



Aune, Marina Rose

A00413530

Last, First Middle

Student ID

**CREDENTIALS CONFERRED:**

Bachelor of Arts and Bachelor of Science    Awarded 06 Sep 2024

**TRANSFER CREDIT:**

Start	End	Credits	Title
01/2013	03/2018	86	<b>South Puget Sound Community College</b>
01/2013	03/2018	4	<b>South Puget Sound Community College</b>

**EVERGREEN UNDERGRADUATE CREDIT:**

Start	End	Credits	Title
09/2018	06/2019	24	<b>China and Japan: Traditional and Contemporary "Silk Roads"</b> <i>8 - Introduction to Chinese and Japanese History and Culture</i> <i>3 - Reading Responses: Writing and Visual Representation</i> <i>3 - Integration Papers: Japanese Aesthetics, Pirates of Japan and East Asia, and Impact of Modernization</i> <i>4 - Research and Presentation: Chinese and Japanese Dragons and Transforming Dragons</i> <i>6 - Visual Arts and Calligraphy</i>
09/2018	12/2018	4	<b>Japanese - First Year I</b> <i>4 - First Year Japanese</i>
09/2018	12/2018	2	<b>Evergreen Student Civic Engagement Institute</b> <i>2 - Civic Engagement</i>
01/2019	03/2019	4	<b>Japanese - First Year II</b> <i>4 - First Year Japanese</i>
04/2019	06/2019	4	<b>Japanese - First Year III</b> <i>4 - First Year Japanese</i>
09/2019	12/2019	16	<b>Almighty God(s): Religion and Power in the Near and Middle East</b> <i>4 - Study of Religion/Islamic Studies</i> <i>4 - Modern Middle Eastern History</i> <i>4 - Ancient Near Eastern and Mediterranean religions</i> <i>4 - Ancient Near Eastern and Mediterranean history</i>
01/2020	06/2020	16	<b>Psychology and Social Justice: Making Change Happen</b> <i>6 - Human Development</i> <i>6 - Social Psychology</i> <i>4 - Social Psychology and Social Justice</i>
01/2020	03/2020	4	<b>Theories of Personality</b> <i>4 - Psychology</i>
06/2021	09/2021	8	<b>A Writer's Paradise</b> <i>4 - Creative Writing</i> <i>4 - Literature Studies</i>



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**EVERGREEN UNDERGRADUATE CREDIT:**

Start	End	Credits	Title
09/2021	03/2022	24	<b>In Sickness and In Health</b> 2 - Narrative Psychology 6 - Medical Anthropology 4 - Sociology of Health, Illness, and Healing 2 - Community Psychology 2 - Positive Psychology 4 - Applied Anthropology 4 - Ethnography
03/2022	06/2022	10	<b>Chemistry Counts!</b> 10 - Introductory Chemistry with Laboratory
03/2022	06/2022	2	<b>TRiO @ Evergreen: Preparing for Graduate School</b> 2 - Professional Identity Development
06/2022	09/2022	8	<b>General Biology</b> 8 - General Biology with Laboratory
09/2022	03/2023	24	<b>The Fungal Kingdom</b> *8 - Fungal Biology and Ecology *6 - Lichen Biology and Ecology *5 - Fungal Taxonomy *5 - Lichen Taxonomy
04/2023	06/2023	8	<b>Water Quality in the Pacific Northwest: Chemistry, Organisms, Ecology</b> *4 - Water Quality and Physiology of Aquatic Organisms *4 - Water Quality and Aquatic Ecology
04/2023	06/2023	4	<b>GIS for Field Data Collection</b> *4 - Geographic Information Systems
09/2023	12/2023	8	<b>Microgreens</b> *4 - Plant Biology and Cultivation *4 - Applied Research in Plant Cultivation
09/2023	12/2023	4	<b>GIS: Introduction and Principles</b> 4 - Geographic Information Systems
01/2024	03/2024	4	<b>Cascadia: Environment and History of the Pacific Northwest</b> 2 - History 2 - Environmental Humanities
01/2024	03/2024	4	<b>Environmental Economics</b> *4 - Environmental Economics
01/2024	03/2024	2	<b>Introduction to Programming: Python I</b> 2 - Introduction to Programming



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**EVERGREEN UNDERGRADUATE CREDIT:**

Start	End	Credits	Title
06/2024	09/2024	8	<b>Statistics and Research Methods for Psychology and Other Social Sciences</b> <i>4 - Introductory Statistics (Descriptive and Inferential)</i> <i>4 - Psychology: Research Methodology</i>

**Cumulative**

282 Total Undergraduate Credits Earned



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At Evergreen, I focused on cultural and environmental studies and various other subjects, including anthropology, social justice, disability studies, religious studies, and sociology. Through these interdisciplinary programs, I discovered the connections between environmental studies and disability justice and how to bridge the geographical information system (GIS) to them. Being able to synthesize these differing disciplines directly made my time at Evergreen all the more impactful.

I began my studies focused on humanities and social sciences. Halfway through, I took a chance and pursued my passion for environmental studies despite the increased barriers to access I knew would arise. I then discovered what access support was available at Evergreen, which helped me realize what was missing and what could have been.

Now that my passion has morphed into including environmental studies, social science, and disability justice, I have utilized GIS to bridge the connection between environmental studies and disability justice better to understand the shortcomings from the inside of these fields. Multiple class projects linked class material to real-world problems of accessibility. In my GIS classes, I collected and showcased the absences in benches around The Evergreen State College, with this data meant to serve as a resource for disabled students to have a much-needed place to sit. Using ArcGIS, I field-sourced over 40 benches around Evergreen and found the biggest gap in access between the Costantino Recreation Center and on-campus housing. I created this survey with Survey123, and it remains accessible for the community to contribute data. I worked in the Winter quarter of 2024 to showcase the benches in 3D and created a printable map form so that Access and TRIO services could utilize and share the data with students.

Within these sciences, I increased my observational skills during fieldwork, microscopy, chemical testing, dichotomous keys, and how to use molecular tools to identify mushroom and lichen specimens. I also utilized some of the resources Evergreen has to offer, like the Evergreen Ecological Observation Network (EEON) plots and the acres of natural resources around campus. As fieldwork is often inherently less accessible, I found it necessary to rely on the flexibility of the community to adjust to meet the access needs of individuals so that we, as disabled students, can fully participate in the sciences.

Disabled voices are needed in the world of science, as science disproportionately impacts those excluded from the field. I will help increase the number of disabled voices in STEM by continuing projects I started in my undergraduate work and contributing knowledge to the broader field. Looking towards the future, I see myself in the environmental sector doing remote work utilizing GIS as a tool to reduce and bring awareness to barriers in accessibility. GIS was the lynchpin in connecting my interests in disability justice and environmental studies by demonstrating how maps and surveys can be used in most disciplines to show the public more easily digested information.

During In Sickness and in Health, I utilized ethnography through the biopsychosocial lens to explore the construction of health and healthcare on the macro and micro scales (systems and individuals). I created a project with my classmates that showed the need for a Disabled Students club to be representatives that would better speak to access needs on and around campus. Ironically, the club did not work out due to barriers to access. However, I was able to coordinate and consult with Access Services and TRIO Disability Support, where I developed ongoing relationships for the remainder of my time at Evergreen.

My goal is to continue advocating for more accessibility and disability awareness in STEM from the inside, for both visible and invisible conditions; by using GIS within environmental studies, focusing on access and disabled bodies. I plan to pursue ecofeminism and climate justice to further showcase the disparities of access. I also look forward to using LIDAR and drone mapping expanding on my prior research at Evergreen.

Being a disabled student provides me the insight to help fill unmet needs, serve environmental justice principles, and bridge the gap between students and resources to reduce their burden so they can focus on their studies. In reality, environmental advocacy and disability advocacy are intertwined in the protection and honoring of life.



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Disability comes for us all, whether it be an injury, chronic illness, age, or a variety of other causes. Being able-bodied is a privilege we could lose at any time, so it is essential to make the world more accessible for us all.



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**June 2024 - September 2024: 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.

Marina Aune was enrolled in *Statistics and Research Methods for Psychology and other Social Sciences* during Summer 2024. Marina did excellent work throughout and earned full credit.

Marina's work this quarter was uniformly excellent. Marina was one of the strongest students in the class in terms of calculation ability and grasp of the statistical concepts underlying the calculations. Marina was a diligent student who always came to class prepared and benefited from attentive listening in class. Marina was clearly engaged in the work. Marina's exam performance was solid, with virtually perfect work on even the most difficult calculations on all exams. Marina's research methodology exam was also superior. Marina has an excellent command of the material in statistics and research methodology. Overall, Marina is well prepared for advanced study in statistics and research methodology, should Marina 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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**January 2024 - March 2024: Introduction to Programming: Python I**

**2 Credits**

**DESCRIPTION:**

Faculty: Omar Darwish, D.Sc.

