



Aybar, Manuel Alberto

A00438941

Last, First Middle

Student ID

DEGREES CONFERRED:

Academic Certificate ≤ 1 yr Awarded 16 Jun 2023

Bachelor of Arts Awarded 08 Sep 2023

TRANSFER CREDIT:

| Start | End | Credits | Title |
|---------|---------|---------|---|
| 09/1991 | 02/1992 | 3 | Riverside Community College |
| 09/1991 | 02/1992 | 20 | Riverside Community College |
| 01/2000 | 06/2000 | 14 | University of Mobile |
| 08/2000 | 05/2002 | 58 | Ave Maria University |
| 01/2006 | 06/2007 | 40 | California State University - San Bernardino |

EVERGREEN UNDERGRADUATE CREDIT:

| Start | End | Credits | Title |
|---------|---------|---------|---|
| 09/2022 | 03/2023 | 28 | Marx's Capital: Capital, Crypto-,and the Mystery of Money 8 - <i>Philosophy: Marx's Capital and Political Economy</i> 6 - <i>Philosophy: Aesthetics and Psychoanalysis</i> 4 - <i>Philosophy: German Idealism</i> 4 - <i>Interdisciplinary Research and Current Events: Money and Financial Technologies</i> 4 - <i>Art Lecture Series</i> 2 - <i>Sustainability, Business, and Entrepreneurship Academy</i> |
| 09/2022 | 12/2022 | 4 | Leading Self: Purpose-Driven Leadership 4 - <i>Organizational Leadership (Certificate Sequence)</i> |
| 01/2023 | 03/2023 | 4 | Leading Others: Building Capacity In Others 4 - <i>Organizational Leadership (Certificate Sequence)</i> |
| 01/2023 | 03/2023 | 4 | The New Psychology of Leadership 4 - <i>Organizational Psychology (Certificate Series)</i> |
| 04/2023 | 06/2023 | 12 | Hegel's Phenomenology of Spirit and Formal Logic 4 - <i>Philosophy and Education: A Pedagogical Approach to German Idealism</i> 4 - <i>Philosophy: Hegel's Phenomenology of Spirit</i> 4 - <i>Philosophy: Logic, Critical Thinking, and the Dialectic</i> |
| 04/2023 | 06/2023 | 4 | Leading Organizations: Culture and Change 4 - <i>Organizational Leadership (Certificate Sequence)</i> |
| 04/2023 | 06/2023 | 4 | Positive Organizational Behavior 4 - <i>Organizational Psychology (Certificate Sequence)</i> |
| 06/2023 | 09/2023 | 4 | Children's Literature and the Politics of Identity, Gender, and Race 4 - <i>Children's Literature</i> |
| 06/2023 | 09/2023 | 4 | Managing Moral Dilemmas 4 - <i>Credits</i> |



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EVERGREEN UNDERGRADUATE CREDIT:

| Start | End | Credits | Title |
|---------|---------|---------|---|
| 06/2023 | 09/2023 | 4 | Many Israels <i>4 - Israel Studies</i> |
| 06/2023 | 09/2023 | 2 | Administrative Law for Managers <i>2 - Administrative Law</i> |

Cumulative

209 Total Undergraduate Credits Earned



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As a student at The Evergreen State College, my educational journey has been a transformative experience, marked by a series of interdisciplinary courses that have broadened my horizons and refined my perspective on the world. Through engaging with diverse fields of study such as Marx's Capital: Capital, Crypto-, and the Mystery of Money, Hegel's Phenomenology of Spirit and Formal Logic, The New Psychology of Leadership, Leading Organizations: Culture and Change, Positive Organizational Behavior, and Leading Others: Building Capacity in Others, I have developed a comprehensive understanding of the complexities and interconnections that shape both my personal experiences and the broader social context.

Studying Marx's Capital and Hegel's Phenomenology of Spirit allowed me to comprehend the intricate connections between economic systems, philosophical thought, and human behavior. By delving into these theoretical frameworks, I have become more adept at identifying the underpinnings of societal and organizational structures. This knowledge has not only enriched my understanding of the world but also improved my ability to engage in critical analysis and informed discussions.

The New Psychology of Leadership, Leading Organizations: Culture and Change, and Positive Organizational Behavior have provided me with valuable insights into the nature of effective leadership and the importance of fostering a positive and inclusive environment. These courses have taught me to be a better listener and thinker, enabling me to better understand the diverse perspectives of those around me. As a result, I have honed my skills as a nuanced and experienced collaborator, poised to serve as an interlocutor between people, ideas, and communities.

Furthermore, the Leading Others: Building Capacity in Others course has reinforced my commitment to empowering others and fostering growth. By learning about the significance of cultivating leadership capacity in individuals and organizations, I have gained a newfound appreciation for the power of collaboration and the potential for positive change.

As a BIPOC disabled person, my experiences at Evergreen have been particularly meaningful in terms of understanding intersectionality in both public and workplace settings. The diverse and inclusive educational environment has allowed me to explore my own identity and the unique challenges faced by individuals with multiple intersecting marginalized identities. This knowledge has equipped me with the skills and empathy necessary to advocate for equity and inclusivity in various contexts.

My education at The Evergreen State College has been an enlightening and engaging journey that has prepared me to navigate the complexities of the world with a keen sense of understanding and empathy. The interdisciplinary courses I have taken have not only informed my perspective but also equipped me with the tools necessary to contribute to a richer and more fulfilling human existence. As I move forward, I am confident in my ability to foster positive change, champion diversity and inclusion, and create meaningful connections across diverse communities.

Respectfully Submitted, M. A. Aybar



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Student ID

June 2023 - September 2023: Administrative Law for Managers

2 Credits

DESCRIPTION:

Faculty: Meghan Doughty, PhD

Administrative Law for Public Managers covered the why of administrative law and how the Constitution influences public managers in their everyday duties. Students left the class with an understanding of rule-making, adjudication, and judicial and legislative review. This class focused on the fundamentals of administrative law in non-technical terms.

EVALUATION:

Written by: Meghan Doughty, PhD

Manuel fulfilled and exceeded all learning objectives for Administrative Law for Managers. Manuel displayed exceptional writing skills, strong analytical skills, and brought a unique philosophical perspective that deepened the class's collective knowledge.

Manuel understood the process of rule-making and the role of adjudication and judicial and legislative review in administrative law, through seminar discussions on class texts and participation in class workshops. Manuel actively participated in both small and large group discussions. Manuel illustrated an ability to break down complex theories, into something useful for practitioners, as well as subject matter expertise.

