RECORD OF ACADEMIC ACHIEVEMENT

The Evergreen State College - Olympia, Washington 98505

OFFICIAL TRANSCRIPT DOCUMENT

Quick, Steven A — A00428779

Last, First Middle — Student ID

DEGREES CONFERRED:

Bachelor of Science — Awarded 10 Jun 2022

TRANSFER CREDIT:

Start	End	Credits	Title
09/2011	12/2015	63	**Tacoma Community College**
09/2013	12/2014	27	**University of Washington**

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/2020	12/2020	16	**General Biology: Cells, Populations, and Ecosystems** *5 - Biology: Ecology and Evolutionary Biology* *4 - Biology: Molecular and Cellular Biology* *5 - Biology: Plant and Animal Physiology* *2 - Technical Writing*
01/2021	06/2021	16	**General Chemistry** *16 - General Chemistry with Laboratory*
01/2021	03/2021	4	**Applied GIS: Environmental Science** **4 - Applied GIS*
03/2021	06/2021	4	**Soil Science** **4 - Soil Science*
06/2021	09/2021	8	**Field Ornithology** **4 - Ornithology* **4 - Avian Research Methods*
09/2021	12/2021	16	**Forests** **2 - Forest Ecology Seminar* **4 - Forest Ecology and Applied Forest Measurements* **4 - Bryophyte and Lichen Ecology* **3 - Bryophyte and Lichen Taxonomy* **3 - Remote Sensing and GIS for Forest Resources*
01/2022	06/2022	32	**Undergraduate Research with D. Fischer** **32 - Undergraduate Research in Forest Ecology, Forest Carbon, Forest Modeling, and Ecosystem Science*

Cumulative

186 Total Undergraduate Credits Earned

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It has taken nearly ten years of physical labor, financial hardship, and personal development to finally achieve the completion of my undergraduate degree. I have always been determined to pursue higher education, but a younger version of myself struggled to align his passion and goals with personal desires and financial responsibility. A three-year experience in field conservation with Americorps offered the structure I needed to grow and the tuition assistance to make college a real possibility again. I didn't take this opportunity lightly, and built a reputation for responsibility, accountability, and leadership that persisted long after I left. This experience also allowed me to discover a passion for the environment that I hadn't previously considered, which motivated me to contribute to something bigger than myself.

At The Evergreen State College, I spent two years capitalizing on my professional experience in field conservation and restoration ecology with a Bachelor of Science Degree. I set out to develop a basic understanding of ecology across various species and ecosystems, which included evolutionary, molecular, and cellular biology, as well as plant and animal physiology. I built on this initial plan by developing research skills in plant and animal studies which included ornithology, forest ecology, epiphyte ecology and taxonomy, as well as applied forest measurement soil science, and geographic information systems. To serve as a capstone, I accepted an opportunity to lead and participate in advanced research with the Lab of Plant and Community Ecology. I developed skills in project management, research design, grant writing, reporting, and presenting, as well as experience in carbon modeling using tools such as the Forest Vegetation Simulator, statistical analysis packages including R and JMP, and lab analysis including elemental, infrared gas, and loss-on-ignition methods. This work also added to my experience collaborating with multiple people and types of agencies, as well as explaining complex ideas to a variety of audiences including colleagues, national and international scientific conferences, and the public. These studies have honed my professional experiences, providing the ability to think critically and solve problems related to complex environmental issues.

My skills, interests, and motivation allow me to enjoy and succeed at doing various kinds of work including physically strenuous activities, as well as office-oriented work like data analysis. Outside of my classes, I spent time working with unmanned aerial systems, remote sensing technology, video editing software and graphic design, as well as virtual classes in blockchain from the Massachusetts Institute of Technology and communication from Stanford University. My goals now include more professional development that involves ecosystem function and natural resource management. I have a keen interest in emissions trading systems and I'm tentatively planning to pursue a graduate degree within five years related to this field. The quality of a potential employer is more important to me than the type of work, so long as it contributes to a greater mission that aligns with my goals and worldview, and welcomes opportunities for continued learning.

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January 2022 - June 2022: Undergraduate Research with D. Fischer

32 Credits

DESCRIPTION:
Faculty: Dylan Fischer, Ph.D.

