RECORD OF ACADEMIC ACHIEVEMENT

The Evergreen State College - Olympia, Washington 98505

OFFICIAL TRANSCRIPT DOCUMENT

Gee, Orion A — A00407775

Last, First Middle — Student ID

CREDENTIALS CONFERRED:

Bachelor of Science — Awarded 24 Mar 2023

TRANSFER CREDIT:

Start	End	Credits	Title
09/2015	06/2021	60	**South Puget Sound Community College**
09/2017	06/2019	39	**Western Washington University**

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/2021	12/2021	16	**Vertebrate Zoology: Animal Systems, Evolution, and Ecology** **4 - Zoology: Animal Diversity and Evolution* **6 - Zoology: Comparative Anatomy and Physiology* **4 - Vertebrate Ecology and Behavior* **2 - Final Project: Gull Habitat Preferences*
01/2022	03/2022	16	**Plant Ecology and Physiology** **6 - Plant Ecology* **6 - Plant Physiology* **4 - Scientific Writing*
03/2022	06/2022	16	**American Popular Music: A People's History** *4 - U.S. History since 1865* *8 - History of American Popular Music* *4 - American Cultural Politics*
03/2022	06/2022	2	**Cuban Salsa** *2 - Performing Arts: Dance*
09/2022	12/2022	16	**The Fungal Kingdom** **8 - Fungal Biology and Taxonomy* **6 - Lichen Biology and Taxonomy* **2 - Research Seminar in Mycology*
01/2023	03/2023	16	**Art Time in Animation and Painting** *4 - Visual Studies and Seminar* *6 - in Animation Practices* *2 - Practices in Drawing and Painting* *4 - Projects: Image and Sound*

Cumulative

181 Total Undergraduate Credits Earned

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I came to Evergreen with the intent of pursuing an education in environmental science. During my time I developed a wide range of relevant research skills in environmental science, biology, and natural history. I also did historical and cultural research, as well as work in visual arts and animation.

I acquired advanced lab experience during my time at Evergreen. I collected data using the skeletons, prepared skins, and fluid specimens of many vertebrates to study their taxonomy, evolutionary biology, and the relationships with morphologies and the environment. I also learned techniques to measure plant phenology, plant leaf traits, plant allelopathy, and more. Finally, I gained skills in fungal identification using molecular tools like DNA isolation and bioinformatics.

The courses have also given me experience in field ecology. In the field I learned various identification techniques for vertebrates, plants, fungi, and lichens. I also learned techniques to find ecological trends such as scientific field journaling, observing vertebrate behaviors, measuring forest and plant characteristics, and methods for site sampling.

During my time I also conducted a number of research projects in both independent and collaborative contexts. These usually had both lab and field components, and referenced existing primary literature to contextualize the research. With a group, I designed, wrote, and presented a scientific research proposal to study the use of perennial polycultures and biosolids for a more sustainable system of agricultural production. I was also part of a group that wrote a scientific research paper studying and comparing the leaves of a common plant in the Pacific Northwest using data collected from sites in the forests surrounding the campus. I also completed an independent field study surveying local gull species in both natural and urban environments.

During my elective courses I did historical and cultural research surrounding popular music in the United States, where I learned how music can be used to study the historical changes of mainstream cultural values in America. I also did work in animation, which taught me useful methods of visual representation and information delivery.

Overall my time at Evergreen has greatly prepared me for a future career in research of a variety of natural sciences, and I’m excited to use the skills I’ve gained to help and serve my communities.

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January 2023 - March 2023: Art Time in Animation and Painting

16 Credits

DESCRIPTION:
Faculty: Neely Goniodsky, M.A., Shaw Osha M.F.A.

In this two-quarter, studio-based program students investigated the ways in which experimental animation and painting convey emotive, visual narratives. Students considered how these processes inform each other and how time is one of the crucial formal elements dealing with stillness and movement, layers and unfolding to evoke mood, tone, recognition, and mystery. The students in this full-time program embarked on the slow and ethical unfolding of narrative storytelling in animation to reach beyond the surface by showing and not telling. They considered how history and critical visual studies relate to contemporary practices in animation and why is it important to study and theorize the varieties of art in relation to their physical, social, and cultural environments.