This course served as an introduction to Python programming, aiming to provide students with foundational knowledge in programming concepts, Python syntax, effective problem-solving strategies, and essential programming structures. The curriculum covered topics such as control flow, functions, data structures, modular programming, and practical applications of Python libraries. Students completed a total of nine programming labs and participated in nine discussions throughout the duration of the course. The course concluded with a practical final project where students applied their acquired skills, emphasizing the project's importance in synthesizing and showcasing their understanding of Python programming.

**EVALUATION:**

Written by: Omar Darwish, D.Sc.

Marina demonstrated effort in grasping Python programming fundamentals throughout the course. She showed satisfactory performance in the completed programming labs, showcasing a basic understanding of Python syntax, problem-solving techniques, and essential programming structures. Moving forward, I recommend that Marina applies what she has learned in a real-life programming project. This practical application will aid in solidifying her understanding and skills. I also recommend that Marina pays more attention to time management strategies to ensure completion of assignments and participation in all course components. This adjustment will contribute to a more comprehensive understanding of Python programming, setting a foundation for continued growth in the field.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2**

2- Introduction to Programming



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## **January 2024 - March 2024: Environmental Economics**

4 Credits

### **DESCRIPTION:**

Faculty: Kathleen M. Saul, Ph.D.

Economic concepts are becoming increasingly common in environmental decision-making and policy formulation. For example, in 2021, lawmakers in Washington State passed the Climate Commitment Act (CCA) to reduce climate changing greenhouse gas emissions. The CCA requires businesses covered to purchase at auction allowances equal to their levels of emissions. Lawmakers estimated the new tax on carbon emissions would lead to a \$0.10 to \$0.15 increase in the per gallon price of gas; instead, Washington drivers paid up to \$0.45 per gallon more than in previous years. Still, the program raised over \$2 billion for building electric ferries, allowing those 18 and under to ride public transportation for free, and building and installing air quality monitors in areas of the state hard hit by wildfires. For Environmental Studies students to understand the details and ramifications of this and other economically focused policies and to ensure they can be at the table with decision-makers and have a voice, students must possess a good grasp of basic economic concepts.

In Environmental Economics, students were introduced to Classical, Neoclassical, Environmental, and Ecological Economics perspectives, and the "Debt Empire"/Indebted Man (the Theory). Weekly readings from peer-reviewed articles, book chapters, government documents, and weekly lectures delved into economic analyses and related topics. These included: Costs (social, opportunity, fixed, variable, marginal, sunk); Interest and Discount Rates; Time Value of Money; Cash Flow and Equivalence; Payback Period, Benefit-Cost Analysis; Willingness to Pay and Damage Functions; Incentives, Subsidies, and Taxes. In lectures and class discussions, students explored the assumptions behind these theories and concepts, their uses, and the problems associated with them. Students gained a deeper appreciation of what they learned as they shared with their classmates news articles that incorporated economic analyses, or podcasts that covered the issues related to economic models or the interrelationships among natural resources, climate change, and economics.

For their final project, students conducted an economic analysis of the environmental issue of their choosing. They identified the most critical elements for decision- or policy-making, then used available data for quantitative analyses. Students also identified items they felt should have been included in an analysis of the issue, but for which they lacked data. Each student had 20 minutes to "teach the class" about their project findings on the last night of class.

### **EVALUATION:**

Written by: Kathleen M. Saul, Ph.D.

Marina Aune has successfully completed Environmental Economics and has received full advanced science credit for the spring quarter elective. While Marina tended to be quiet during class, when called upon, her contributions were thoughtful and interesting. She did contribute more as the quarter progressed and as she grew more comfortable in the class and more confident in her own knowledge.

Marina shared with the class an article explaining the benefits of switching from a high meat diet to one based in plant proteins. While the underlying rationale may be to reduce carbon emissions and to help save the planet, the switch may also provide human health benefits. Canadian researchers modeled the impacts of replacing half of red meat and dairy products consumed with plant protein foods for over 20,000 individuals who had participated in a Community Health Survey. The results: an increased life expectancy of almost eight months due to lower incidences of cardiovascular and other diseases. Greenhouse gas emissions also decreased by 10 to almost 30%. Unfortunately, plant-based alternatives





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continue to cost about 30% more than the animal product alternatives, slowing the switch for many cost conscious consumers.

Marina explored the passenger rail in the Pacific Northwest for her "teach the class" project. Although personal issues delayed her presentation, she used that time to work with the faculty to better understand how she could strengthen her analysis and incorporate more of the ideas covered during the class into it. That demonstrated initiative on her part. As Marina indicated, at the start of her presentation, she enjoys riding the rails but finds the system serving the Pacific Northwest unreliable. That spurred this project. She opened with figures indicating that ridership had been relatively flat until the COVID-19 pandemic forced people to stay home; it has yet to recover. Despite knowledge of the much higher carbon footprint of air and car travel, and the inconvenience of the long waits associated with them, people still tend to prefer those forms for getting from point A to point B. For the Pacific Northwest, one looming issue is the lack of reliability of the trains. Large freight companies own the tracks, meaning that passenger cars must often get delayed en route. In addition, there are only four trips scheduled each day between Seattle and Portland, the busiest segment of the route, making it difficult for business-people and travelers to include rail in their itineraries. Future plans do include more frequent service on all segments of the Vancouver B.C. to Eugene, OR route, thanks in part to funding from the bi-partisan Infrastructure and Jobs Act of 2022. Still, until the railroad operates more reliably, filling those rail cars may be an issue. Despite her nervousness at the start of the presentation, Marina did a great job summarizing the challenges facing rail in the region and presenting that information concisely.

I appreciate all of Marina's contributions to Environmental Economics. I wish her well as in all her future endeavors.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4**

\*4- Environmental Economics

\* indicates upper-division science credit



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**January 2024 - March 2024: Cascadia: Environment and History of the Pacific Northwest**  
**4 Credits**

**DESCRIPTION:**

Faculty: Corey Larson

This course explored the environmental, ecological, cultural, and economic ties of this region along the west coast of North America between today's southern Alaska and northern California. Students investigated how this unique physical geography has shaped human societies and how people, in turn, continually reshape these landscapes and waterscapes. This course began with examining how natural processes such as glaciers, plate tectonics, and volcanic activity created the circumstances for the region's Indigenous Peoples, who for thousands of years maintained deep connections across this expanse. Then, we shifted toward the rapid Euro-American colonization of the region, focusing on issues including Indigenous/settler relations, the creation and implications of political borders, industrial development, and the impacts of global climate change.

**EVALUATION:**

Written by: Corey Larson

In Cascadia: The Environment and History of the Pacific Northwest, students like Marina Aune focused on how humans have interacted with their surroundings throughout the region. Marina participated in both synchronous and asynchronous work in this entirely online course. For the synchronous component, students attended weekly video conferences. Marina regularly attended lectures, contributed to class discussions and seminars, viewed multimedia presentations, and participated in writing workshops and tutorials. In the asynchronous section of the course, students contributed to a weekly discussion thread that led into the weekly video conference. The course examined several complex threads including the influence of geological processes, diverse Indigenous cultures and entwined exchange networks, settler colonialism, border and boundary creation, extraction industries and urban development, and the impacts of global climate. Marina competently contributed to these ongoing blended discussions.

This course also contained several written components. Throughout the quarter, students submitted two reading response assignments that summarized and synthesized the readings and offered varying perspectives on that week's theme. Marina turned in both responses that adeptly highlighted intersections and distinctions between the materials. Students also answered a series of essay questions, at both midterm and at the end of the quarter, that addressed the course's main themes. Marina proficiently completed the midterm essays, providing organized and insightful responses to these complex topics. Marina has sufficiently completed all requirements and will receive full credit for the course.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4**

2 - History

2 - Environmental Humanities



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## **September 2023 - December 2023: GIS: Introduction and Principles**

4 Credits

### **DESCRIPTION:**

Faculty: Jonathan Batchelor, PhD

The course GIS: Introduction and Principles is an introductory class utilizing ArcGIS online web maps to cover basic cartography and the use of simple web applications. The course consisted of 8 weekly labs covering core concepts of Geographic Information Systems.

Course concepts were:

- Online data management
- Principles of Map Making and Cartography
- Data model types
- Geographic and Projected coordinate systems
- Vector and Raster data
- Feature creation and editing
- Intro to Demography and Census Data
- 3D mapping and elevation
- Intro to Temporal Satellite Imagery

### **EVALUATION:**

Written by: Jonathan Batchelor, PhD

Marina Aune did quality work for the class GIS: Introduction and Principles. Marina submitted 8 out of 8 labs. Marina designed and presented work on a final project that included making two paper maps that utilized data Marina had previously collected using ESRI's survey 123. Maps showed bench and sitting locations on the Evergreen campus as well as a map of grocery store access for people with disabilities across Washington State. Both maps included 2 QR codes linking to web mapping applications showcasing the data used to create the maps.

During this course, Marina worked extensively with Esri's ArcGIS Online environment. Marina demonstrated an understanding of basic cartography and online mapping. Marina worked with online data repositories such as ArcGIS Online and Living Atlas along with adding their own tabular XY data and geocoding. ESRI instant apps were used to share data via QR codes. The course final project required the use of an external graphics program to create a cartographic layout of multiple GIS layers along with the creation of online apps that were linked to the paper map via QR code. Final projects were presented for peer review with an in-person map gallery.