Rigorous quantitative and qualitative research is an important component of academic learning in Environmental Studies. This independent learning opportunity, titled **Undergraduate Research in Environmental Studies**, is designed to allow advanced students to delve into real-world research with faculty who are currently engaged in specific projects. The program will help students develop vital skills in research design, data acquisition and interpretation, written and oral communication, collaboration, and critical thinking skills—all of which are of value for students who are pursuing a graduate degree, as well as for graduates who are in the natural resources job market. The research conducted by the student can function as a capstone or cornerstone of the student's academic work at Evergreen.

In research with Dylan Fischer, students study ecology and ecosystem function in forests and prairie ecosystems. This research program includes a combination of field/lab work in riparian areas, forests, and prairies throughout the western United States and South America; sampling plant community interactions, analysis of above-ground/below-ground relationships in trees, soil ecology, and biogeochemistry. This work addresses themes in genes-to-ecosystems research, global climate change, biodiversity, ecosystem function, forest carbon cycling, and restoration ecology.

Lab-based activities include measurement and modeling of forests, chemical analysis of plants and soils, soil biogeochemical analysis, plant community analysis, and use of geographic information systems (GIS). Field work includes studies on species interactions, community ecology, fluxes of nutrients, water and energy through ecosystems, soil carbon flux, and ecosystem carbon balance. Students are required to keep a rigorous field sampling schedule, take responsibility for a major research project, aid other students in research projects, actively participate and present in weekly lab meetings, and compile a weekly report on all weekly research activities. Students also engage in actively summarizing scientific literature, preparing scientific abstracts, attending scientific conferences, and writing manuscripts for peer-reviewed journals based on their research work.

EVALUATION:
Written by: Dylan Fischer, Ph.D.

In 2022, Steven was a stellar member of a small research group in my lab. Steven's research was based on the analysis and collection of data from Ellsworth Creek Preserve, a temperate rainforest ecosystem managed by The Nature Conservancy (TNC). Steven modeled carbon change in this forest ecosystem in response to active management scenarios using the common forest modeling software, the Forest Vegetation Simulator (FVS). This was a collaborative research effort with TNC, and Steven had to manage a weekly research schedule, regular deliverables, as well as meetings with graduate students and TNC staff. Steven also conducted field surveys for soil organic matter sampling, and learned how to process and analyze samples for carbon content using combustion and elemental analysis techniques. In addition to discussing this work in regular lab meetings, Steven also submitted conference abstracts to both the annual Northwest Scientific Association meeting in March (2022), and The Ecological Society of America (August, 2022). Steven also submitted grant proposals related to this work. Finally, at the end of winter quarter, Steven gave an outstanding presentation at the Northwest Scientific Association meetings, and is scheduled to present at the international Ecological Society of America meetings in Montreal this summer. Steven received grants from the Northwest Scientific Association, a Capstone Research Fund, and The Ecological Society of America to complete this work. Steven communicated regularly, provided weekly summaries of all papers read and tasks accomplished, attended all regular

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meetings, helped others, gained new skills, and was professional in all research work. I was continually impressed by Steven's independence, diligence, sophistication and innate talent for forest ecology research. He was a quick learner, a great collaborator, and a productive researcher. The research has tremendous potential.

In addition to the above research, Steven also was responsible for conducting elemental analysis of soil samples using a Perkin-Elmer 2400 CNHSO Elemental Analyzer, and conducting monthly measurements of soil CO_2 efflux in long-term forest measurement plots using a portable ADC LC-Pro Infra-red gas analyzer. Steven also helped other students in the lab working on analysis of soil samples for carbon content, and field measurment of forest trees in long-term measurement plot. Further, Steven completed training as a drone pilot in order to use drone footage to compliment his work. Steven also completed multiple modules on ecological statistics, and using the program R for statistical analysis.