The program fostered a close-knit learning community with plenty of individual feedback from faculty and peer groups. In the winter quarter approaches to experimental animation offered technical and conceptual foundations where a survey of experimental animations was shown and several materials including painting were introduced. Our curriculum emphasized hands-on animation studio processes in 2D still and time-based studio skills. This work was supported by the study of contemporary issues in animation and art history through thematic readings, lectures, film screenings, and weekly written animation analyses. The winter projects were experimental and collaborative. Our students joined with audio ethnography students from the program, *Medium and Message* for two collaborative projects where they added sound to our short experimental animations and then we made short animations of their audio-recorded ethnographic interviews.

The two-quarter program includes an intensive theory and practice-based program with skill-building workshops, lectures, seminars, peer study, and artistic research. Studio workshops will be experimental animation techniques like paint-on-glass, frame-by-frame hand-drawn animation, under-the-camera and cut-out animation, pixelation, rotoscoping, and more plus 2D workshops on painting and drawing. We will attend the Evergreen Art Lecture Series via Zoom, which presents a broad range of interdisciplinary approaches to contemporary art issues by artists, writers, activists, and scholars.

Program assignments will develop skills in materials experimentation and medium-specific skills, developing thematic creative assignments, practice with close reading of images and texts, creative research, and skills in analysis and interpretation in seminar papers. We will examine fictional, theoretical, and artistic texts from creators such as: Amy Sillman, William Kentridge, Villem Flusser, Elizabeth Chin, Anabelle Honess Roe, Timothy Corrigan, David Bordwell and Kristin Thompson,Yuri Norstein, Jan Svankmajer, Nikolai Gogol, George Saunders, Paul Wells, Daniil Kharms, and Julio Florencio Cortázar among others.

EVALUATION:
Written by: Shaw Osha, M.F.A. and Neely Goniodsky M.A.

Orion was new to animation and visual studies and had a very successful quarter. Orion gained exposure to the breadth of approaches to animation and was keenly attentive to learning the approaches, materials, and techniques to complete a collaboratively produced short animation project. Orion participated in all the elements of the program, in workshops and discussions. Orion was attentive but quiet in big group discussions and was especially engaged in processing program concepts with the peer groups and in collaborative assignments. Most of the assignments were very well done and submitted in a timely manner. Orion was an attentive listener and applied key program elements in discussions of

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animations in the weekly Animation Reports displaying a good grasp of the lecture, workshop, and reading material. Orion was a reliable team player who contributed to the success of the group.

In animation and studio work, Orion displays a unique and inventive visual language, blending child-like aesthetics with sophisticated concepts. They are not afraid to take on the challenging task of creating sets and employing creative decision-making processes while animating. The final project was a collaborative effort to animate an interview recorded and edited by a student from the Medium and Message program. Orion's collaborative one-minute film was thoughtfully executed incorporating drawings and cutouts. Orion worked well in collaboration, helping with conceptualizing and storyboarding, construction of the set and objects, and shooting the stop-motion and drawings. The two-person team used good communication skills and communicated well, each contributing their strengths and incorporating feedback from critique.

Orion is a good writer and improved upon an ability to incorporate the elements involved in analyzing animation and moving images. Orion did fine work making connections between the readings and other program materials, identifying some key terms and concepts and using them in the analyses of the films. The responses to peer reports were thoughtful and engaged. There were some especially nice moments where Orion noticed the formal aspects of shapes and their correlation with music as the content rather than figuration being content.

It was a pleasure to have Orion in Art Time.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

4 - Visual Studies and Seminar
6 - in Animation Practices
2 - Practices in Drawing and Painting
4 - Projects: Image and Sound

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September 2022 - December 2022: The Fungal Kingdom

16 Credits

DESCRIPTION:
Faculty: Lalita Calabria and Paul Przybylowicz

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.The major learning objectives were to: 1) develop a detailed understanding of the biology and taxonomy of lichens and fungi; 2) become proficient using field 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, participation and two exams. There were both 16- and 12-credit options available. 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, and bioinformatics. Students learned to use molecular tools to identify fungi, from DNA isolation and amplification to the bioinformatics needed to clean and compare their data with sequences in online DNA databases. Other skills covered included sterile technique, along with compound microscope slide preparation and observation.