Marina demonstrated sufficient skill in using ESRI applications for online map creation and basic cartography.

Marina developed a strong foundation in online GIS applications and is qualified to continue GIS learning through future courses.

### **SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4**

4 - Geographic Information Systems



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## **September 2023 - December 2023: Microgreens**

8 Credits

### **DESCRIPTION:**

Faculty: Amy Cook Ph.D.

The goal of this project was for Marina to apply the science skills that she has gained in other programs at Evergreen to look at microgreens from several perspectives. Her work included a review of the history of microgreens, a review of the scientific literature on microgreens and experiments to look at the effects of propagation and environmental conditions on plant growth in a home-scale system and compare this to a small-scale, local commercial growing operation.

### **EVALUATION:**

Written by: Amy Cook, Ph.D.

Marina's research notebook showed a number of very good research practices in the Individual Learning Contract titled **Microgreens**. She detailed observations that she made at both the commercial growing operation that she worked with and the small-scale home growing system she was testing. Throughout her research notebook, Marina kept track of the questions and hypotheses that she came up with during the process. As Marina started the home growing experiment, she kept track of the environmental conditions and the plants' growth. There were several setbacks in that experiment and Marina made good notes of what happened, the plants' responses and the modifications that had to be made to the experimental design.

Marina's research project paper provided a good overview of the history of microgreens and scientific studies that have been made of them looking at characteristics like the relationship between environmental conditions and growth, comparisons nutritional content between microgreens and their full-sized equivalents and the various growing systems used to raise microgreens. Marina was comfortable navigating the scientific literature on these topics. The paper also provided a discussion of the cultivation of microgreens locally, in southwest Washington, based on interviews that Marina did with a local grower, Natural Beginnings Garden.

Marina's experimental setup used pre-made kits that are sold by one of the local microgreens growers to people who want to grow microgreens at home. Marina chose two species – radishes and cilantro – and set them up at home, following the directions that came with the kits. She compared the growth of the plants in the home kits to the growth of plants and environmental conditions in the Natural Beginnings operation. Though there were some setbacks at both sites, Marina's paper provided a very good quantitative and qualitative discussion of how the environmental conditions and plant growth compared between the two sites and the two species. The Discussion section of the paper did a particularly good job describing Marina's results in the context of how successful the home microgreen kits are likely to be and how their instructions, or other characteristics, could be modified to increase customers' success while keeping them affordable.

Through the range of activities that Marina did in the course of this project, she has gained a deeper understanding of the research process and has demonstrated strong critical thinking and problem-solving skills in the context of research. Marina is prepared to do scientific research at the graduate level.

### **SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8**

\*4 - Plant Biology and Cultivation

\*4 - Applied Research in Plant Cultivation



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\* indicates upper-division science credit



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## **April 2023 - June 2023: GIS for Field Data Collection**

4 Credits

### **DESCRIPTION:**

Faculty: Jonathan Batchelor, ABD

The course GIS for Field Data Collection is an intermediate class utilizing the Esri, Inc (Environmental Systems Research Institute) software Survey123 and FieldMaps. The course consisted of 7 weekly labs covering applications of spatial surveys where students were required to design their own surveys and collect data as a class for analysis.

The course culminated in a student-designed final project where a survey was designed fully by the student, spatial and qualitative data was collected, and a basic analysis of the data was completed.

Course concepts were:

- Introduction to Survey123 Connect and collecting data from students on local parks
- Building surveys utilizing XLS tables containing relational data from multiple worksheets
- Importing survey results into ArcGIS online maps and apps
- Collecting field data on 3 field days conducted at the Evergreen State College campus
- Collecting and differentially correcting position data using dual-band GNSS receivers and OPUS online services
- Compiling basic reports on the data collected
- Designing Esri Dashboards to report on data collected and present the findings in a StoryMap.

### **EVALUATION:**

Written by: Jonathan Batchelor, ABD

Marina Aune did excellent work for the class GIS for Field Data Collection. Marina submitted 8 out of 8 labs on time. Marina designed and presented work on a final project that included designing a survey and collecting data on bench locations at Evergreen State College campus. Marina coordinated with the college's access services for the study design and the survey is still open for data collection. The survey results were presented in a well-organized storymap that makes use of several web applications. The storymap would be an excellent addition to a GIS portfolio showcasing Marina's GIS work.

During this course, Marina worked extensively with Esri's Survey123 Connect and Field Maps apps. Marina demonstrated an understanding of relational XLS forms for building surveys. Marina designed and implemented surveys collecting spatial and quantitative data about trees, trails, and campus infrastructure. Marina performed an analysis of the collected data and build reports, dashboards, and storymaps to summarize the survey results.

Marina demonstrated a high level of skill in using Esri applications for field data collection.

Marina established a strong foundation in GIS survey concepts and was qualified to expand GIS learning through future courses.

Marina earned upper-division credit for this class.

### **SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4**

\*4 - Geographic Information Systems



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\* indicates upper-division science credit



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## **April 2023 - June 2023: Water Quality in the Pacific Northwest: Chemistry, Organisms, Ecology**

8 Credits

### **DESCRIPTION:**

Faculty: Amy Cook, Ph.D.

In this program, students learned about the ways that biology and water quality interact. The key learning objectives focused on developing an understanding of this interaction from the perspective of physiology and ecology. Lectures discussed toxicology at the scale of genetics, cell and tissue biology, organ system physiology, and how sublethal and lethal effects of contaminants and degraded environmental conditions impact the structure and function of ecological systems. Workshops, labs, and field activities provided students the opportunity to apply the concepts from lectures to practical and theoretical problems.

Students gained skills in identifying major taxa of aquatic organisms found in the Pacific Northwest and assessing the health of individual organisms and ecological communities through quantitative exercises focused on condition factor in fishes and Indices of Biological Integrity in both aquatic macroinvertebrate and fish communities. In field activities, students used several field techniques to measure the physical characteristics of streams, lakes, and freshwater and marine riparian zones.

The students' mastery of the learning objectives and their ability to apply theory to practice was assessed via their biology lab notebook, workshop assignments, and a Biology Project paper. The Biology Project paper was based on student-originated ideas and required students to bring together ideas from the lectures with independent research in the primary scientific research to discuss the relationship between biology and water quality for a particular body of water.

### **EVALUATION:**

Written by: Amy Cook, Ph.D.

Marina took advantage of all of the learning opportunities presented in the program and was a fully engaged member of the learning community.

Marina's work in the program demonstrated a firm grasp of the various ways that water quality influences organismal biology and ecology. Marina's lab notebook was well organized and contained detailed documentation of the work she did in the field and in the lab. Over the course of the quarter, Marina gained familiarity with the major orders of aquatic macroinvertebrates and families of marine and freshwater fishes in the Pacific Northwest. In her Lab Notebook assignments, Marina demonstrated a detailed understanding of the relationships among environmental conditions, species' tolerances, and the structure and function of ecological communities. For example, she provided clear, comprehensive descriptions of how the loss of sensitive macroinvertebrate species would affect a stream community and how organisms in an aquarium system influence water quality through their impact on carbon storage and nutrient uptake. She correctly calculated and interpreted the quantitative indices presented in the program, including diversity indices and Indices of Biological Integrity (IBIs) for both aquatic macroinvertebrates and fishes and clearly understood the factors that influenced the index values. Marina's work shows a good understanding of the physiology of how vertebrates respond to toxic contaminants and the elements of a species' ecology and life history that make it vulnerable to aquatic pollution.

In case study assignments on the Duwamish River and Lake Washington in Seattle, Washington, the groups that Marina worked with developed clear, detailed diagrams showing restoration efforts along the Duwamish River and key events in the history of water quality in Lake Washington between 1867 and





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1990. In the accompanying individual assignments, Marina provided good descriptions of how dumping trash in the river and release of contaminants from industrial sites have negatively impacted the water quality in the Duwamish River and how modifications to nutrient availability in Lakes Washington has cascaded through the lake food web.

Marina's biology project focused on the Black River drainage in Washington State. She provided a good description of the geomorphology of the basin, a history of water quality in the basin, and the landscape and anthropogenic factors that affect that water quality. Marina clearly incorporated what she was learning in class into a discussion in the paper of the Oregon spotted frog in the watershed and the sensitivity of this species to nitrite and nitrate, hypoxia, temperature, and habitat degradation. The paper was well-researched, showed good citation practice, and demonstrated that Marina is comfortable navigating government technical reports and the primary scientific literature.

Throughout this program, Marina has demonstrated a solid grasp of how biology is affected by water quality. Her assignments over the quarter showed good systems thinking and problem-solving skills and the ability to bring together information from a variety of sources to support that problem solving.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8**

\*4 - Water Quality and Physiology of Aquatic Organisms

\*4 - Water Quality and Aquatic Ecology

\* indicates upper-division science credit



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## **September 2022 - March 2023: The Fungal Kingdom**

24 Credits

### **DESCRIPTION:**

Faculty: Lalita Calabria, Ph.D. and Paul Przybylowicz, Ph.D.