Steven has established a simply amazing portfolio of experiences. Steven's self-evaluation of this experience should serve as an excellent deeper description of learning accomplishments.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 32

*32 - Undergraduate Research in Forest Ecology, Forest Carbon, Forest Modeling, and Ecosystem Science

* indicates upper-division science credit

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Student Self Evaluation for Undergraduate Research with D. Fischer
01/2022 - 06/2022

Undergraduate research with Dr. Fischer served as an ambitious capstone project to demonstrate the skills I've built and finish off my degree. I used the Forest Vegetation Simulator to model forest floor carbon for comparison to empirical measurements of O-horizon soil carbon. We collected 40 soil samples in the field and sieved them into more than 300 measurable fractions. Organic fractions were analyzed for organic material using loss-on-ignition methods, and elemental composition using a CHN analyzer. These measurements were used to extrapolate our sample data for comparison to model estimates using R. I was awarded two research grants from the Northwest Scientific Asssociation (NWSA) and Evergreen Student Capstone Fund for this work. I also gave a talk at the NWSA's annual meeting and I will give another in Montreal this August at the Ecological Society of America's annual meeting, which I was also awarded funding to attend. As a result of this work, I have become confident in my ability to lead basic statistical analysis, write winning grant proposals, model forest growth and carbon, solve problems and answer questions with the scientific approach, and understand how conclusions may implicate current forest and land-use practice or policy.

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September 2021 - December 2021: Forests

16 Credits

DESCRIPTION:
Faculty: Lalita Calabria, Ph.D., and Dylan Fischer, Ph.D.

In this upper division program students learned about Forest Ecology and Measurements, applied GIS, and Lichen and Bryophyte Ecology and Taxonomy. A significant emphasis was placed on providing students with broad range of perspectives in forest ecology, from foundational concepts (ie, disturbance, forest structure and succession) to measurement methods and emerging issues in forest management. The ecology of lichens, bryophytes and mycorrhizal fungi was also examined within the context of forest ecosystems. Student understanding was assessed through quizzes, exams, field and lab assignments, asynchronous seminar discussions and video essays. Each major component of the program is described below followed by evaluations of student performance.

The Forest Ecology section of the program combined lectures with readings from *Forest Ecosystems* (Perry, Hart, and Oren, 2nd edition). Students completed weekly quizzes, a midterm, and a final exam to assess learning in lectures and readings. These experiences were paired with weekly labs where students learned about hands-on quantitative approaches and tools in forest measurements, forest carbon inventory, soils, and field methods for assessing plant diversity (including bryophytes).

In a series of computer labs focusing on the use of GIS, students learned to use a variety of GIS tools in the context of forest ecosystems (AcrGIS Online, Arc GIS Pro, and Google Earth Engine). Labs were paired with field sites for forest measurements and focused on applied learning in forest GIS and remote sensing.

Lectures in bryophyte and lichen ecology emphasized research based in temperate forests and were supported by chapters from Glime's, *Bryophyte Ecology,* Brodo's, *Lichens of North America*. During weekly bryophyte and lichen taxonomy labs, students spent a significant amount of time learning to use dichotomous keys and microscopes to identify unknown bryophyte and lichen specimen using McCune and Hutten, *Common Mosses of Oregon and Washington* and McCune and Geiser, *Macrolichens of the Pacific Northwest*. In the field, students engaged in plot-based sampling methods for estimating lichen and bryophyte diversity and expanded on their identification skills. Students demonstrated their understanding through the completion of field data summaries, an identification notebook and a final exams.

A final video essay allowed students the opportunity to demonstrate a deep knowledge of each component of the program in the context of their field sites. For seminars, students read Luoma's *The Hidden Forest: The Biography of an Ecosystem* (by Luoma), and *Finding the Mother Tree: Discovering the Wisdom of the Forest*(by Simard). Students also read many scientific journal articles and responded in weekly discussionassignments that summarized key concepts related to each reading.

EVALUATION:
Written by: Lalita Calabria, Ph.D., and Dylan Fischer, Ph.D.

In the Forest Ecology section of the program Steven's demonstration of learning was uniformly excellent, especially in the completion of difficult essay questions on exams. Steven went the extra mile to gain tremendously in better understanding principles and previous studies in forest ecology. Theoretical work was paired with learning advanced field methods for forest science. Students were asked to apply a broad spectrum of field techniques to the measurement of long-term research plots and compiled those measurements into a forest carbon budget. Steven's work in our regular field labs was again excellent.

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Work in GIS gradually increased in complexity through the quarter. Students were tasked with creating final maps in GIS for long term research sites, integrating resources in raster and vector datasets, and working with state-of-the-art technology in script-based GIS and satellite image analysis. In this work Steven's combined performance on weekly labs was excellent. Steven took the time to really understand critical concepts, help peers, and add detail to each project and lab.