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.

EVALUATION:
Written by: Lalita Calabria and Paul Przybylowicz

Orion Gee met all the major learning objectives for this program. Orion attended all the program meetings and submitted most of the program work, some of it late. Overall, the quality of their work was generally very good. Orion participated enthusiastically in the learning community and through that participation helped support and build the community.

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Orion made significant progress in fungal and lichen biology and taxonomy. Orion completed all weekly study questions. Answers on weekly study questions indicated a very good understanding of the material covered in lecture and readings. Orion's performance on the midterm and final exam indicated an excellent understanding of fungal biology and ecology, with a satisfactory comprehension of the lichen topics.

In the taxonomy portion of the program, Orion worked hard in the lab and field to increase their ability to identify mushrooms and lichens. Orion got an extension to complete their mushroom collection and identification notebook. Their final notebook was well organized and the identifications were correct. On the final sight identification exam, Orion demonstrated an excellent ability to identify 44 common mushrooms using scientific names. Overall, Orion showed solid ability to identify mushrooms using available resources.

Orion's lichen identification notebook was excellent and included accurate and complete descriptions and key couplets. Photographs and drawings that highlighted the distinguishing features for each lichen specimen were keyed. On the final sight identification exam, Orion demonstrated a good ability to identify 40 lichen species using scientific names. Overall, Orion showed a solid grasp of morphological terminology and using dichotomous keys to identify an unknown lichen species.

Orion completed the required entries into the class *iNaturalist* mushroom project with 12 mushrooms and 23 lichens. In addition, Orion contributed to the online learning community through comments and notes. Based on the quality and completeness of Orion's entries and their learning reflection, it was clear that Orion utilized this online community science tool to deepen their understanding of the natural history of the PNW.

Orion was an active participant in research seminar discussions. Orion completed all the seminar response posts which were generally very good. Orion asked good questions and contributed their thoughts in a supportive manner. As a result, Orion deepened their skills in interpreting primary scientific papers and science media sources from a critical perspective. Overall, Orion worked hard and made significant progress.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

*8 - Fungal Biology and Taxonomy
*6 - Lichen Biology and Taxonomy
*2 - Research Seminar in Mycology

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March 2022 - June 2022: Cuban Salsa

2 Credits

DESCRIPTION:
Faculty: Scott Saunders

Cuban Salsa, also called Casino in Cuba, is a social partner dance performed to modern Cuban Salsa music, also known as Timba in Cuba. In this course students learned the basic rhythms, steps, and body movements of Cuban Salsa. Emphasis was placed on understanding the basic rhythmic structure of Salsa music through listening, counting, stepping and connecting movements. Students practiced basic moves/steps for both lead and follow roles in this social partner dance. Students also learned about the history of Cuban Salsa and its varied roots in Cuban folkloric music, dance and culture. Students practiced coordinated body movements, combining steps, hips, shoulder and arm movements as well as Rueda de Casino, dancing with a partner in a circle (la Rueda) and practicing partner moves with frequent changing for partners, lead and follow roles.

EVALUATION:
Written by: Scott Saunders

Orion participated in weekly Cuban Salsa dance classes this quarter. They studied and performed warm up steps, independence of body parts movements as well as step combinations. They practiced basic rueda de casino salsa dancing steps coordinated with partners. Some of the moves learned included Enchufla, Adios, Prima/Hermana y Familia, and by the end of quarter they advanced to intermediate steps such as Vacilala, Setenta and Montana. It was a pleasure to have Orion in class.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2

2 - Performing Arts: Dance

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March 2022 - June 2022: American Popular Music: A People's History

16 Credits

DESCRIPTION:
Faculty: Bradley Proctor, PhD

This program explored the history of popular music in the United States from the early nineteenth century to the present. Musical genres studied included blackface minstrelsy, ragtime, social dance, jazz, blues, swing, rock and roll, country music, the counterculture, disco, alternative, and hip hop. Broad themes included the dichotomy between high and low culture, racism and racial stereotypes, gender and sexuality, the abilities of marginalized people to use music as a means to resist structural oppression, and historical changes to the values expressed in popular music. The program served as a survey of the social history of modern America as well as an exploration of the cultural politics of American popular culture.