*The Fungal Kingdom* was a two-quarter, junior/senior program focused on the taxonomy, physiology and ecology of fungi, with an emphasis on Pacific Northwest fungi and lichens. There were both 16- and 12-credit options available in both quarters. The major learning objectives were to: 1) develop a detailed understanding of the biology, ecology, and taxonomy of lichens and fungi; 2) become proficient using field and lab methods for mushroom and lichen collection and identification, including dichotomous keys, molecular systematics, and chemical testing; 3) demonstrate the ability to recognize the common fungi and lichen species of the PNW; and 4) to develop scientific literacy, critical thinking and research skills, as well as science communication skills. Students' understanding was assessed through weekly study questions, several quarter-long projects, seminars, participation and two exams in the fall and biweekly quizzes in the winter. Each major component of the program is described below.

The text for fungal biology and physiology was *21st Century Guidebook to the Fungi*, 2nd Edition by Moore, Robson and Trinci, along with selected scientific research papers. Lichen lectures were supported by readings from *Lichens of North America* by Brodo, Sharnoff and Sharnoff, a series of essays titled *Ways of Enlichenment* by Goward and a selection of peer-reviewed literature. Topics covered during fall quarter included: lichen biodiversity, evolution and reproduction, fungal diversity and classification, molecular systematics, cell biology, spore production and discharge, genetics, human uses of fungi, and bioinformatics. During winter quarter, the focus was fungal and lichen ecology. Topics covered included: ecophysiology of lichens and fungi, environmental monitoring using lichens, lichen conservation and the ecology of various groups of fungi—pathogens, decay, mycorrhizae, and endophytes.

In fall quarter, field collection and identification skills were a significant focus. Students used dichotomous keys to identify unknown mushroom and lichen specimens and developed fluency in identification terminology. Every student compiled both a lichen and mushroom Identification Notebook which included 12 specimens with detailed descriptions, key characters and photos for each specimen and drawing of key features for several specimens. Field identification skills were further developed using *iNaturalist*, an online citizen science tool to document biodiversity. Weekly observations for both mushrooms and lichens were required. Each student completed a reflective summary of the collective results from the quarter. A sight identification exam tested students' ability to identify local mushrooms and lichens from memory using scientific names.

Weekly research seminars focused on current topics in mycology. Topics covered included bioremediation, radiotrophic fungi and medicinal uses of fungi. Students summarized peer-reviewed articles to inform critical discussions to develop informed perspectives.

During the winter, students further expanded their lichen identification skills through a plot-based forest survey. Students worked in teams to identify all lichens collected and then analyzed class data and presented their results. In addition to macrolichen surveys, students participated in two workshops, one focusing on *Usnea* species and a second on crustose lichen ID.

Students learned molecular and bioinformatic approaches for identifying fungi, including how to extract DNA from both environmental isolates and tissue samples, perform PCR amplification, clean and compare sequence data with sequences in online DNA databases, create a multiple sequence alignment with DNA data, construct a phylogenetic tree and interpret the relationships between different fungal



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taxa. Other fungal identification skills covered included culturing and sterile technique, along with compound microscope slide preparation and observation of microscopic fungi.

During winter quarter, 16-credit students completed either an independent research project or a literature review on a particular mycology topic. This work culminated in a written report or paper, along with a public presentation.

**EVALUATION:**

Written by: Paul Przybylowicz, Ph.D. and Lalita Calabria, Ph.D.

Marina Aune met all the major learning objectives for this program. Marina attended all the program meetings and submitted all of the program work. Marina participated enthusiastically in the learning community and through that participation helped support and build the community. Overall, the quality of Marina's work was very good and demonstrated a high level of engagement with the program.

During fall quarter, Marina made significant progress in fungal and lichen biology and taxonomy. Marina completed all weekly study questions. Answers on weekly study questions indicated an excellent understanding of the material covered in lecture and readings. Marina's performance on the midterm and final exam indicated a very good understanding of material covered. In the winter, Marina made significant progress in fungal and lichen ecology. Her answers and performance on the biweekly quizzes indicated a good understanding of fungal topics, with a very good comprehension of the lichen topics.

In the taxonomy portion of the program, Marina worked hard in the lab and field to increase her ability to identify mushrooms and lichens. Marina's mushroom identification notebook was very good. Marina showed a solid ability to identify mushrooms using available resources. Marina's lichen identification notebook was good and included accurate and complete descriptions and key couplets. Overall, Marina showed a developing grasp of morphological terminology and using dichotomous keys to identify an unknown lichen species.

Marina completed well in excess of the required entries into the class *iNaturalist* mushroom project. In addition, Marina contributed to the online learning community through identifications, comments, and detailed notes. It was clear that Marina used this online community science tool to deepen her understanding of the natural history of the PNW.

Marina contributed to all aspects of the lichen plot research including field sampling, macrolichen identification, data entry and organization. Marina's team did a good job of accurately identifying all lichens in their plots. Their summary and analysis of the class data was good and included a well-defined research question with a graph/table illustrating their results.

Marina demonstrated a solid understanding of fungal identification using molecular tools through participation in fungal DNA isolation and PCR labs. With the resulting DNA sequences, Marina successfully identified their fungal species and constructed an accurate phylogenetic tree representing eight different classes of fungi. Marina was an engaged participant in fungal diversity and endophyte isolation labs and showed a solid grasp of the microscopy, culturing and sterile technique skills covered. Marina completed all the Excel mushroom farm models. Her final model demonstrated a good understanding of both the modeling and the cultivation process.

Overall, Marina worked hard and made significant progress. She is well prepared for more advanced work in mycology.



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**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 24**

\*8 - Fungal Biology and Ecology

\*6 - Lichen Biology and Ecology

\*5 - Fungal Taxonomy

\*5 - Lichen Taxonomy

\* indicates upper-division science credit



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## **June 2022 - September 2022: General Biology**

8 Credits

### **DESCRIPTION:**

Faculty: Clarissa Dirks, Ph.D.

**General Biology with Laboratory:** The program began with an overview of the history of life on earth, the fossil record and Darwin's observations about natural selection and common ancestry. Students studied the basic rules of genetic inheritance, cell division, evolution by natural selection, evolutionary forces, population dynamics, and speciation. Students used these concepts to investigate, write a paper and prepare a presentation on a representative organism on the tree of life. This activity required students to learn about major characteristics of each group, modes of replication, evolutionary history, and ecological significance. Students also studied cellular and molecular biology, focusing on the structure and function of cells and biomolecules, the central dogma, gene regulation, and a general overview of energetics and metabolic processes. Laboratory investigations were focused on field techniques, basic microscopy, observational studies, microbiology techniques, plant dissection and analyses, DNA manipulation, and gel electrophoresis. The program used the *Biological Sciences*, 6<sup>th</sup> Edition, textbook by Scott Freeman.

### **EVALUATION:**

Written by: Clarissa Dirks, Ph.D.

**General Biology with Laboratory:** Marina demonstrated an overall excellent comprehension of the concepts and skills presented as evidenced by work in lecture and laboratory sessions. Marina's performance on online quizzes indicated an excellent understanding of the material. Marina turned in all but one homework assignment; all assignments were always well done. In general, Marina showed enthusiasm for learning biology and worked well with peers during online workshop sessions and in the in-person biology laboratory. Marina's laboratory reports were an excellent record of thinking and actions while performing experiments. Marina showed very good laboratory skills, was an excellent problem solver, and frequently asked insightful questions. At the end of the quarter, Marina showed excellent communication skills with an informative paper and a well-delivered presentation on the common blanket octopus, *Tremoctopus violaceus*. In summary, Marina was an outstanding student in a rigorous science program.

### **SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8**

8 - General Biology with Laboratory



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## **March 2022 - June 2022: TRiO @ Evergreen: Preparing for Graduate School**

2 Credits

### **DESCRIPTION:**

Faculty: Emily Pieper

The purpose of the TRiO @ Evergreen: Preparing for Graduate School course was to support students with the academic support, tools, and resources that promote a successful transition beyond Evergreen. Students chose between a *Graduated School Preparation path* or a *Career and Internship Preparation path* within the course.

Students who chose the Graduate School Preparation path focused on researching and selecting potential graduate school programs in their fields of interest, conducting an informational interview with a graduate program they were interested in, and creating a tailored timeline of next steps to apply to a graduate program of their choice.

Students following the Career and Internship Preparation path spent their time researching various career fields of interest, learning how to conduct an informational interview with a professional in a career field they may want to explore more, and learning the steps to successful job search process, including navigating the college's job and internship site known as Handshake, creating and revising a resume that can be used to apply for internships or careers and learning tips and tricks to ace an interview.

Both paths worked on crafting and refining students' Academic Statement as the final assignment for the course.

Over the course of the spring quarter, students actively participated in seminars, lectures, workshops, and writing that supported the process of each student's academic development.

### **EVALUATION:**

Written by: Emily Pieper

Marina was an inquisitive and engaged member of our TRiO class this quarter. Marina focused her time in our course researching, exploring and planning her next steps to get to graduate school.