In bryophyte and lichen ecology, Steven's performance on weekly quizzes and exams indicated a good understanding of the topics covered. Steven contributed to all aspects of the bryophyte and lichen field work in forest plots, which resulted in a species list and percent cover estimates for ground-dwelling taxa. The quality and accuracy of Steven's work in this portion of the program reflected an overall solid understanding of the plot-based sampling approaches that we used to estimate bryophyte and lichen species richness.

Steven showed steady improvement with bryophyte and lichen identification skills this quarter. The first 10 notebook entries submitted were adequate with regards to quality and completeness. The final 10 entries notebook were of excellent quality and included, well-labeled photographs with scale and magnification, highlighting the diagnostic features for each species keyed. Overall, Steven demonstrated a solid grasp of the morphological terminology and using dichotomous keys to identify an unknown species. On the final sight identification exam, Steven demonstrated a good ability to identify 15 common lichen genera using scientific names but struggled to show mastery of sight recognizing 20 common moss species.

Steven's final video essay on natural history and ecology of a section of our long-term research forest at Evergreen was generally outstanding and really reflected a nice culmination of his learning over the entire quarter. Steven's demonstration of knowledge and engagement in seminars evaluating published books and scientific journal articles was again excellent, principally because Steven took the time to really engage with the material.

Finally, this quarter was a unique opportunity to blend lichen and bryophyte taxonomy and ecology with general forest ecology in field and remote settings. This approach emphasized independence in student learning. Forest science is an inherently interdisciplinary field, and students dealt with that component in a hands-on way. In this context, successful completion of this program should be seen as a major accomplishment. Steven should be very proud of all work completed this quarter.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

*2 - Forest Ecology Seminar
*4 - Forest Ecology and Applied Forest Measurements
*4 - Bryophyte and Lichen Ecology
*3 - Bryophyte and Lichen Taxonomy
*3 - Remote Sensing and GIS for Forest Resources

* indicates upper-division science credit

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June 2021 - September 2021: Field Ornithology

8 Credits

DESCRIPTION:
Faculty: Alison Styring and Daniel Froehlich

Field Ornithology was an 8-credit program focused on birds as a unique group of terrestrial vertebrates and as the focus of conservation-oriented research, restoration, and monitoring. This program was intended to foster the development of foundational knowledge of avian biology as well as strong bird identification and natural history skills. This was a hybrid program with online components that included electronic documents covering weekly readings, lectures, and assignments, video lectures and tutorials, and quizzes. We met in-person once a week to learn specific field methods that are widely used in field studies. Weekly web-meetings were designed to support learning of textbook material and field identification and to undertake analytical approaches to understanding the field data we would collect during in-person field workshops.

Students learned about key elements of avian biology important to understanding the evolution and ecology of birds. Avian biology topics drew from readings from two current textbooks: *The Handbook of Bird Biology* (3rd edition, Lovette and Fitzpatrick) and *Ornithology* (4th edition, Gill and Prum). Topics included: avian evolution, taxonomy, and patterns of diversity; the biology of bird vocalizations and avian communication; the anatomical systems of birds and how they are adapted for flight; feathers and avian molt ecology; and avian life histories and population biology. Textbook learning was supplemented with readings focused on the concept of integrity including: data integrity, procedural integrity and institutional integrity within the scientific community as a whole societal endeavor. This was linked with the concepts of reputation, diversity, equity, and inclusion. Learning in this area of the program was assessed via weekly quizzes.

Students also worked to learn and improve their avian identification skills in the field. The emphasis was on learning common species of local birds and observing/documenting their distinguishing traits. Students demonstrated their learning via weekly submissions of eBird checklists (ebird.org) as well as individual observations of species via an iNaturalist project (iNaturalist.org).

Students gained experience with commonly used field methods via five assignments. Each assignment introduced students to a field method via readings, videos, and in-person instruction. The methods included: (1) monitoring species presence using autonomous field recorders, (2) point counts (with distance sampling) and associated habitat surveys, (3) observation and quantification of foraging behavior, (3) bird banding, and (4) study of birds using indirect observation (signs of presence such as prints, scat, and pellets). Each field method was linked to an assignment that provided them with the opportunity to enter their data into spreadsheets, analyze their data, and interpret their findings.