Manuel analyzed the purpose of administrative law by completing a rule-making comment. Manuel's rule-making comment, on the rule changes to WAC 296-126-092, eloquently introduced Manuel's viewpoint and included all the relevant information to the case. Manuel clearly stated objections to the policy change and provided evidence to support these objections. Manuel also demonstrated mastery of the form of a rule-making comment.

Manuel developed a foundational understanding of how the Constitution influences public administration agencies' processes, by completing a court case memo on the Supreme Court ruling on affirmative action in college admissions. The memo met and exceeded expectations. The memo was well-written and included a clear call to action. Manuel did an exceptional job of clearly and concisely stating the facts of the case. This memo included an important comment about the disregard for legal precedent that the current court is displaying. This and other insights illustrate the internalization of course content and excellent analytical skills.

Manuel did an excellent job in this class.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2

2 - Administrative Law



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Student Self Evaluation for Administrative Law for Managers
06/2023 - 09/2023

Course Evaluation - Administrative Law for Managers

The course "Administrative Law for Managers," part of the Master's in Public Administration program, provided an in-depth exploration into the field of administrative law, focusing on the intersection between theoretical underpinnings and practical applications within the public administration landscape.

The course presents a sophisticated exploration into the field of administrative law. With a firm grounding in theoretical underpinnings and an emphasis on research, it promotes a nuanced understanding of the subject's role in public administration. Initially, the course delves into the philosophy and theory underpinning administrative law, tracing its historical evolution and dissecting its foundational principles. It embeds the study of administrative law within the broader context of legal theory, covering concepts like legality, authority, and the rule of law in-depth.

The course also introduces a comparative study of administrative law in different national and state contexts. This comparative element encompasses an examination of how systems across different jurisdictions are shaped by their unique cultural, political, and economic circumstances. Such perspectives broadened my appreciation of the diversity and complexity of administrative law ecologies across the public administration body of knowledge. Significantly, the course incorporated a focus on research, encouraging individual and collaborative study of specific topics.

The implications of administrative law on the twin pillars of public administration and policy were examined, showcasing how branches of administrative law serve as the color palette of policy formulation and implementation. Another notable feature was the course's comprehensive study of the relationship between administrative law and other areas of impact, such as ethics and transparency, budgetary process and reviews, and legislative procedure. This interdisciplinary approach provided us with a more holistic understanding of how administrative law interacts with other invested systems and contributes to the overall understanding of this field of academic study as a social institution. The course's analysis of the Washington Administrative Code and Revised Code of Washington underscored the often-overlooked connections between administrative law, citizenship, and everyday life. This consideration of localized laws and their interplay with broader federal statutes offered a nuanced perspective on the complexities of legal adherence and public policy formulation. Pedagogically, this course combined traditional lecture methods with interactive teaching styles. It included seminar-style discussions, group projects, and individual and group tasks; stimulating critical thinking and active engagement with the course material.

Overall, the "Administrative Law for Managers" course provided a thorough, sophisticated, and rigorous exploration of administrative law. Integrating a comprehensive theoretical foundation, regional perspective, research emphasis, interdisciplinary approach, and diverse pedagogical methods, the course promoted a deep and nuanced understanding of administrative law and its vital role in public administration.



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June 2023 - September 2023: Many Israels

4 Credits

DESCRIPTION:

Faculty: Nancy Koppelman, Ph.D.

Many Israels examined ideas about Israel that predate 1948 and have developed since its independence. Works in history, journalism, film, and primary sources illustrated diverse experiences and claims, particularly since the early 19th century. The aim was to understand contemporary Israel in historical context, and to appreciate the many ways that Israel matters and to whom, including critics, supporters, and everyday people. The approach was both chronological and thematic. Each new theme built on the last one and was the basis for a weekly essay: Religion, Immigration, the State, Land, and Contemporary Onlookers and Visionaries. Students read about these topics and viewed a number of films from the Ma'aleh Film School archive in Jerusalem, among other sources. While the course did not examine all the Israels in which people have been invested, the premise of the course was that a signal feature of Israel is its many meanings to different people in different contexts.

EVALUATION:

Written by: Nancy Koppelman, Ph.D.

Manuel Aybar did excellent work in *Many Israels*. He participated with enthusiasm and showed that he learned a great deal from all course texts. Manuel has a significant background in philosophy, and he generously shared how his understanding of Marx and existentialism helped him gain a broader view of Israel and its conflicts.

The evidence for Manuel's developing sophistication about Israel was clear in his seminar contributions and his writing. In five papers, he thoughtfully explored the course's central topics. His last three papers were excellent. For example, in a paper on the state, Manuel used resources from the Palestinian Center for Survey and Policy Research to develop an informed way to speculate on how Jews and Palestinians could learn about one another. His paper on the land was exceptionally insightful; Manuel imagined himself a Knesset member arguing to expand the Supreme Court. He made an elegant argument about how expanding the court could lead to more attention to the environment, which perforce would touch on land disputes. And his final paper, which reflected on his sense of Israel prior to this course, showed an acute understanding of how religion and immigration prior to the state's founding shaped its politics, land disputes, environmental problems, and activists. In short, Manuel gave himself fully to this curriculum and is fully capable of doing more advanced work in this or adjacent fields in the future.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Israel Studies



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Student Self Evaluation for Many Israels

06/2023 - 09/2023

"Many Israels" is a well-structured, comprehensive course that provides a thorough understanding of Israel's socio-political landscape. It encourages critical engagement with complex issues and fosters a broadened perspective on global conflicts. It is an excellent resource for anyone looking to gain a nuanced understanding of Israel and its many narratives. This class allowed a deep dive into the intricacies of Israel as a nation, its historical evolution, diverse lived experiences of its people, and the manifold perceptions and narratives that continue to shape it globally. Structurally, the course was divided into five thematic weeks: Religion, Immigration, The State, The Land, Onlookers and Visionaries. This division of subjects allowed a systematic progression of knowledge, aiding in establishing connections between different elements influencing Israel's existence. The course format of lectures followed by discussions and informal conversations offered an excellent blend of theoretical insights and engaging interactions. It allowed in-depth exploration of the topics, critical engagement with the course material, and a lively exchange of perspectives among students. The use of various media like literature, journalism, films, and primary source materials painted a comprehensive picture of Israel, its history, and its socio-political context.