Marina was a very communicative and thoughtful presence in our class. Her questions and comments throughout our workshops brought additional layers of value to our classroom conversations. Marina had near perfect attendance and turned in all assignments to the class with a high level of quality. In addition, her work in the course was detailed and well thought out.

I am grateful for Marina as an addition to our classroom community and I look forward to witnessing the path she chooses next.

### **SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2**

2 - Professional Identity Development



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## **March 2022 - June 2022: Chemistry Counts!**

10 Credits

### **DESCRIPTION:**

Faculty: Dharshi Bopegedera, Ph.D.

The Chemistry Counts! program explored topics in introductory chemistry using a context-based problem-solving approach. Although students were held responsible for their individual work, collaborative learning was emphasized in all parts of the program. Synchronized lectures and workshops via the Zoom platform and in-person chemistry laboratories were utilized each week.

The lecture portion of Introductory Chemistry covered classification and properties of matter, the periodic table, IUPAC nomenclature, modern atomic theory, introduction to the quantum mechanical model, atomic and molecular weights, the mole concept, percent composition by mass, balancing chemical equations, reaction stoichiometry including limiting reactants and yields, molarity, Lewis structures, VSEPR model, bond and molecular polarities, intermolecular forces, acid-base reactions, and precipitation reactions. Students worked in small teams in weekly workshops designed to develop problem solving and quantitative reasoning skills. Students were given weekly homework assignments and three exams to assess their learning. Text: *Chemistry: Atoms First* (2nd Ed.), by Flowers, Theopold, Langley, Neth, and Robinson, OpenStax (Rice University, TX).

In the chemistry laboratory students developed wet lab skills, record keeping skills, and lab report writing skills. Students learned to use Microsoft Excel software for graphing and analysis of laboratory data. Experiments included exploring accuracy and precision using volumetric glassware, emission and absorption spectroscopy including Beer-Lambert law, chromatography of a homogeneous mixture, separation of a heterogeneous mixture, extracting copper from malachite, and synthesis of aspirin. In addition, several hands-on activities were included so students could make connections with chemistry concepts covered in lectures. These included building a home-made spectrometer, exploring ultra-violet detecting beads (interaction of matter with light) and light sticks (chemiluminescence), making bath bombs (acid-base reactions), and creating tie-dye scarves and a chemical bookmark (chemical bonding and polymer chemistry). Students submitted written reports of their laboratory investigations each week for evaluation.

### **EVALUATION:**

Written by: Dharshi Bopegedera, Ph.D.

**Introductory Chemistry with Laboratory:** Marina completed all the homework assignments on time, and these were consistently excellent. She worked enthusiastically in small teams with fellow students during breakout sessions to solve chemistry problems. Her performance in the exams was overall well above average indicating a good grasp of the concepts covered this quarter. Marina is ready for further studies in chemistry.

Marina participated in six of the eight laboratory sessions. However, to her credit, she submitted all of her lab reports on time for evaluation. These indicated that Marina learned all the skills and analyzed laboratory data exceptionally well. She can use Microsoft Excel for graphing and data analysis confidently and draw meaningful conclusions from her analyses.

### **SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 10**

10- Introductory Chemistry with Laboratory



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## **September 2021 - March 2022: In Sickness and In Health**

24 Credits

### **DESCRIPTION:**

Faculty: Eric A. Stein, Ph.D., Toska Olson, Ph.D., and Arita Balaram, Ph.D.

In this foundational, hybrid (online and in-person) social science program, students explored cultural, social, and psychological approaches to the body and health in order to develop a complex, integrative understanding of well-being. Students completed weekly seminar synthesis essays and an extensive autoethnographic project that cited our readings in feminist psychology, narrative psychology, community psychology, medical anthropology, and the sociology of health, illness, and healing. As part of our studies of positive psychology, students completed a weekly collaborative ecotherapy practicum that entailed shared reflective activities and writing exercises. Sophomore - senior students completed additional work in applied anthropology, community psychology, and medical anthropology that culminated in a short project overview, a 5 - 7 page library research report on a social problem, and a presentation on interventions by existing organizations. Winter studies featured psychological, ethnographic, and activist approaches to loneliness, disability, and housing instability, as well as readings in positive psychology on gratitude, joy, self-compassion, affective forecasting, and other topics; students completed short summaries of readings each week, composed questions, and wrote a preamble exploring ideas between texts. For their major collaborative project in winter quarter students learned applied anthropology and community psychology approaches to developing ethical, community based, applied projects on wellbeing on the Evergreen campus, culminating in extensive research-based reports and major presentations attended by Evergreen staff. Students also had options to complete a substantial pre-capstone research proposal; a community-based internship or volunteer position; or additional studies in a weekly group-based positive psychology practicum. Our texts included Lorde's *The Cancer Journals*, Morgan & Cornwell's *Ecotherapy Workbook*, Radke's *Seek You: A Journey Through American Loneliness*, Bstan-'dzin-ryga-mtsho & Tutu's *The Book of Joy: Lasting Happiness in a Changing World*, and Desmond's *Evicted: Poverty and Profit in an American City*, in addition to a selection of disciplinary articles.

### **EVALUATION:**

Written by: Eric A. Stein, Ph.D., Toska Olson, Ph.D. and Arita Balaram, Ph.D.

Marina made good progress toward the program's learning objectives and took responsibility for meeting expectations for learning, assignments, attendance, and engagement in our learning community. Marina was an active participant in program conversations who connected with the program themes and often went beyond what was required in the pursuit of knowledge. Marina demonstrated the capacity to work successfully on both independent and collaborative assignments and earned full credit for this very good work.

In seminar, Marina was a regularly engaged, informed participant in small group discussions. Marina also provided intelligent and thoughtful contributions to remote seminar discussion boards. Marina's weekly seminar responses featured perceptive commentaries on passages from program texts. A short response on the politics of sanitation recognized the authors' key arguments effectively and noted the sometimes-hidden risks of gender-based violence in official solutions. A reflection on Audre Lorde's book *The Cancer Journals* grappled with Lorde's critique of shallow approaches to healing and took a well-reasoned approach to the subject. Marina's winter seminar papers documented very good textual comprehension and solid critical thinking and integrative writing skills. Among Marina's strongest work, the autoethnography essay provided an extended narrative of struggles with ableism, drawing on an illness narratives framework to make sense of the experiences. Marina made especially good use of central concepts in Arthur Frank's book *The Wounded Storyteller* and applied them in a largely accurate





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way to the narrative. Marina's ethnographic work showed a proficient engagement with objects and place and made perceptive observations about how objects intervene in human practices. In addition, Marina's Photovoice project was an observant review of accessibility resources on campus.

During the fall, Marina's work in ecotherapy demonstrated a strong commitment to exploring the reciprocal relationships between self, community, and ecosystem. Marina did consistently good work on the ecotherapy assignments, clearly applying concepts from the workbook to the exercises. In commenting on Marina's collaborative skills, the group described Marina as thoughtful, respectful, and always prepared, often supporting with keeping the group on task. The group's journal demonstrated consistently solid engagement with the Ecotherapy Workbook material and its personal applications and an excellent sense of collaboration and communication. A particular strength of this group was in their critical reflection of the Ecotherapy work, noting both its promises and challenges.

Winter quarter, the goal of the positive psychology component of the program was to provide students with an opportunity to examine and practice well-being promotion strategies through readings, lectures, and substantial engagement in weekly exercises. Marina engaged in the practices to a minimal degree, and individual reflections revealed Marina's deep critique of the curriculum and the discipline as a whole.

Marina worked with three peers during the fall in the quarter-long applied anthropology and community psychology project to examine the complexities of students with disabilities in higher education. The group's 8-page coherent and effective final report provided a very good overview of the key scholarly perspectives, incorporated research on disabled veterans, and did especially strong work with how "self-unidentification" can sometimes prevent some people from making use of available resources. The group's highly accessible, well-practiced, thoughtful final presentation offered a clear overview of TRiO Disability Support on the Evergreen State College Campus. Group members noted that Marina contributed substantially to the research paper and presentation, and shared important experience-based details that shaped the overall focus of the group's work.

In their excellent Health and Resilience at Evergreen project winter quarter, Marina's group took a student-centered approach to addressing accessibility considerations for students with disabilities on campus. The group successfully applied principles of community psychology and applied anthropology to the work, making substantial use of the Community Toolbox framework. The group's 11-page final report began with a well-researched, effective discussion of scholarly literature on campus accessibility that helped to contextualize the issue. The group also shared results from an original research survey that found accessibility barriers to be a significant concern on campus for students with disabilities. Drawing inspiration from the UCLA Disabled Students Union, the group proposed a highly significant intervention to form a similar union on Evergreen's campus in order to give voice to the ongoing concerns of students with disabilities. The group consulted with campus Student Activities and set a plan in motion to form the union in the following quarter. The group's excellent, accessible final presentation, which was well-attended by staff from Access Services and TRiO Student Success and Disability Support, made a compelling case for providing additional support for students with disabilities. Group members collaborated and communicated effectively to complete the successful work and took a high level of responsibility for addressing an important on-campus issue. Group members noted that Marina attended meetings, helped find sources for the contextual report, collaborated on the survey, and helped put together the group's final slide presentation.