Students synthesized their learning via a final project in which demonstrated the links between the various components of the program and provided the student with the opportunity to showcase their skills and learning. Students wanting to delve further into avian biology and field research undertook an optional upper division science credit project in which they designed a study from question to field design to analysis and scientific report-writing. The research project provided students the opportunity to gain more experience in an area of their interest and practice skills and field methods, analysis, and scientific communication.

EVALUATION:
Written by: Alison Styring and Daniel Froehlich

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Steven Quick demonstrated effective learning in this program. Steven's learning and understanding of avian biology was excellent as assessed by weekly quizzes. Steven also provided thoughtful insight and commentary on the larger issues of science, society, birding, and inclusion.

For the field identification component of the program, Steven demonstrated an ability to master the technological and online components while thoroughly completing the assignments.
Steven's submissions showed excellent growth in the ability to find, document and identify new species from week to week, demonstrating effective use of field guides and online resources for support and to incorporate advice from prior submissions.

Steven's work in the field methods component of the program was good with a growing attention to detail as demonstrated in documentation of field notes and acoustic recordings. Steven also submitted spreadsheets, graphs, and written interpretations that were well-organized and demonstrated a good foundation in avian research methods.

Steven's final project was a research project that looked at the order of singing of species in the dawn chorus. Steven designed an effective project and made recordings at two different field sites over a period of days. Steven then analyzed the sequence of singing using a probability approach and found that there was strong evidence that the first singers did, in fact, sing in a predictable sequence. The project reflected substantial field and analytical work and the paper and final presentation were well-constructed and effective.

It was a pleasure working with Steven.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

*4 - Ornithology
*4 - Avian Research Methods

* indicates upper-division science credit

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March 2021 - June 2021: Soil Science

4 Credits

DESCRIPTION:
Faculty: Steve Scheuerell, Ph.D.

The Soil Science course closely followed the text The Nature and Properties of Soils (15th ed. by Weil and Brady) to introduce the biological, physical, and chemical properties and processes of soils in agriculture, forestry, and urban settings. Lectures and discussion focused on key concepts and figures from the text, and students were assigned study questions from each chapter to test their understanding.

EVALUATION:
Written by: Steve Scheuerell, Ph.D.

Steven earned upper division soil science credit by demonstrating an excellent understanding of the physical, chemical, and biological foundations of soils by thoroughly and accurately completing assigned questions from each chapter of the text, *The Nature and Properties of Soils*, 15th Ed. Steven's written work also showed a solid understanding of ecological soil management practices that can meet productivity and soil conservation goals.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

*4 - Soil Science

* indicates upper-division science credit

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January 2021 - March 2021: Applied GIS: Environmental Science

4 Credits

DESCRIPTION:
Faculty: Dr. Ken Tabbutt

This course included lectures on GIS topics, ArcGIS Online labs, ArcGIS Pro labs, and independent project work. The lectures included an overview of GIS, GPS, projection and coordinate systems, remote sensing, and context for lab assignments (Critical Areas of the Growth Management Act, plate tectonics). Students completed ArcGIS Online tutorials that covered using the Living Atlas, creating web maps, apps, and dashboards. They learned to use filters, create buffers, data enrichment, configure pop-ups, change styles and create elevation profiles. The ArcGIS Pro labs focused on terrain analysis; students learned to import DEMs, reclassify, clip, select by location and attribute, create and populate fields, create and edit shapefiles, delineate wetlands, import xy data, create 3D scenes, and use other tools. There was an emphasis on importing both raster and vector data from multiple sources including LandSat 8 imagery. Students also learned how to create publication-quality maps in Layout. Their independent project provided an opportunity for students to use GIS to answer a question involving spatial data. Students developed a question, define the necessary data and order of operations, find and download the data, and complete a final map that addressed the question.

EVALUATION:
Written by: Dr. Ken Tabbutt

Steven was a very engaged student, completing nearly all of the assignments in a timely manner and demonstrating an excellent understanding of the GIS tools and theory covered in this course. Steven consistently completed the more difficult optional components of the labs and the results of his assignments were excellent. He showed attention to detail and proficiency with both ArcGIS Online and Pro platforms. Steven's independent project examined if access to community gardens, parks, and outdoor recreation is racially equitable in the city of Tacoma. He utilized a variety of data including census and city of Tacoma park data. His final map was clear, informative and the symbology addressed the central question. Steven was able to conceptualize and implement the steps needed to answer a question using GIS.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

*4 - Applied GIS

* indicates upper-division science credit

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January 2021 - June 2021: General Chemistry

16 Credits

DESCRIPTION:
Faculty: Robin J. Bond, Ph.D.