The first week, with its focus on religion, served as a foundation to understand the religious dynamics that significantly contribute to Israel's socio-political fabric. Diving into historical religious doctrines and their evolution helped unveil the roots of numerous ideologies that guide the nation's political climate today. The second week's focus on immigration further illuminated the nation's diverse cultural composition. This week explored the push and pulls for immigration to Israel, enriching our understanding of the multicultural and multi-religious demography that distinguishes Israel. The following week's exploration of 'The State' provided a comprehensive understanding of Israel's statehood and the internal mechanisms that govern it. This week's learning became crucial in comprehending the political landscape of Israel. The subsequent week focused on 'The Land,' which turned out to be a great way to navigate the contentious issue of land ownership and territory disputes. It also explored the intricate relationship between people and their geographical locations and how they define their identities. Lastly, the week on 'Onlookers and Visionaries' presented a wide-ranging discussion on various narratives about Israel, providing a platform to comprehend the global discourse about the nation. The discourse also delved into the ways these narratives have been influenced, modified, and challenged by different actors, including media, academicians, historians, and scholars. The continuous requirement of writing weekly response papers ensured a consistent engagement with the course material, fostering critical thinking and the ability to articulate complex ideas about Israel and its many representations.

My comparative study of Israel's struggles during the 1980s expanded the course's purview for me. This was especially enlightening when considering the parallel struggles of the Sandinista National Liberation Front (FSLN) in Nicaragua and the Farabundo Martí National Liberation Front (FMLN) in El Salvador.

This course provoked thoughtful and critical reflection on the issues pertaining to the region. It offered a nuanced understanding of the complexities of the Israeli-Palestinian conflict, by moving beyond the binary oppositions often presented in popular discourse. The course's multi-disciplinary approach, integration of diverse learning materials, and a well-structured thematic layout make it an exceptional learning experience, since it successfully breaks down the oversimplification of the Israeli-Palestinian conflict, encourages critical thinking, and nurtures a deep understanding and appreciation of the multifaceted Israel.

Respectfully Submitted,

M.A. Aybar



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June 2023 - September 2023: Managing Moral Dilemmas

4 Credits

DESCRIPTION:

Faculty: Meghan Doughty, PhD

Public administrators today need to understand both the legal and ethical requirements for upholding the public trust. In this class, students used real world case studies to examine how the public sector frames ethical problems and evaluated the foundations for decisions involving moral dilemmas.

EVALUATION:

Written by: Meghan Doughty, PhD

Manuel fulfilled all learning objectives for Managing Moral Dilemmas. Manuel displayed strong rhetorical and writing skills, and an affinity for theoretical thinking.

Manuel defined and demonstrated understanding of the various moral foundations of ethics in the public sector through seminar discussions on class texts, discussion posts and participation in class workshops. Manuel actively participated in both small and large group discussions. Manuel's comments asked questions that deepened the seminar discussion and often applied a Marxist lens to great effect. Manuel's discussion posts were on topic, detailed and used outside sources. Manuel did an exceptional job of interacting with other students' posts.

Manuel analyzed the strengths and weaknesses of how moral dilemmas are framed in the public sector through completion of three successive assignments, an Op-Ed, policy memo and case analysis. The assignments illustrated how to write about ethical issues for three different audiences. The case analysis was the final and most in-depth assignment intended to reflect mastery of course themes.

Manuel's Op-Ed, "The Need for DEI Initiatives in Thurston County," was passionate and well-supported. Manuel's Op-Ed also did a good job providing targeted calls to action. Manuel's Op-Ed was a timely addition to the conversation over cultural competency and DEI education in the nation. The Op-Ed also effectively used examples to illustrate its points.

Manuel's policy memo, "Enhancing Equitable Access to WIOA Services in Thurston County through DEI Initiatives," was professional and well-written. Manuel's analysis demonstrated Manuel's ability to write to many audiences. The policy memo did a great job of illustrating that the topic is a multi-pronged problem and deserves a multi-prong solution. Manuel's policy memo was professionally formatted. This was a very strong memo.

Finally, Manuel's case analysis, "A Marxist Perspective on the Flint Water Crisis," met expectations. Manuel's analysis was incredibly well-written and persuasive. Manuel's analysis covered the multidimensional nature of the issue. This case analysis illustrated Manuel's use of supporting evidence from the outside sources to demonstrate a philosophical approach to policy analysis.

Manuel did an excellent job in this class.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Credits



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June 2023 - September 2023: Children's Literature and the Politics of Identity, Gender, and Race

4 Credits

DESCRIPTION:

Faculty: Jon Davies, Ed.D.

In this upper-division course, participants engaged in readings and seminar discussions that addressed literary and informational texts for children from birth to age 12. Topics included an examination of picture and chapter books, multicultural literature, literature in a variety of genres, and non-fiction texts across a range of subjects. Participants gained an understanding of children's literature from an historical perspective, genres of children's literature with representative authors and selection criteria, the role of literature in children's literacy development, strategies for teaching literature in elementary school, and controversies surrounding children's literature and community censorship. The primary text was Young, Bryan, Jacobs, and Tunnell's *Children's Literature, Briefly* (7th ed.). Participants produced chapter commentaries of the primary text and read 16 self-selected children's literature books based on selection criteria for each literary genre. They wrote an annotated bibliography and critique describing how the chosen books met the selection criteria. They also completed a synthesis poster addressing a course theme.

Participants also addressed the recent challenges to K-12 school curriculum and the attempts to ban children's books, especially around the issues of race (e.g., Critical Race Theory) and gender identity and expression (e.g., gender-affirming medical care for minors, school bathroom use corresponding to sex assigned at birth, etc.).

The politics of identity surrounding these issues formed a central theme as we investigated children's books in all their variety of genres. We also explored ways in which to navigate teaching practices considering this contemporary social crisis.

EVALUATION:

Written by: Jon Davies, Ed.D.

Manuel Aybar successfully completed this course and earned full credit. Manuel consistently shared a genuine commitment to working effectively with other participants. Through completion of chapter summaries and a well-developed annotated bibliography and critique, Manuel demonstrated a particularly good understanding of the complexity of children's literature: its history and emergent controversies, its role in literacy development, and its various genres and selection criteria. Overall, Manuel's performance in this course was excellent.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Children's Literature



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Student Self Evaluation for Children's Literature and the Politics of Identity, Gender, and Race
06/2023 - 09/2023

My experience in the course "Children's Literature & The Politics of Identity" was a positive journey that allowed me to navigate the complex tapestry of children's literature in the context of today's socio-political climate. I found the deep exploration of various genres of children's literature, from birth to age 14, to be enriching. The opportunity to analyze both literary and informational books offered me an in-depth understanding of the role children's literature plays in shaping young minds. Engaging in readings, participating in thought-provoking class discussions, crafting written analyses, and reflecting on various forms of media, all worked in harmony to broaden my understanding of the field.