Classroom activities included lectures, film screenings, workshops, and discussions. Experiential learning activities included a guest lecture about drumming, a tour of the KAOS 89.3 FM radio station, and workshops where faculty and students brought in physical media artifacts. Students watched documentary and concert films, read selections from academic books and historical primary sources, and completed two book reports on academic books of their choosing related to program content. As a record of program engagement, students submitted a short log of academic work completed each week. Essay assignments included a guided research paper analyzing historical sheet music and an ethnography essay about a live or live-streamed concert or radio broadcasts. Students gave five-minute “lightning” presentations about book reports and essays. Students also completed essay-based, take-home midterm and final exams. For a final project, students had the option to write an analytical essay or to produce a creative “unessay” project applying the analytical tools of the program to the contemporary popular music of the twenty-first century. On the final day of the class, students presented their final projects in a gallery sharing workshop.

EVALUATION:
Written by: Bradley Proctor, PhD

Orion Gee did excellent work this quarter. Orion had perfect attendance in program activities and was a constructive participant. Orion asked productive questions and made insightful contributions to both large class meetings and small group conversations.

Orion’s written work was also outstanding. Orion submitted a thorough and thoughtful log of the work of the program work every week, documenting Orion’s consistent engagement with both the activities and the larger themes of the program.

For the first major essay, Orion wrote a very strong analysis of racist stereotypes against Native Americans in nineteenth-century sheet music. This was an effectively-structured and clearly written paper that included strong analysis. Orion gave a coherent and persuasive presentation of this paper to classmates, linking the individual research of the paper to broader themes of the program.

Orion completed two very strong book reports, one exploring a book about the music used in Hollywood cartoons and the other about popular music used in environmental activism in the Pacific Northwest. Both of these reports effectively and coherently summarized the books.

For the concert analysis essay, Orion attended a concert by a variety of bands at a local Olympia bar. Orion’s essay was again very effectively structured and clearly written. The paper included strong

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descriptions and thoughtful analysis of the context, expectations, and artist interactions with the audience. Orion gave another strong presentation to the larger class about this paper.

Orion successfully completed both the midterm and the final exam. Both exams contained excellent essays that connected specific examples from the program with broader themes about the history of American popular music.

For the final project of the quarter, Orion compiled a mix CD of songs by the band The Garden and similar independent artists. The Garden composed a song titled “Vada Vada,” a term that is now applied to the fusion of independent music genres associated with the group. In addition to compiling the mix CD, Orion wrote explanatory notes about each of the 21 tracks on it and a concluding essay. This essay effectively incorporated analysis of the songs with a discussion of the wider technological, commercial, and cultural trends that independent music scenes both influence and exist within. This was a creative, thoughtful, and compelling project that very effectively added to the major themes of the program.

In sum, Orion was an essential member of our learning community. Orion is well suited to advanced work in history and cultural studies. It was a pleasure having Orion in the program.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

4 - US History since 1865
8 - History of American Popular Music
4 - American Cultural Politics

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January 2022 - March 2022: Plant Ecology and Physiology

16 Credits

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

This program focused on the study of individual plants from the cell to the organismal level (physiology), the interactions among plants (community ecology), and the physiological interactions of plants with their environment (ecophysiology). Students learned field and laboratory methods for studying plant community ecology and plant physiology including vegetation sampling methods, methods for measuring plant growth, photosynthesis, water-stress, plant traits, and tree water-use. In laboratory, students also learned how to measure phenology, seedling germination, clone propagation, leaf area and specific leaf area, plant stomatal density, plant cell and tissue structure, and how to conduct allelopathy assays. Plant ecology lectures were supported by the primary literature and the book *Cottonwood and the River of Time* by Stettler. Plant ecology lecture topics included plant communities, competition and facilitation ecology, succession, population genetics, community genetics, and the potential effects of large-scale disturbances, such as climate change, on plant communities. Physiology lectures were supported by the text *Introduction to Plant Physiology* by Hopkins and Hüner. Lecture topics in physiology included water relations and water pressure, plant growth and development, photosynthesis, plant hormones and secondary metabolism. Students applied what they learned to better understand current research in the broader fields of ecophysiology, global change, and restoration ecology.