This program covered basic principles of general chemistry including atomic structure, principles of bonding, molecular geometry, stoichiometry, aqueous solutions, thermochemistry, gases, intermolecular forces, colligative properties, kinetics, equilibrium, acids and bases, buffers, solubility, thermodynamics, and electrochemistry. Students read from the textbook (McMurray and Fay, 2nd ed.), watched video lectures, and answered reading questions before class. Students' mastery of learning objectives was assessed via did homework problems and weekly quizzes. Students also participated laboratory experiences such as hydrolysis, thermochemistry, and gravimetric analysis, kinetics, intermolecular forces, and solubility.

EVALUATION:
Written by: Robin J. Bond, Ph.D.

Steven's work in this program ranged from very good to excellent. Steven submitted some of the reading question sets in a timely fashion. Steven submitted 29 out of thirty-three homework sets, which generally demonstrated very good understanding of the material. Steven's performance on quizzes showed excellent comprehension. Steven's lab reports were generally good and showed potential for thoughtful data analysis. Overall, Steven showed mastery of all of the learning objectives for the course.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

16 - General Chemistry with Laboratory

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September 2020 - December 2020: General Biology: Cells, Populations, and Ecosystems

16 Credits

DESCRIPTION:
Faculty: Amy E. Cook, Ph.D., Erik V. Thuesen, Ph.D.

This program provided students an opportunity to gain a deeper understanding of biology at a variety of scales including cell/molecular biology, organismal physiology, and ecology. Using the text *Biological Science*, 6th ed. (Freeman, et al. 2015) and attending on-line lectures, students studied the basic tenets of evolution, genetics, biological molecules, cellular respiration, photosynthesis, the biology of prokaryotes, protists, and viruses, plant and animal physiology, and ecology. Throughout the quarter students examined connections between these topics and between the scales at which we study biological systems. Students were assessed based on their performance in weekly homework assignments and exams. These assessments gauged understanding of the concepts covered in the textbook and lectures, their ability to apply those concepts, and their problem-solving abilities.

Because of COVID-19 restrictions, in-person lab and field activities were very limited. In lab, students acquired bench skills in data collection and analysis, making solutions, spectrophotometry, algal pigment extraction, microscopy, and sampling with quadrats and transects. If unable to attend lab, students had options of studying scientific illustration or technical writing. Scientific illustration included lectures and assignments to improve students artistic skills and visual communication skills. A final project, on a topic of the student's choosing, was assessed based on its design, content, and how effectively it communicated scientific concepts. Technical writing focused on using ‘Plain Language’ to write several different kinds of work, including resumes, abstracts, technical descriptions and a final recommendation report. Everything went through at least one round of peer review before final submission.

EVALUATION:
Written by: Erik V. Thuesen, Ph.D.

Steven has done very good academic work in this program. He exhibited good work habits, arriving punctually and prepared for class. In the Ecology and Evolutionary Biology section of the program, Steven did very good work on assignments and exams. His best work was regarding macroevolution, natural selection, and competition for light among plants in a Pacific Northwest forest. In Molecular and Cellular Biology, Steven correctly demonstrated understanding of DNA transcription and translation, cell replication, and the structure and function of proteins and lipids. In Plant and Animal Physiology, Steven’s best work was in water and nutrient absorption in plants and circulatory systems of animals. On assignments and exams, Steven demonstrated the ability to carry out a variety of quantitative tasks including the determination of expected genotype frequencies under Hardy-Weinberg equilibrium, and the use of the equation for Fick’s Law to answer questions about respiratory physiology and morphology in animals. In Technical Writing, Steven did excellent work with a focus on writing about topics related to forests. He improved his ability to write succinctly in Plain Language. His final recommendation report concerned different types of chainsaws for tree maintenance. It went through several drafts, each one improved upon the last. The writing and document design were excellent. Steven also did an excellent job in the peer review of other work.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

5 - Biology: Ecology and Evolutionary Biology
4 - Biology: Molecular and Cellular Biology
5 - Biology: Plant and Animal Physiology
2 - Technical Writing

EVERGREEN

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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.