The handling of the intersection between children's literature and the politics of identity was a highlight that left an impression on me. The approach taken was far from cursory; instead, it penetrated into the fabric of the contentious discourse surrounding identity politics as reflected in children's literature. In particular, the threads of literature study were seamlessly intertwined with the fiery socio-political debates around race and gender identity that currently engulf our educational landscape. I found this approach to be an enlightening prism, through which the complexities of identity politics became more visible and easier to discern. One aspect that really stood out to me was our investigation into the rising tide of censorship attempts and outright bans on children's books, particularly those dealing with issues of race and gender. These investigations were eye-opening, revealing the frontline battles being fought in the world of children's literature. It was a stark reminder of how integral these works are in the socio-political conversations of our time.

Through our class discussions and personal reflections on these subjects, I was able to discern patterns and underlying motivations in these challenges to children's literature. This made it easier to understand how children's books can serve as a reflection of societal tensions. At the same time, it shed light on how they can act as catalysts for change, challenging prevailing narratives and encouraging conversations on topics considered taboo or uncomfortable by some. Our exploration led me to appreciate how the narrative and discourse within children's literature could embody the sociopolitical climate of our times. We analyzed a spectrum of works, some that subtly mirrored societal dynamics and others that more directly tackled issues of race, gender, and identity. These works served as insightful microcosms of broader societal conversations, showing the ways in which children's literature can both reflect and shape societal attitudes and norms.

I've come to recognize the potential of children's literature as a powerful tool for societal change. Books that introduce and normalize concepts of racial equality, gender diversity, and acceptance of different identities can serve as gentle yet effective instruments of social transformation. They have the power to mold young minds, instilling values of inclusivity, acceptance, and understanding from an early age. The course also expertly navigated the contemporary challenges educators face within the evolving social context. Through the exploration of practical scenarios and problem-solving discussions, I could grasp the intricacies involved in fostering an inclusive educational environment. The use of modern technologies, such as Zoom for synchronous sessions and Canvas for asynchronous learning opportunities, made the course accessible and engaging.

In reflection, "Children's Literature & The Politics of Identity" was a positive learning journey that offered me valuable insights into the multidimensional landscape of children's literature, viewed through the prism of contemporary socio-political debates. The course's integration of in-depth literary study, pertinent political issues, and pedagogical problem-solving strategies made it a uniquely enriching learning experience. It illuminated the integral role children's literature plays in our society and equipped me with the tools to navigate the educational challenges that arise from it. I'm leaving the course with a



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broadened perspective, enriched understanding, and a more nuanced outlook on the interface of personal identity and responsibility, community activism, and children's literature.



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April 2023 - June 2023: Positive Organizational Behavior

4 Credits

DESCRIPTION:

Faculty: Dariush Khaleghi, MS, MBA

The changing nature of work has increased the demand on human capacity in organizations, taxing employees' inner psychological capital (i.e., hope, motivation, attention, and resilience.) This course discusses the key psychological and behavioral theories and concepts that help leaders and managers increase staff well-being, enhance and apply employee strengths, improve organizational performance, and achieve strategic goals and objectives. This course uses seminars, group activities, reflection assignments, and final projects to help students bridge theory and practice and gain the skills, knowledge, and competencies to become more effective managers and leaders.

This class will have a significant online component, and the class meetings will be conducted via Zoom.

This class is a part of a series of courses that comprise the Transformative Leadership Certificate sequence.

EVALUATION:

Written by: Dariush Khaleghi, MS, MBA

Manuel, who also goes by Manny, completed this course's requirements and learning objectives and received full credit. Manny was an engaged and active player and demonstrated a deep understanding of how to build and manage an organizational culture constructed on purpose, connection, and productivity. Manny's extensive knowledge of political economy enriched our class discussions. I found Manny to be authentic, principled, and collaborative. Manny navigated across differences by interacting and treating his peers with kindness, respect, and sensitivity and garnered influence, inclusion, and leadership. Manny's continuous outstanding contributions to this course created learning opportunities, human moments, and deeper connections. Manny left no doubt he was ready to advance in this field of inquiry.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Organizational Psychology (Certificate Sequence)



Aybar, Manuel Alberto

A00438941

Last, First Middle

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Student Self Evaluation for Positive Organizational Behavior
04/2023 - 06/2023

Diving into the transformative depths of Positive Organizational Behavior, I was bestowed with the unique privilege of investigating its intricacies within the framework of the Transformational Leadership Certificate program, expertly navigated by Dariush Khalegi. Identifying as a Black/Afro Latino individual with a disability, my intersectional persona served as a catalyst, enriching my understanding of leadership and organizational behavior. My insights were further fueled by thirty years of varied professional experiences, illuminating the path towards a deeper comprehension of the theoretical aspects of effective leadership.

The principles of servant leadership have long been my guiding star, directing me towards attentively listening, empathizing with profound understanding, healing, and serving my team to foster collective evolution. The introduction to extreme ownership brought forth a new dimension, illuminating the concept of comprehensive accountability as a leader, underlining the necessity of creating a supportive and conducive work environment. Journeying through the realms of quality control and innovation, I discovered the leader's crucial role in maintaining operational efficiency and sparking creativity within teams to ensure a competitive edge. As someone who passionately believes in addressing the unique needs of the team at both micro and macro levels, these sessions struck a resonant chord, echoing my inherent approach.

The introduction to Marxist philosophy instilled a novel perspective on leadership and organizational dynamics. Pondering over concepts of class struggle, exploitation, and equity stimulated critical questions on organizational ethics, justice, and the leaders' role in upholding these values within the workplace. The Workforce Innovation and Opportunity Act (WIOA) and its implications on leadership offered pivotal insights. WIOA's commitment to enhancing workforce quality, broadening comprehensive employment services, and advocating for the most vulnerable segments of society seamlessly integrated with the principles of extreme ownership and servant leadership. The strategic alignment of training with industry demands emphasized the importance of adaptive leadership to future-proof our workforce.

WIOA's focus on continuous learning echoes the course's commitment to fostering agility and resilience within organizations. Just as WIOA supports skill development and lifelong learning, effective leadership entails the constant growth of the team and the leader. Performance accountability, a key tenet of WIOA, emphasizes the leader's responsibility for their team's performance, reinforcing the principles of extreme ownership. The Act's promotion of evidence-based practices and innovation further validates the need for leaders to cultivate an innovative culture within organizations. The unique socio-cultural and environmental context of the Pacific Northwest, when viewed through the lens of WIOA, unveils a myriad of opportunities for Corporate Social Responsibility (CSR). Leaders in this region shoulder the responsibility to ensure their companies' operations positively impact the community and the environment. Radical ownership, in this context, extends to taking responsibility for business decisions that further sustainability and social responsibility.