Local day trips to temperate rainforests, coastal habitats, and prairies, allowed us to do hands-on observations in plant physiology, plant restoration, and the plant ecology of diverse environments.

Students all contributed to four major class-wide research project including: 1) a greenhouse experiment examining tree budburst in response to different soil types, 2) a maple-sap tapping experiment where we tapped more than 30 trees for maple syrup and analyzed sugar content and volume among different trees, 3) a plant traits experiment combining class data with a global database for plant traits, and 4) a native plant germination experiment examining seedling germination potential in local forest soils. Student contributions to these projects were assessed in a final paper and presentation at the end of the quarter.

Skill-building in scientific writing was an emphasis throughout the program. Students completed weekly writing exercises and class discussions focused on analyzing scientific papers and how to improve them. These activities were anchored in the text *Writing Science* (Schimmel 2011). Students also worked in groups to develop, write and present a research proposal. Students presented their proposals at the end of the quarter.

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

Orion's learning in plant ecology was evaluated based on performance on weekly quizzes, exams, labs, a research proposal, and completion of a research project that worked with a dataset collected by the whole class. In weekly quizzes in plant ecology, Orion's performance was generally good. In a final open-book exam with an opportunity for extensive essay responses, Orion's performance was excellent. Our weekly labs provided an opportunity to put theory into practice and contribute to larger class-wide research. In this work, Orion's performance was excellent.

Orion developed a good understanding of the material covered in plant physiology lectures based on open-book weekly quizzes. His final exam score was excellent. Orion completed all required plant physiology labs and participated actively in all quarter-long plant physiology experiments. The quality of

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Orion's plant anatomy and morphology lab indicated very good observation skills and attention to detail. Orion also completed a series of allelopathy and anti-microbial bioassays focused on *Salvia apiana* with a lab partner. An excellent lab report recapped their findings with figures and graphs including summary statistics, plus a discussion with references to primary literature, placing their results into the context of previous research.

A final research paper and presentation allowed students to work with a quarter-long dataset collected by the whole class. Orion's group worked on a comparison of understory plant leaf traits in a common understory plant species (salal; *Gaultheria shallon*). The group found a pattern where traits differed among sun and shade leaves. The group had clear hypotheses, and they were able to articulate potential issues with site selection for their treatments. They found lower stomatal density in shade environments. Sun environment leaves were smaller, but had higher leaf mass area (LMA), and the carbon to nitrogen ratio in leaves was lower in the sun (implying higher nitrogen in the sun). Interesting trends between stomatal density and specific leaf area were explored. They did a very nice job with graphical analysis of their data, and correctly interpreted how original site selection may have muddied the sun vs. shade treatment. The final presentation was good, and the final paper had a nice reference list and mirrored the presentation.

Orion completed all of the weekly *Writing Science* exercises, and their answers demonstrated an overall excellent comprehension of the elements of effective scientific writing. Orion's group research proposal investigated the potential value of perennial polyculture and biosolids for developing more sustainable agricultural production. They did a great deal of research to define their question and support their proposal. Orion's group took advantage of some faculty and peer feedback on revisions and each of the several drafts documented improvements. As a group member, Orion took a lead role in writing the paper and contributed especially to the study design, objectives, and expected results sections. The final proposal was much improved from early drafts. The final presentation was adequate.

Overall, Orion leaves the program with increased knowledge and skills in plant ecology and physiology, as well as scientific writing and project management.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

*6 - Plant Ecology
*6 - Plant Physiology
*4 - Scientific Writing

* indicates upper-division science credit

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September 2021 - December 2021: Vertebrate Zoology: Animal Systems, Evolution, and Ecology

16 Credits

DESCRIPTION:
Faculty: Alison Styring, Ph.D. and Amy Cook, Ph.D.