#### **SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 24**

2- Narrative Psychology

6- Medical Anthropology

4- Sociology of Health, Illness, and Healing



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- 2 - Community Psychology
- 2 - Positive Psychology
- 4 - Applied Anthropology
- 4 - Ethnography



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## **June 2021 - September 2021: A Writer's Paradise**

8 Credits

### **DESCRIPTION:**

Faculty: Nancy A. Parkes, MFA

"A Writer's Paradise" was an immersive writing and literature program concentrating on examination of literary techniques, participation through intensive seminars, close reading comprehension, and development of creative processes.

Students produced substantial drafts and extensive revisions in the genres or forms of their choice. They did so in highly collaborative small groups that incorporated profound discussions of texts, techniques, and editing/revision.

Participants received extensive feedback on their work from faculty and peers and engaged in frequent one-on-one meetings with the faculty member.

Through workshops and lectures, students generated ideas and sharpened skills. In all-program work, they gained an introduction to or deepening of, understanding in various genres of writing. These included essays, fiction, creative non-fiction, and poetry.

Our texts included *Between the World and Me*, Ta-Nehisi Coates; *Gotham Writer's Workshop: Writing Fiction*, and *The Things They Carried*, Tim O'Brien. We intensively read supplementary writings and viewed interview and documentary videos that enlarged our understanding of literature and authors. These included works by Maya Angelou with Dave Chappelle, Margaret Atwood, George Saunders, Jamaica Kincaid, Rachel Carson, and Terry Tempest Williams.

Interactive presentations by guest authors and other literary professionals were a highlight of our academic work. Authors and speakers included Steven Hendricks, *Little is Left to Tell*; Sandra Yannon, *Boats for Women* and director of the Evergreen Writing Center; Sean Williams, author of multiple cultural and scholarly texts; Allan Nyaribo, poet; and Liza Rognas, Evergreen Academic Librarian.

Students participated in daylong activities designed to inspire writing and individual creativity. These included hikes and other undertakings incorporating writings with full sensory detail; completion of a "flash fiction," or sudden fiction story; an essay on "The Power of Awe," based on close observation and inspiration, and several others.

Skills in writing, collaborative editing, and communications gained and strengthened in this rigorous program will be useful academically, professionally, and creatively. Participants also expanded skills and practices in project-based work and public speaking.

Students were in the program for half or full summer session.

### **EVALUATION:**

Written by: Nancy A. Parkes, MFA

Marina Aune had an exceptionally strong academic quarter and went above and beyond to complete all assignments and seek out weekly meetings with the faculty member to gain feedback and collaborate on her writing.

She noted that self-initiating work with the Writing Center gave her a "jump start on using college resources," which she did consistently. In fact, Marina delved deeply into every activity and assignment.



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Marina enjoyed exploring different writing styles and techniques that she could apply to her own work. For example, she particularly appreciated the beauty and description of Rachel Carson's natural history writing. In creating her own assignment from a writing prompt on "The Power of Awe," Marina described her own awe of discovering Montana and its commonplace road signs denoting towering snow.

In her own writing, Marina demonstrated her growing ability to recognize and use literary techniques we studied.

She continued to exhibit her understanding of writing methods in her written reflection of *The Things They Carried*. I was also impressed by her enthusiastic participation and results in our writing sessions, particularly in flash (short) fiction.

Marina was an asset to her critique group through her deep listening skills, caring and thorough responses to peer work, and her ability to eagerly consider feedback on her own writing. She has been a pleasure to work with.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8**

4 - Creative Writing

4 - Literature Studies



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## **January 2020 - March 2020: Theories of Personality**

4 Credits

### **DESCRIPTION:**

Faculty: Susan J. Cummings, PhD

The major personality theorists were presented sequentially within their cultural and historical contexts. This provided the students with a broader understanding of the evolution of ideas concerning human nature. Exploration of theories were limited to those that apply specifically to the practice of counseling. Attention given to the interaction of the individual with the social milieu, the cultural biases within theory and the effect to personal history on theoretical claims.

### **Learning Goals:**

- To expose students to the broad spectrum of personality theory utilized in psychotherapy so that students can both discover an area of personal interest for future exploration and appreciate and understand orientations that differ from their own.
- To give students an overview of the development of counseling psychology through the development of personality theory.
- To help students articulate their own theoretical and pragmatic questions and assumptions that underlie their personal orientation to the process of change in therapy.

### **EVALUATION:**

Written by: Susan J. Cumming, PhD

Marina had a good understanding of the different personality theoretical constructs and the societal and cultural influences. Her reflection papers demonstrated her interest in the material at hand.

Marina's personal inquiry presentation focused, not so much on her theory of personality, but instead on public speaking and the fears people experience around it. She further examined different modalities to assist those who fear public speaking, such as self-talk, reinforcement, and so forth.

Marina's final team paper on mental illness was informative. Marina focused on the impact of stigma. She did not cite any of her sources within the body of the text per APA format; making it difficult to ascertain where her statements came from or if they were her own opinions. I would recommend she learn the APA format for future research papers.

It was a pleasure having Marina in class.

### **SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4**

4 - Psychology



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## **January 2020 - June 2020: Psychology and Social Justice: Making Change Happen**

16 Credits

### **DESCRIPTION:**

Faculty: Marcella Benson-Quaziena, Ph.D. and George Freeman, Ph.D.

Students in *Making Change Happen* developed knowledge in human development and organizational change. The guiding questions of this program were framed in terms of democracy, social justice, welfare, civil rights, and personal transformation and transcendence. We examined the psychology of change, what role transcendence plays in our ways of thinking about change, and how equity and justice are served. This program explored these questions in the context of systems theory, multicultural and anti-oppression frameworks, leadership development, and within the context of the civil rights movement. The stance of the program was a belief that the personal is political and vice-versa so we have to understand what experiences inform our stance towards change.

The Objectives of the program were: 1) To develop the ability to balance action in the world and self reflection; 2) To develop awareness of self in relation to change and opportunities for change; 3) To gain a greater understanding of human development from Western and non-Western perspectives; 4) To better develop critical thinking skills as expressed through public presentation and written work; 5) To develop better collaborative learning skills through work groups, seminar, and group and individual exercises; 6) To discover one's potential as an agent of change at both the individual and group level.

### Winter quarter:

The focus winter quarter was on the self, particularly from a cultural and autobiographical perspective, as these experiences inform our world view. Fall quarter texts included: Newman and Newman: *Theories of Human Development*; Barbara Rogoff's *The Cultural Nature of Human Development*; Isabel Briggs Myers. *Introduction to Type*; James Baldwin's *The Fire Next Time*; Ken Wilber's *No Boundaries: Eastern and Western Approaches to Personal Growth*; Gloria Anzaldua's, *La Frontera/Borderlands*, and Marian Edelman's memoir, *Lanterns: A Memoir of Mentors*.

### Spring quarter:

Spring quarter of Making Change Happen (MCH) focused on cultural groups and their development, norms, and boundaries. We will examined what defines the boundaries of a group, the norms and variation to these norms present to a group. We worked on the relationship of cultural groups to the larger society geared toward understanding the collective group's position in the world and the personal and small group interface to a target group: ability/disability; race, gender, and sexual orientation. This included the central themes of democracy, social justice, inclusivity and exclusivity that form the foundation of the program. Through our readings and films, we developed an understanding of how social movements develop, how agents of change realize their roles and move towards leadership, and how to build community towards collaboration. We discussed the role of conflict and resolution to create significant change. Students used our written assignments, our readings and films, small group discussions and whole community discussions along with individual and group assignments to establish the desired foundation of skills and knowledge. Students earned an additional four credits this term with a focus on understanding social movements, leadership, and change.

Our texts for the spring quarter included: Adams, M., Blumenfeld, W.J., Castaneda, R., Hackman, H.W., Peters, M.L., Zuniga, X. (Eds.). *Readings for Diversity and Social Justice: An Anthology on Racism, Sexism, Anti-Semitism, Heterosexism, Classism, and Ableism*; Rousseau, Jean-Jacques. *The Social Contract*; Mills, Charles W. *The Racial Contract*; Pateman, Carole. *The Sexual Contract*; Russell,



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M., *Beyond Ramps: Disability at the End of the Social Contract*; Stevenson, Bryan. *Just Mercy: A Story of Justice and Redemption*.

Students completing additional four credits added the following readings: Alinsky, S. *Rules for Radicals*; Komives, S. and Wagner, W. *Leadership for a better world*.

**EVALUATION:**

Written by: George Freeman, Ph.D.