In conclusion, this course has been instrumental in shaping my understanding of positive organizational behavior, servant leadership, and extreme ownership. It has reaffirmed my belief in the power of listening, empathizing, and serving my team while maintaining accountability for our collective performance. The course has equipped me with the knowledge and tools to drive innovation, foster a culture of continuous learning, and champion CSR initiatives in my future leadership roles. The journey has been transformative, enlightening, and one that I am eager to leverage as I continue my leadership journey. This experience, teeming with philosophical insights and pragmatic applications, will serve as a beacon, guiding my future endeavors. It has been a journey marked by the beauty of learning, the power



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of knowledge, and the profound realization of the potential that lies in mindful, compassionate, and accountable leadership.

Respectfully Submitted,

M. A. Aybar



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April 2023 - June 2023: Leading Organizations: Culture and Change

4 Credits

DESCRIPTION:

Faculty: Dariush Khaleghi MS, MBA

The business world has entered a new normal characterized by relentless change, complexity, and continuous disruptions. As a result, the leadership work has shifted from traditional hierarchical leadership practices to building additional organizational capacity through individual and team development. This course focuses on group dynamics and developing leadership capabilities in others (i.e., collaboration, decision-making, and team leadership) across the organization. This course uses seminars, group activities, discussions, critical and independent thinking, and reflective writing and presentation to achieve the learning objectives of this course.

This course will be delivered remotely. The offering will include lectures, workshops, and seminars. Our approach will emphasize participation in synchronous (Zoom) sessions.

This class is part of a series of courses that comprise the Transformative Leadership Certificate sequence.

EVALUATION:

Written by: Dariush Khaleghi, MS, MBA

Manual, who also goes by Manny, met the course requirements and learning objectives and earned full credit for this course. He demonstrated the skills and knowledge to analyze and articulate the context and nature of change and how to manage it more effectively. Manny showed the skills, experience, attitudes, and knowledge required to develop, design, implement, and maintain change momentum effectively and efficiently, causing minimal negative impacts on people and organizations. He demonstrated the ability to leverage emotions and social and emotional intelligence to facilitate and promote positive change. Manny showed he could develop a culture of change capable of developing individual and collective strengths to lead and manage change more successfully. Manny demonstrated leadership agility and how to be an effective change leader, leaving no doubt he could advance in this field of inquiry.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Organizational Leadership (Certificate Sequence)



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Student Self Evaluation for Leading Organizations: Culture and Change
04/2023 - 06/2023

In my complex journey of self-identity as an Afro-Latino individual living with a disability, I have sailed through the turbulent waters of varied professional landscapes over three enriching decades. I've been a traveler across diverse industry terrains, all of which have served as indispensable shapers of my experiences and perceptions. My recent immersion in a course centered around the evolving dynamics of organizational leadership has been a fascinating extension to this journey. It has enriched my reservoir of understanding as I grappled with an intricate web of challenges hitherto unencountered, thereby shaping my professional ethos in profound ways.

The in-depth study of leadership theories that underpinned this course was an enlightening sojourn. The spotlight was trained on principles of servant leadership and extreme ownership, expanding my existing appreciation for these concepts. As a devout proponent of servant leadership, I have unfailingly underscored the pivotal role of active listening and nurturing my team's needs. The exploration of extreme ownership added depth to my philosophy, focusing a laser-sharp lens on the leader's essential role in shouldering responsibility—both for personal actions and for those executed by their teams.

An enlightening aspect of this leadership course was the elevation of quality control and innovation, casting them as essential components within today's swiftly evolving, fiercely competitive corporate theatre. As someone passionately believing in the metamorphic potential of innovation, I found reaffirmation of my conviction that an innovative culture could significantly catalyze organizational success. This narrative was strengthened by an in-depth examination of teams' micro and macro needs, thus adding nuance to my understanding.

My professional journey has led me to conclude that when leaders discern their teams' unique needs and adroitly tailor their leadership style, teams bloom and excel. Malcolm Gladwell's seminal work, "The Tipping Point: How Little Things Can Make a Big Difference," was brought to life in this course, confirming my belief. It provided persuasive arguments on how deliberate, small-scale changes could revolutionize organizational cultures and spark substantial transformation.

Further, a compelling divergence from traditional leadership theories was my attempt to overlay Marxist philosophy onto the canvas of organizational behavior. While Marxism is generally examined through a socio-political prism, its applicability to organizational discourse was a fascinating discovery. This venture invited profound dialogues around labor dynamics, exploitation, and class struggle, triggering passionate discussions around ethics, equity, and justice within the contemporary organizational sphere.

A substantial part of my autonomous study was channeled into dissecting the Workforce Innovation and Opportunity Act (WIOA), instituted by the US federal government in 2014. This act, with its empathetic focus on assisting vulnerable workers—including low-income adults, youths facing employment barriers, and individuals with disabilities—echoed my personal experiences and reasserted the essentiality of inclusive leadership. The act's emphasis on performance accountability and fostering innovation echoed harmoniously with the themes of extreme ownership and the necessity of nurturing an innovative culture, the themes we thoroughly explored during the course.

The conclusion of this course has proffered a moment of introspection, prompting me to marvel at the vast knowledge I've accumulated and the profound influence it has had on my professional perspective. The course was not just an academic endeavor—it was an illuminating expedition that sculpted my comprehension of leadership within a modern organizational context.



Aybar, Manuel Alberto

A00438941

Last, First Middle

Student ID

The course has provided a panoramic perspective on contemporary leadership challenges and strategies, and it has bolstered my faith in the transformative might of inclusive, servant leadership. The notion of extreme ownership has resonated deeply within me, significantly influencing my leadership ethos. Further, my understanding of the critical importance of innovation and quality control in today's fluid business environment has deepened.

I now see these insights not as mere theoretical constructs but as practical navigational tools to traverse the challenging labyrinth of contemporary leadership. The course, apart from instilling vital leadership principles, has rekindled my commitment to being a change catalyst—spurring positive transformation within my organization. It has highlighted my role in fostering resilience, pushing my team to adapt, overcome, and flourish amid adversity.