In the program Vertebrate Zoology, we explored the evolution, ecology, anatomy and physiology of vertebrates. Learning goals for the program included: develop a detailed understanding of the ecology, behavior, and evolutionary history and relationships among the vertebrates, develop a detailed understanding of functional morphology and ecomorphology, improve quantitative and communication skills, and improve skills in critical thinking, field methods and library research. Student learning occurred through labs, fieldwork and lectures. This work was supported by the following texts: *Wildlife Ecology, Conservation, and Management* by John M. Fryxell, Anthony R. E. Sinclair and Graeme Caughley and *Vertebrates: Comparative Anatomy, Function, and Evolution* (8^{th} Edition) by Kenneth Kardong.

Lab and field activities provided students with the opportunity to develop a number of hands-on skills. In labs students worked with a variety of vertebrates in the form of fluid specimens, skeletons, a prepared skins. The focus of these labs was vertebrate taxonomy, evolutionary biology, and the relationship between morphology and ecology. Field exercises emphasized observation of vertebrate behavior, field identification of both vertebrate species and the main plant species that make up the communities in which they live, and techniques in field ecology, and maintaining a formal field journal. In exercises surveying squirrel middens, gathering data on gull demographics, and assessing snags as wildlife trees, students learned techniques in measuring forest characteristics, practiced sampling techniques, and gained skills in field identification.

Students developed and carried out a final research project over the course of the quarter. This project could be strictly literature-based or incorporate a field component. The learning goals of the project included: clearly demonstrating a student's learning in vertebrate biology; demonstrate innovative learning through the development of a research idea and the synthesis of available ideas to address that idea; demonstrate information literacy by communicating, organizing and synthesizing information from primary literature sources to support learning; and practice and demonstrate a student's ability to develop novel questions/hypotheses and use what they have learned to answer/test them and analyze the patterns that they found.

EVALUATION:
Written by: Amy Cook, Ph.D. and Alison Styring, Ph.D.

Orion made the most out of the learning opportunities presented in the program. Orion attended class regularly, completed all assignments on time and earned full credit.

Orion demonstrated a firm understanding of concepts relating to vertebrate evolution, form and function as well as important principles of vertebrate ecology including population processes, trophic ecology, optimal foraging, community ecology, emerging infectious diseases, and null models in ecology. Orion's work on quizzes and assessments was consistently strong.

Orion's work in the lab and the field showed in-depth integrative learning. Orion's field and lab journals were detailed and well-organized, and the writing and work in the two journals clearly reflected substantial thought, research, and effort in the field and in lab. In the field and lab journal assignments, Orion accurately documented the key details of each activity and the observations were neat and easy to understand. Orion effectively synthesized the observations and placed them into context with textbook

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learning and research via the answers to the homework questions. Through field and lab work, Orion demonstrated excellent understanding of vertebrate functional morphology and anatomy as well as field methodologies in several disciplines including ecology, ornithology and animal behavior.

Orion's final paper focused on species richness and age-related habitat preferences of gull species in urban and more natural environments in the south Puget Sound area. The field study was well-designed and Orion effectively collected and presented the field data. Orion's project presentation articulated the field project clearly and was well-organized and interesting.

Over the course of this program Orion developed a strong knowledge base of zoology to including the biology, behavior, anatomy and physiology of vertebrates as well as methodologies that scientists use to study them. Orion's commitment to learning and demonstrated work ethic had a positive influence on peers in the class.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

*4 - Zoology: Animal Diversity and Evolution
*6 - Zoology: Comparative Anatomy and Physiology
*4 - Vertebrate Ecology and Behavior
*2 - Final Project: Gull Habitat Preferences

* indicates upper-division science credit

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EVERGREEN

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

EVERGREEN TRANSCRIPT GUIDE

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

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

Educational Philosophy:

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

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

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

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

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

Academic Program

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

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

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

Evaluation and Credit Award:

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

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

Credit is recorded by:

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

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

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

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

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

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