Marina Aune was a member of the two-quarter program, Making Change Happen. She completed all of the work of the program in a timely manner. The quality of her work was excellent as made evident in her skilled written work, insightful thoughts on our texts, and responses to colleagues. Marina grew into the learning community and gained greater confidence in expressing her views. She was open to the process of personal transformation through the program activities, group process and the written assignments. Her fall quarter autobiography series revealed the power of her life journey. Marina's writing was moving, captured the central themes of the assignment of heart, mind, soul and body and articulated the forces of change in her life. Her fall and spring quarter critiques of the texts were well-written and demonstrated a mastery of the material. Their ability to provide effective critiques of ideas and themes in our reading was consistent and supported their colleagues in gaining a better understanding of the material. Marina has a good understanding of our winter quarter work in human development from a traditional as well as cross-cultural perspective and her spring quarter work continued to demonstrate her growth and change, the consolidation of the material, and an increased understanding and internalization of her identity as an ally to marginalized communities and as an active community member regarding social justice.

Over the course of the two quarters, Marina proved to be an excellent member of their small groups by providing consistent feedback, timely responses, and working well in collaboration. In winter quarter her group presented on their group identity through their formation at different levels of the group. Their presentation was well constructed and thoughtful. Marina was an active member of the group and provided solid support for her colleagues. Their presentation was very good.

In spring quarter, Marina was part of a small group project on issues that impact those identified as having a disability. The group provided a well-constructed PowerPoint discussing how disability is presented by the CDC, of the central issues that face the disabled community, and appropriate language used to discuss and define disabilities. They provided a set of questions regarding how we perceive disabilities and ended their presentation with a list of resources. Marina presented on the invisibility of disability. Her discussion of the issue of invisibility reminded us how disability is framed as somehow striking certain elements of our society rather than the fact that anyone can have a disability. She noted the kinds of behaviors that reinforce the invisibility of disability and how accommodations might present an appearance of having met the needs of those defined as having a disability when they fall short. She also discussed the stigma of disability. Marina did a great job with the material as did the whole group.

Marina was an excellent student. She was articulate, had a sharp mind and was a skilled and talented writer. Her responses to her colleagues were an example of her caring and thoughtful approach to her collaborative and collegial relationships. She built a strong foundation of knowledge across the themes of the program for these past two quarters, gained a stronger understanding of marginalized communities and how to give voice to our social justice movement at a personal as well as a systemic level. It was a pleasure working with Marina this year, and I wish her the best as she proceeds in her educational career at Evergreen. Good luck!



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**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16**

6 - Human Development

6 - Social Psychology

4 - Social Psychology and Social Justice





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**September 2019 - December 2019: Almighty God(s): Religion and Power in the Near and Middle East**

16 Credits

**DESCRIPTION:**

Faculty: Ulrike Krotscheck, Ph.D., and Sarah Eltantawi, Ph.D.

This program investigated how religion has shaped, influenced, and changed political systems, as well as how political actors have used religion to their own advantage. Using examples from the ancient Near East and Mediterranean, as well as contemporary Egypt and other parts of the Middle East, students in this program studied the complex dynamics of power that shape relations between belief systems and societal structures.

The fall quarter was dedicated to building foundational knowledge about the different sociopolitical and historical contexts under investigation. Students read selections from foundational mythological, historical, and religious texts, such as Hesiod's *Theogony*, the Old and New Testament, the Qur'an, among others. Class material included both polytheistic and monotheistic histories and societies, such as the ancient Near East and Egypt, and ancient Greece and the Roman Empire. Readings on contemporary Egypt included *Mobilizing Islam: Religion, Activism, and Political Change in Egypt*, *Islam and Democracy After the Arab Spring*, and several articles on political Islam and other forms of Islam in Egypt.

Students were expected to participate in a variety of modes of learning, including lectures, workshops, seminars, and group work. They were asked to complete all assigned readings and to answer weekly written questions about them, to write weekly synthesis papers in which they constructed a unifying argument for the themes of the week, to participate in source analysis workshops, to complete a midterm and map quizzes, to write a book review, and to complete a self-guided field trip to a religious community or institution in our region. They were also expected to participate actively in the learning community by participating in group discussion and by facilitating one weekly reading seminar. Building on these foundations, students were asked to develop an independent research project, to be fully realized in the second (winter) quarter, which investigates a student-generated topic related to class themes. For this proposal, students were asked to hand in a series of bibliographies and drafts of their proposals, and to engage in detailed peer review, completing enough research to be able to articulate a concise topic with a clear working thesis by the end of the fall quarter. Students presented this proposal to each other in the last week of the fall.

**EVALUATION:**

Written by: Ulrike Krotscheck, Ph.D.

Attendance and participation: Marina had excellent attendance and was clearly engaged in lectures, seminars, workshops, and discussions over the entire quarter. Participation in discussions appeared stronger in smaller groups. Marina helped organize seminar discussion in the week we covered gender, religion, and politics in the ancient world. This group took the step to organize small group discussions across our two section of seminar, giving students the opportunity to share ideas with peers not usually in their groups. Discussion was lively in large and small groups, and the facilitators made sure to keep it focused on the texts.

Written Work: Marina continued to develop her academic writing skills throughout the course of the quarter. While there is still some room for improvement in academic formal style her papers consistently were turned in on time; the papers displayed a good comprehension of individual readings as well as larger program themes. In addition, Marina's in-class writing assignments, designed to test comprehension of the readings, were consistently very strong.



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Quizzes: Marina's performance on the map quizzes, which tested students on their knowledge of modern and ancient near eastern geography, improved throughout the quarter, though she did not reach a perfect score in either. Her performance on the midterm demonstrated excellent comprehension of the subject matter.

Proposal: Over the last weeks of the quarter, Marina developed a research proposal for a putative future project. All bibliographies and drafts were turned in on time. Marina's strong interest in cats led her to investigate the role of cats; in particular goddesses that were took on cat-form as well as cat-mummification, in ancient Egypt. The sources for this project were very good, but it seemed like they had not been exploited to their full potential for the purposes of the proposal. Marina presented this proposal in the final week of class. The presentation was less focused on the research completed and did not accurately represent the quality of the written proposal, which had a focus on Bastet in particular, as well as the connection between religion and treatment of animals. If Marina were to pursue this project in the future, it would need a more focused research question, though it has great potential.

Summary: Marina met all academic expectations of this program, earning full credit.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16**

- 4 - Study of Religion/Islamic Studies
- 4 - Modern Middle Eastern History
- 4 - Ancient Near Eastern and Mediterranean religions
- 4 - Ancient Near Eastern and Mediterranean history



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**April 2019 - June 2019: Japanese - First Year III**

4 Credits

**DESCRIPTION:**

Faculty: Tomoko Hirai Ulmer

The class covered Lessons 8-12 of *Genki I: An Integrated Course in Elementary Japanese* by Eri Banno et al. The grammar and sentence structures covered this quarter included the comparative degree and two new verb forms, the *nai*- and *ta*-forms, in addition to new expressions based on verb forms previously studied. Students presented five memorized dialogues from the textbook and three skits with a required set of vocabulary words and expressions. The course work also included *kanji* studies from the textbook's Reading and Writing Lessons 7 and 8. Students took four chapter tests and four *kanji* quizzes. The course work included a calligraphy workshop where students learned basic brush strokes and drew a character meaning "spring." Part of the class time was conducted in Japanese.

**EVALUATION:**

Written by: Tomoko Hirai Ulmer

Marina achieved the course objectives by participating well in class activities and by demonstrating a grasp of the grammar and expressions presented. Her oral presentations were well prepared. She used many required expressions in her skits while collaborating well with her partners. She worked diligently in test and quiz corrections. She frequently submitted her workbook to have it checked. Her work showed good grammar comprehension. Marina developed *kanji* reading and writing skills and produced a beautiful brush work of the character "spring" at the calligraphy workshop. It's been a pleasure having Marina in class all year.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4**

4 - First Year Japanese



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**January 2019 - March 2019: Japanese - First Year II**

4 Credits

**DESCRIPTION:**

Faculty: Tomoko Hirai Ulmer

The main topics of the winter quarter were adjectives and a new verb form called the *te*-form. The class covered Lessons 5-7 of *Genki I: An Integrated Course in Elementary Japanese* by Eri Banno et al. Students learned how to conjugate adjectives and verbs as well as how to use them in actual sentences. The course work included memorizing dialogues from the textbook and performing three creative skits with a set of required words and expressions. Students learned *katakana* as well as 43 *kanji* characters. They also created a menu for an imaginary restaurant, wrote a post card from a vacation destination of their choice as well as an essay entitled "My Favorite Restaurant." The students regularly submitted workbooks for review. They took two chapter tests and adjective, verb, and *kanji* quizzes.

**EVALUATION:**

Written by: Tomoko Hirai Ulmer

Marina was engaged and participated well in class. She demonstrated command of most of the grammar and sentence structures covered this quarter. Her oral presentations were well prepared. Her menu and postcard showed accurate use of *katakana* and *kanji*. She turned in many text and quiz corrections. Marina's workbook showed strong grammar comprehension and good listening skills.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4**

4 - First Year Japanese



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**September 2018 - December 2018: Evergreen Student Civic Engagement Institute**  
**2 Credits**

**DESCRIPTION:**

Faculty: Jeannette Smith, PhD, Jodi Santillie, MS, Melissa Bennett, MDiv

Evergreen Student Civic Engagement Institute (ESCEI) is a two-credit, pre-orientation program. Curriculum was designed based on "A Crucible Moment: College Learning & Democracy's Future" (2012): "Citizens of communities need to know the cultural and global contexts in which a community exists, understand the historical and sociological relevance of important social movements, have exposure to multiple cultural and religious traditions, and understand how their political system works."