Moreover, the course has highlighted the necessity of cultivating inclusive cultures in professional spaces. Recognizing every team member's needs within a diverse team, facilitating an environment where they can express their ideas and concerns without fear, and promoting their professional growth are facets of inclusive leadership that I deeply cherish. Here, the discussions centered around WIOA were enlightening, spotlighting the legal and societal scaffolding that buttresses this vision of inclusivity.

In summation, this course has been a powerful catalyst, honing my leadership approach. It has been a holistic learning journey intertwining theoretical understanding, practical application, and reflective contemplation. I am emerging from this experience armed with a heightened sense of purpose, an enriched understanding of my leadership role, and a renewed commitment to cultivate a more resilient, inclusive, and innovative organizational culture.

Embracing these newfound insights, I feel more competent to tackle the mutable landscape of leadership, confident in my ability to lead with heightened efficiency, empathy, and resilience. This learning odyssey has been a transformative one, indeed. It has imbued me with invaluable lessons that I eagerly anticipate implementing, thus leading my organization to new pinnacles of success with beauty, elegance, and grace.

Respectfully Submitted,

M.A. Aybar



Aybar, Manuel Alberto

A00438941

Last, First Middle

Student ID

April 2023 - June 2023: Hegel's Phenomenology of Spirit and Formal Logic

12 Credits

DESCRIPTION:

Faculty: Kathleen Eamon, Ph.D.

This student's individual learning project, **Hegel's Phenomenology of Spirit and Formal Logic**, was crafted to support the student in reading and understanding Hegel's text, to work through a course in logic and critical thinking, and to think about the connections and differences between formal logic and the Hegelian dialectic. Its activities included reading, research, ongoing written reflection, a series of informal essays, and a final formal essay. The student's work in logic focused on defining what an argument is, identifying arguments, breaking them into their essential parts, revealing connections, and filling in gaps by adding any suppressed premises. The student met with the faculty advisor every other week to review work, talk about specific sections of the *Phenomenology*, get advice on approaches, next steps, and secondary resources, and close read important sentences from the text.

EVALUATION:

Written by: Kathleen Eamon, Ph.D.

Manuel (Manny)'s project began with a clear projected shape, a two-part project comprised of one major research and interpretation essay on Hegel's *Phenomenology of Spirit* and a substantial course in general logic with the relevant problem sets and test results. Over time, it shifted into an emergent set of forms designed to meet the challenges of Hegel's complex text, a process that in turn posed some significant challenges to me as an advisor (knowing what would appear when, tracking progress, giving feedback). But more importantly, I think, it offered Manny the chance to work in ways that could capture and enact Hegel's dialectic while also engaging Manny's prior experiences, learning, and interests in the arts, music, and culture. These were Manny's priorities, and, even if I did not get to participate in and inform the process as much as I would have liked, I have a good sense here at the end of the degree of Manny's serious progress and success.

In the end, the umbrella form for the project was a website that housed the results from Manny's broad range of approaches, and I would identify two of these essays as the functional centers of the project as a whole. The first of these was devoted to a creative but serious exploration of the *Phenomenology*, resulting in a series of short experiments in synthetic thinking and, significantly, one long form essay doing the same by leveraging an approach Manny had developed and deployed in our prior work together on Marx's *Capital*. The essay explored and unpacked Hegel's dialectic, both in general and some of its specific "stations," and as a form of logic that claims to be at the same time a logic of history, in terms of a specific historical revolution and its (non-)resolution: Manny worked anew to frame that period of Nicaraguan history that saw the rise of the Sandinista National Liberation Front in Nicaragua and its aftermath, a period in history of both social and individual significance for Manny. Right from the start, Manny recognized why the French Revolution played such an important role in the *Phenomenology of Spirit*, and why revolutions, rather than evolution, are the model for understanding what a dialectic process looks like (and, indeed, Manny also developed a visual model for "*logica classica* vs. *logica Hegeliana*" along the way).

The resulting essay explores and explains the concepts of thesis, antithesis, and synthesis, showcases an awareness of what it means to think about those in political contexts, provided the reader with some historical background about the Sandinistas, a sense for the geo-political climate in Nicaragua at the time, including the role of international influences and the consequences of the revolution. The project clearly reflected Manny's capacities for critical thinking and offered some very original insights. Along the way, Manny focused on a series of four specific key figures and associated each with a key moment in



Aybar, Manuel Alberto

A00438941

Last, First Middle

Student ID

the *Phenomenology of Spirit*. The result sheds flashes of light in both directions, not finally synthesizing Hegel's thinking in a grandiose moment of "absolute knowing" but instead making an aesthetic turn and looking toward a kind of "sonic reason" to think about the revolution and its cultural impacts and aftermath. With one more turn that fully fleshed out the meaning of its surprise moves explicitly and modulates the strengths of its claims, the essay will become a model for experimental and experiential thinking with and about Hegel. (If Manny moves forward with it, the essay could also be strengthened by further historical research, an exploration of alternative perspectives, and, in addition to the Bernstein lectures, another layer of secondary research into debates about Hegel's text.)

The other essays in synthetic and applied thinking were wide-ranging and exploratory, moving between the five major divisions of the *Phenomenology*, drawing on Manny's many creative and intellectual interests as well as a rich past and possible future in the arts, public administration, and more; these included "The Concept of Alterity: Revolutionizing Workplace Interactions and Organizational Behavior," "Dario, Marx, Fincher and Murnau," "Geist and Marxist Poetics: A Dissection on Don DeLillo's Literary Oeuvre," "The Concept of Alterity: Revolutionizing Workplace Interactions," and "It Goes With The Harmony: Hegel's Master-Slave Dialectic and Lacan's Other in Shaffer's Amadeus." Manny's submitted work this quarter, also represented by a section on the web page, included evidence of substantial work in critical thinking and logic, including an innovative attempt to use logic to shape and strengthen an argument about a specific policy issue at the college.

In some ways, for me, the highlight of Manny's far-ranging work this quarter was the series of letters crafted for Manny's son, and I'd mark these as the second center to the project. These letters communicated but also sharpened and distilled Manny's thinking, reading, and research in exciting and novel ways, using wonderful metaphors like baking, about central Kantian terms crucial for Hegel's project (like the pure categories of the understanding), about situating and motivating Hegel's project in the first place, and about key Hegelian terms that pose a challenge to us at any age (like the absolute!). The letters are warm, evocative, and wonderfully engaged and engaging, and Manny has plans to make them the basis of a visual educational project for working with kids on crucial questions in philosophy. Manny also experiments with the letter form in a series of letters to his younger self.

