and argumentative essays, Colin showed good understanding of the multifaceted discourse of climate justice by learning to distinguish between different theoretical, conceptual, and epistemological frameworks; and beginning understanding of foundational concepts in environmental justice. Colin demonstrated beginning skills in critically evaluating climate mitigation and adaptation initiatives through a lens of climate justice. Colin's preparation for weekly seminars was consistently an issue: occasionally demonstrating only a cursory engagement with the seminar texts, but often drawing on the wrong set of texts despite repeated reminders to do otherwise. However, Colin did regularly contribute to seminar discussions. Through engagement in an asynchronous discussion board forum, Colin completed very good work integrating learning across different components of the program to convey a reasonable understanding of foundational concepts in climate resilience.

Through participation in workshop activities and on writing assignments, Colin demonstrated understanding of many of the topics covered in the climate action part of the program. Colin was an active participant in workshop. Colin submitted three of the nine weekly writing assignments, which showed engagement with the primary texts and drew some connections between them and with program themes. Colin often showed deeper understanding, synthesis, and analysis in assignments submitted in other parts of the program that drew on texts from this part.

Colin completed a research paper titled 'Are Popular Narratives Surrounding Human-Nature Relationships Congruent with the Findings of Those in the EJ Discourse?' which successfully synthesized relevant peer-reviewed literature to produce a lucid and compelling analysis with a well supported thesis addressing a self-identified research question. Colin completed numerous assignments in preparation for the final paper including an annotated bibliography and draft paper. Colin participated in a peer feedback exchange process, providing thoughtful input on a peer’s draft paper. While Colin's paper was excellent overall, it could benefit from following citation practice more rigorously, and developing more fully the connections made with the environmental justice discourse as highlighted in the research question.

Colin demonstrated robust skills and capabilities in using qualitative research methods, including collecting data, coding, and analysis. A clear indication of this was seen in Colin's ability to apply these skills to incorporate analysis of relevant qualitative data in the form of two case studies to complement the literature review in the research paper for this program. Colin is advised to complete assignments in a timely manner so as to be able to benefit from feedback on earlier iterations of assignments.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 30

6 - Political Ecology of Climate Change
6 - Political Economy of Climate Change
4 - Climate Science and Quantitative Literacy
6 - Climate Justice and Resilience
2 - Climate Action
4 - Qualitative Research Methods
2 - Library Research Methods

EVERGREEN

The Evergreen State College • Olympia, WA 98505 • www.evergreen.edu

EVERGREEN TRANSCRIPT GUIDE

Accreditation: The Evergreen State College is fully accredited by the Northwest Commission on Colleges and Universities.

Degrees Awarded: The Evergreen State College awards the following degrees: Bachelor of Arts, Bachelor of Science, Master of Environmental Studies, Master of Public Administration and Master In Teaching. Degree awards are listed on the Record of Academic Achievement.

Educational Philosophy:

Our curriculum places high value on these modes of learning and teaching objectives:

- Interdisciplinary Learning
- Collaborative Learning
- Learning Across Significant Differences
- Personal Engagement
- Linking Theory with Practical Applications

Our expectations of Evergreen Graduates are that during their time at Evergreen they will:

- Articulate and assume responsibility for their own work
- Participate collaboratively and responsibly in our diverse society
- Communicate creatively and effectively
- Demonstrate integrative, independent, critical thinking
- Apply qualitative, quantitative and creative modes of inquiry appropriately to practical and theoretical problems across disciplines, and,
- As a culmination of their education, demonstrate depth, breadth and synthesis of learning and the ability to reflect on the personal and social significance of that learning.

Our students have the opportunity to participate in frequent, mutual evaluation of academic programs, faculty and students. In collaboration with faculty and advisors, students develop individual academic concentrations.

Academic Program

Modes of Learning: Evergreen's curriculum is primarily team-taught and interdisciplinary. Students may choose from among several modes of study:

- **Programs:** Faculty members from different disciplines work together with students on a unifying question or theme. Programs may be up to three quarters long.
- **Individual Learning Contract:** Working closely with a faculty member, a student may design a one-quarter-long, full-time or part-time research or creative project. The contract document outlines both the activities of the contract and the criteria for evaluation. Most students are at upper division standing.
- **Internship Learning Contract:** Internships provide opportunities for students to link theory and practice in areas related to their interests. These full- or part-time opportunities involve close supervision by a field supervisor and a faculty sponsor.
- **Courses:** Courses are 2-6 credit offerings centered on a specific theme or discipline.

The numerical and alpha characters listed as Course Reference Numbers designate modes of learning and are in a random order.

Evaluation and Credit Award:

Our transcript consists of narrative evaluations. Narrative evaluations tell a rich and detailed story of the multiple facets involved in a student's academic work. A close reading of the narratives and attention to the course equivalencies will provide extensive information about student's abilities and experiences. Students are not awarded credit for work considered not passing. Evergreen will not translate our narrative transcript into letter or numeric grades.

Transcript Structure and Contents: The Record of Academic Achievement summarizes credit awarded, expressed in quarter credit hours. Transcript materials are presented in inverse chronological order so that the most recent evaluation(s) appears first.

Credit is recorded by:

Quarter Credit Hours:	Fall 1979 to present
Evergreen Units:	1 Evergreen Unit (1971 through Summer 1973) equals 5 quarter credit hours
	1 Evergreen Unit (Fall 1973 through Summer 1979) equals 4 quarter credit hours

Each academic entry in the transcript is accompanied by (unless noted otherwise):

- The Program Description, Individual Contract or Internship Contract which explains learning objectives, activities and content of the program, course or contract.
- The Faculty Evaluation of Student Achievement provides information on specific work the student completed and about how well the student performed in the program or contract.
- The Student's Own Evaluation of Personal Achievement is a reflective document written by the student evaluating his or her learning experiences. Students are encouraged but not required to include these documents in their official transcript, unless specified by faculty.
- The Student's Summative Self Evaluation is an optional evaluation summarizing a student's education and may be included as a separate document or as a part of the student's final self- evaluation.

Transfer credit for Evergreen programs, courses and individual study should be awarded based upon a careful review of the transcript document including the course equivalencies which are designed to make it easier for others to clearly interpret our interdisciplinary curriculum. These course equivalencies can be found at the conclusion of each of the Faculty Evaluation of Student Achievement.

The college academic calendar consists of four-eleven week quarters. Refer to the college website (www.evergreen.edu) for specific dates.

This record is authentic and official when the Record of Academic Achievement page is marked and dated with the school seal.
All information contained herein is confidential and its release is governed by the Family Educational Rights and Privacy Act of 1974 as amended.
If, after a thorough review of this transcript, you still have questions, please contact Registration and Records: (360) 867-6180.