In-class seminar and out-of-class activities allowed for exploration of this definition over the course of seven days.

**EVALUATION:**

Written by: Melissa Bennett, MDiv

Group learning outcomes included the creation of personal definitions of community, introduction to the Washington State capital campus with engagement focused on the Secretary of State's office, an understanding of food justice systems in Olympia, and comprehension of the contribution of pilgrimage culture to faith based and non-faith based communities.

In addition, students were introduced to the campus of Evergreen and began self-discovery about building community on campus. Big questions around purpose and goals were introduced and met with varying levels of comfort and challenge.

As a sophomore, Marina joined ESCEI to deepen her connection to Evergreen and served as a great resource for others.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2**

2 - Civic Engagement



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**September 2018 - December 2018: Japanese - First Year I**

4 Credits

**DESCRIPTION:**

Faculty: Tomoko Hirai Ulmer

The objectives of the class were: (1) an overview of the language, (2) basic verb forms and sentence structures and (3) *hiragana* proficiency. The class covered Lessons 1-4 of *Genki I: An Integrated Course in Elementary Japanese* by Eri Banno et al. The lessons included greetings, telling time, shopping, ordering at a restaurant, talking about what one does or did as well as where things are. Students memorized four dialogues from the textbook and presented two skits with a set of required expressions. They learned all *hiragana* letters within the first few weeks, studied 29 *kanji*, and were given three writing assignments.

**EVALUATION:**

Written by: Tomoko Hirai Ulmer

Marina showed strong command of the grammar covered during the first half of the quarter as well as an understanding of most of the grammar and expressions covered during the second half. She was engaged and participated well in class activities. Her dialogues were well prepared and one skit she presented showed how well she understood the required elements. She worked diligently on workbook assignments. Marina has *hiragana* proficiency and good *kanji* recognition skills.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4**

4 - First Year Japanese



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## **September 2018 - June 2019: China and Japan: Traditional and Contemporary "Silk Roads"**

24 Credits

### **DESCRIPTION:**

Faculty: Hirsh Diamant, Ph.D. & Tomoko Hirai Ulmer, M.A.

In the fall quarter the program examined the history of Japan from pre-history to the Muromachi Period, and Chinese history during the Yuan Dynasty, as well as important philosophical and aesthetic traditions associated with these historical periods in each country. Weekly lectures, workshops, seminar discussions, drawing, and online responses facilitated learning about Chinese and Japanese worldviews, languages, arts and religious traditions including Daoism, Confucianism, Buddhism and Shintoism. Students submitted weekly reading responses and special assignments that included imaginary dialogue between historical figures, collages, and "trans-interpretations" of philosophical texts. The course work included an integration paper and a collaborative research project. This research covered a variety of historical and artistic considerations of traditional Chinese and Japanese cultures and societies. Students presented their results as PowerPoint presentations and shared their learning with the class. They also kept an art journal to track their learning, to record new inspirations from class, and to regularly practice calligraphy. A field trip to the Japanese Garden and the Lan Su Chinese Garden in Portland offered additional opportunities to observe Chinese and Japanese aesthetic styles. Other program activities included a calligraphy workshop and weekly *Da Tai Ji* (Tai Ji Play.)

In the winter quarter, students studied the history of China and Japan, covering Chinese Ming Dynasty and the Japanese Muromachi Period up to the beginning of the 20<sup>th</sup> century. They also examined important philosophical and aesthetic concepts. Students submitted weekly reading responses in the form of a paper or a collage. The course work included an integration paper and a research project. The research topic was chosen by the students according to their interest in particular historical events or aesthetic traditions. Students kept an art journal to track their learning and to record new inspirations from class. Special events in the winter quarter included a Lunar New Year celebration for which students prepared a performance inspired by the Year of the Pig.

During spring quarter history studies moved into the modern period. The program's cultural studies covered Japanese and Chinese aesthetics. Outside the weekly responses and an integration paper, the students' main focus was the research project begun in winter. There were two research workshops given by a librarian who taught different types of research methods and MLA formatting. Students shared their research results in the form of PowerPoint presentations and research summary papers at the end of the quarter. Other program activities included a Qi Gong seminar with Master Liu He, a Chinese painting/mounting workshop with Master Zhuli Deng, and a WuWo tea ceremony. These all occurred in late May.

The list of fall quarter readings which students used to prepare their seminar responses included: *A Brief History of Chinese and Japanese Civilizations* (Schirokauer) as well as the chapters and articles from: *The Dao De Jing*, "Introduction" in *The Analects of the Confucius: A Philosophical Translation* (Ames); "The Moral Dimension of Japanese Aesthetics" (Saito); "Yugao" from *The Tale of Genji* (Murasaki); "The Sensualist: What Makes the Tale of Genji So Seductive" (Buruma); *The Ten Foot Square Hut* (Chomei); "Shinto & Buddhism" in *Handbook of Japanese Mythology* (Ashkenazi); "Notes on Noh" (Kalua); and "Kakyo: Zeami's Fundamental Principles of Acting" (Nearman).

Winter readings that structured students' weekly response essays and collages consisted of our textbook, *A Brief History of Chinese and Japanese Civilizations* (Schirokauer), as well as selected chapters and articles: "Dragon Spotting" (Brook); "Zhuangzi: The Inner Chapters;" "Japanese Aesthetics"



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(Keene); *Joao Rodrigues's Account of Sixteenth-Century Japan* (Cooper); and "Flowers of Edo: Eighteenth-Century Kabuki and Its Patrons" (Gerstle).

Spring readings focused mainly on finishing our textbook, *A Brief History of Chinese and Japanese Civilizations*. Two articles on Japanese aesthetics were added: "Japanese Aesthetics" (Keene) and "In Praise of Shadows" (Tanizaki).

#### **EVALUATION:**

Written by: Tomoko Hirai Ulmer, M.A.

#### **Fall Quarter:**

Marina had perfect attendance and participated well in all class activities. She developed an understanding of both Chinese and Japanese history and cultures. She was engaged but a quiet presence during seminars and other class discussions. She came to class ready with seminar notes and turned in all weekly responses and posted comments for other students.

Marina wrote an integration paper on the Japanese aesthetics with a focus on garden designs. Better organization and editing would make her writing more convincing.

Marina chose Chinese and Japanese dragons as her research topic. She first contrasted them against their western counterpart. She then examined in detail both Chinese and Japanese versions by covering the origin, symbolism, and folklore surrounding them. Her presentation was engaging, easy to follow, and full of useful information. The PowerPoint had many well-selected images. The breadth of her research was evident both in the presentation and accompanying research paper.

Marina made many entries in her journal in addition to the ones done in class. She participated in the calligraphy workshop and tried all of the basic strokes.

#### **Winter & Spring Quarters:**

Marina was committed to this program of Chinese and Japanese studies and continued to grow academically. Her practice of careful reading was evident in weekly responses. Those were well-informed responses to the program readings and summarized each examined period well. Marina also submitted a well-written essay linking the Opium War and a film on black incarceration presented at the Liberal Arts Forum. She was mostly a quiet presence in seminar and general class discussions but shared her collage work with classmates and came to most of the seminars with good notes in hand.

Marina's writing shows an ability to draw from multiple lines of thought and to integrate them in a cohesive paper. A good example was her winter integration paper written on medieval pirates as a force to propel military revolution and to heavily influence East Asian geopolitics. The paper was based on substantial research, well written, and convincingly argued. Marina's spring integration paper was written on Japan's modernization and its impact on the environment. The paper summarized the spring quarter's learning and included research on the Japanese wolves' extinction as a result of the country's modernization.

Marina showed a high level of content mastery in her two-quarter-long research on dragons with the focus on dragons' transformation. Her submissions were always on time. The outline submitted in spring followed the formula proposed during our two research workshops and was accompanied by a solid bibliography. Her research paper examined the types of transformation as well as possible reasons for them in a well-organized way. At the end of the spring quarter she gave a presentation focusing on different examples of transformation and the mythical dragon's connection with mermaids, particularly in





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the healing abilities shared by both. She used well-selected images and spoke from memory. She handled the audience questions well.

Marina's journal contained some beautifully done drawings in addition to calligraphy and paintings done in class.

It has been a pleasure having Marina study with us this year.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 24**

- 8- Introduction to Chinese and Japanese History and Culture
- 3- Reading Responses: Writing and Visual Representation
- 3- Integration Papers: "Japanese Aesthetics," "Pirates of Japan and East Asia," & "Impact of Modernization"
- 4- Research and Presentation: Chinese and Japanese Dragons & Transforming Dragons
- 6- Visual Arts and Calligraphy



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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](http://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.