Finally, Manny gave a practiced and compelling presentation about the entire breadth of materials and engagements. Manny opened with a set of moving remarks about the moment, one that both closed his undergraduate career and opened on to what is to follow. The presentation was in the context of a group of individual study students, all of whom had been together with one another and me in a two quarter program on Marx's *Capital*. Manny centered the concept of "Geist," or "spirit," as the I-that-is-a-we and the we-that-is-an-I, an understanding of Hegel's term as capable of making narcissism a mode of knowing the other. Manny situated his reading of the Sandinistan movement in terms, then, of both Hegel and Marx, and drawing on Jay Bernstein's reading to enrich it. What really emerged for me anew and with force and clarity in the presentation was that the turn to music and Nicaraguan culture was meant to be read as the inversion of the colonial perspective, modeled on the insight gained by the slave in the master/slave dialectic. It was a strong finish to a quarter of independent work and engagement, and gave a me a sense of what Manny's engagements with Hegel and Marx might mean for his future as a public intellectual.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12

- 4 - Philosophy and Education: A Pedagogical Approach to German Idealism
- 4 - Philosophy: Hegel's Phenomenology of Spirit
- 4 - Philosophy: Logic, Critical Thinking, and the Dialectic



Aybar, Manuel Alberto

A00438941

Last, First Middle

Student ID

Student Self Evaluation for Hegel's Phenomenology of Spirit and Formal Logic
04/2023 - 06/2023

Upon embarking on the Independent Learning Contract titled 'Hegel's Phenomenology of Spirit and Formal Logic', I was driven by a deep interest in examining the intersections of philosophical concepts with my personal interests and academic pursuits. The curriculum, which allowed for the incorporation and hermeneutic analysis of diverse materials, expanded my intellectual horizon and forged a strong link between philosophy and self-understanding. As I delved into the assigned readings and tasks, a new revelation emerged – the exploration of philosophy is intertwined with self-understanding. Exploring Mari Ruti's work on Lacan and Levinas, I delved into the intricacies of psychoanalysis and ethics. This introspection led me to reevaluate my own perspectives and assumptions, a self-reflective process that the Independent Learning Contract fostered and one that enriched my philosophical development and engagement with the subject matter.

Another stepping stone in this journey was the inclusion of Trudy Govier's "Forgiveness and Revenge" in the curriculum. Studying these themes broadened my academic knowledge and provided a new lens through which I could critically examine my personal experiences, and contemplate the significance of forgiveness and revenge in my life. Moreover, the Independent Learning Contract empowered me to connect my personal interests with academic pursuits. Learning from Dario Fo, Karl Marx, David Fincher, and F.W. Murnau, I explored the intersection of philosophy with literature, film, and cultural critique. This interdisciplinary approach enabled me to analyze philosophical ideas within the context of my favorite literary works, films, and artistic expressions. It offered a framework for interpreting and synthesizing complex philosophical concepts, thereby enhancing my academic endeavors and contributing to a more comprehensive understanding of philosophy's relevance in various domains.

Throughout this journey, I engaged in deep textual analysis, drawing upon my personal experiences. The hermeneutic process of interpreting texts and connecting across diverse intellectual traditions allowed me to develop a nuanced understanding of the subject matter. It encouraged critical evaluation of philosophical ideas, exploration of multiple perspectives, and application to broader academic efforts. The Independent Learning Contract also facilitated a more holistic approach to academic learning by incorporating self-understanding materials. It fostered a deep sense of personal investment in my studies, and encouraged me to approach philosophical inquiry with a greater sense of purpose and relevance. This fusion of personal and academic growth became a potent catalyst for my intellectual development and led to a comprehensive understanding of the philosophical concepts explored in the curriculum. Additionally, the Independent Learning Contract cultivated a heightened awareness of the complexities of intersectionality within philosophical discourse. I critically examined how aspects of my own identity, such as gender, race, and cultural background, intersected with philosophical ideas. This critical exploration allowed me to make meaningful contributions to broader academic conversations surrounding diversity, equity, and inclusion within the philosophical realm.

In conclusion, the Independent Learning Contract on 'Hegel's Phenomenology of Spirit and Formal Logic' has been more than just an academic endeavor—it has become a pathway to personal growth and self-understanding. This unique approach allowed for the integration of personal interests and self-understanding materials, fostering a nuanced and holistic approach to intellectual endeavors. The exploration of intersectionality within philosophical discourse contributed to my academic growth and enabled me to add my voice to the ongoing diverse conversations in the field.

Gratefully Submitted,



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Student ID

M.A.Aybar



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Student ID

January 2023 - March 2023: The New Psychology of Leadership

4 Credits

DESCRIPTION:

Faculty: Dariush Khaleghi MS, MBA

This course focuses on the importance of cultivating group identity and a sense of "us" for leaders to be more effective. It examines a range of theories and practices related to group identity, motivation and power, authority and legitimacy, justice and fairness, and followership and charisma. The course teaches students how to create, champion, and build a group identity to cultivate the power of "us" in their leadership practices. Through seminars, group activities, reflective assignments, and final projects and presentations, students will gain the skills, knowledge, and confidence to become effective leaders and change-makers.

This class is part of a series of courses that comprise the Transformative Leadership Certificate sequence.

EVALUATION:

Written by: Dariush Khaleghi MS, MBA

Manuel, who also goes by Manny, was a great student. He met the course requirements, completed the learning objectives, and received full credit. Manny was an active learner and demonstrated that he could interpret and analyze the new emerging leadership topics in this course, increasing his knowledge and self-awareness. Manny was an active participant in the course activities. He demonstrated an excellent understanding of ingroup dynamics and the power of the new psychology of leadership in shaping member relationships to develop more committed followers and teams. Manny also learned how identity leadership could bridge theory and practice and transform groups into high-performing ingroups. He incorporated the learning from this course to articulate new insights and plans to enhance personal and leadership effectiveness. Manny did an excellent job and left no doubt he was ready to advance and excel in this field of inquiry.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Organizational Psychology (Certificate Series)



Aybar, Manuel Alberto

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Student ID

Student Self Evaluation for The New Psychology of Leadership
01/2023 - 03/2023

The New Psychology of Leadership course, offered as part of the Transformational Leadership Certificate program, aimed to equip participants with the necessary skills and knowledge to be effective leaders in the modern world. This course combined the latest research in organizational behavior with practical applications and techniques for positive leadership, providing participants with a comprehensive understanding of how psychological methods can improve workplace productivity. This evaluation will examine the course content, modern research, and theoretical frameworks taught, as well as the balance between theory and practice.

Modern Research

The course drew upon recent research in the field of leadership psychology, such as the work by Haslam, Reicher, and Platow (2020) on the Social Identity Theory of Leadership, which emphasizes the importance of shared identity between leaders and followers for effective leadership. Additionally, the course explored the concept of servant leadership as proposed by Greenleaf (1977) and expanded upon by researchers like van Dierendonck (2011), which focuses on the leader's role in empowering, supporting, and developing their followers. This approach to leadership has been shown to promote positive organizational outcomes, including increased employee satisfaction, engagement, and productivity.

Theory and Praxis

The New Psychology of Leadership course is designed to be highly engaging and interactive, providing ample opportunities for us to apply the theoretical knowledge they acquire in practical settings. The course employed a variety of learning methods, such as case studies, group discussions, role-playing activities, and simulations, allowing us to gain hands-on experience in practicing positive leadership techniques. This balance between theory and praxis ensured that we are well-equipped to implement effective leadership strategies in their own organizations.

Organizational Behavior Research

The course delved into various aspects of organizational behavior research, such as motivation, communication, decision-making, and conflict resolution. By examining different theories and models in these areas, we were able to better understand the underlying psychological mechanisms at play in organizational settings. For example, the course discussed self-determination theory (Deci & Ryan, 2000), which highlights the importance of autonomy, competence, and relatedness in fostering intrinsic motivation among employees. This understanding helps leaders develop strategies to improve employee motivation, leading to enhanced performance and productivity.

Modern Theoretical Frameworks

In addition to exploring foundational theories and research in the field of leadership psychology, the course also provided us with access to modern theoretical frameworks. These frameworks, such as emotional intelligence (Goleman, 1995), authentic leadership (Avolio & Gardner, 2005), and positive organizational scholarship (Cameron, Dutton, & Quinn, 2003), offered fresh perspectives on how us leaders can utilize psychological methods to create thriving, productive workplaces. By engaging with these contemporary frameworks, we were encouraged to think critically about our own leadership styles and adopt new strategies for success.



Aybar, Manuel Alberto

A00438941

Last, First Middle

Student ID

The New Psychology of Leadership course offered us a comprehensive understanding of modern leadership theories and research, coupled with practical applications for improving workplace productivity and leading teams more efficiently. Professor Khaleghi was excellent and the course's focus on recent research, effective balance between theory and practice, and exploration of modern theoretical frameworks made it a valuable resource for our learning community. By completing this course, I'm better prepared to enact positive change within my organizations and drive success through psychologically informed leadership strategies.

Respectfully Submitted,

M. A. Aybar



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Student ID

January 2023 - March 2023: Leading Others: Building Capacity In Others

4 Credits

DESCRIPTION:

Written by: Dariush Khaleghi, MS, MBA

The business world has entered a new normal characterized by relentless change, complexity, and continuous disruptions. As a result, leadership has shifted from traditional hierarchical leadership practices to building additional organizational capacity through individual and team development to achieve their missions and objectives. This course focuses on group dynamics and developing leadership capabilities in others (i.e., collaboration, decision-making, and team leadership) across the organization. This course uses seminars, group activities, discussions, critical and independent thinking, and reflective writing and presentation to achieve the learning objectives of this course.

This class is a part of a series of courses that comprise the Transformative Leadership Certificate sequence.

This course will be delivered remotely. The offering will include lectures, workshops, and seminars. Our approach will emphasize participation in synchronous (Zoom) sessions.

EVALUATION:

Written by: Dariush Khaleghi MS, MBA

Manuel who also goes by Manny met the course requirements, completed the learning objectives, and received full credit. He was an active learner and demonstrated that he could interpret and analyze the topics discussed in this course and increase his knowledge and self-awareness. Manny was an active participant in the course activities. He learned to examine group processes and improve relationships to create more cohesive teams. Manny learned to bridge theory and practice, develop better teams, and lead them through change and transition. He incorporated the learning from this course to articulate new insights and plans to enhance personal and professional effectiveness. Manny did a good job in this and showed he was ready to advance and excel in this field of inquiry.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Organizational Leadership (Certificate Sequence)



Aybar, Manuel Alberto

A00438941

Last, First Middle

Student ID

Student Self Evaluation for Leading Others: Building Capacity In Others
01/2023 - 03/2023

This is my self-evaluation for the college course "Leading Others: Building Capacity in Others." This course has been a transformative learning experience, and I am grateful for the opportunity to have been a part of such a well-structured and engaging educational environment.

First and foremost, I would like to commend the Professor Dariush Khaleghi for his exceptional preparation, kindness, and attentiveness to all student needs. DK's dedication to fostering a supportive and inclusive learning atmosphere was evident in his timely and thoughtful responses to questions, as well as his ability to present complex concepts in a clear and accessible manner. This level of commitment was instrumental in creating a positive learning environment, enabling all students to thrive academically and personally.

One of the most significant aspects of this course was the active engagement of all students through the Zoom setting. Everyone skillfully attended, participated in group discussions and activities that encouraged everyone to share their perspectives and experiences. This virtual format provided a platform for meaningful dialogue and collaboration, as we were able to learn from one another and gain a deeper understanding of the course content.

The diverse experiences of my classmates greatly enriched the learning experience. Each person brought unique insights and perspectives to the table, fostering a dynamic and inclusive classroom environment. As a result, the course was not only informative but also eye-opening, as we were exposed to various approaches and viewpoints on leading and building capacity in others.

The positive learning environment created by all of us and the collaborative nature of the course allowed for meaningful connections and growth. This nurturing setting has been essential in helping us develop the skills and knowledge necessary to excel in our future endeavors, both academically and professionally.

The valuable lessons and practical strategies learned in this course will undoubtedly have a significant impact on our future workplace needs. The emphasis on leading others towards positive workplace environments has equipped us with the tools to create and maintain a culture of collaboration, respect, and empowerment. As we move forward in our careers, I think we will be better prepared to foster environments that encourage personal and professional growth, ultimately contributing to the success and well-being of our organizations.

"Leading Others: Building Capacity in Others" as a course has been an exceptional learning experience that has exceeded my expectations. Everyone's dedication, the positive learning environment, and the diverse experiences of all the students have contributed to a truly enriching educational journey. As we apply the knowledge and skills gained in this course to our professional lives, I hope we will be better equipped to lead and inspire others, making a lasting impact on the workplaces we serve.



Aybar, Manuel Alberto

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Student ID

September 2022 - December 2022: Leading Self: Purpose-Driven Leadership

4 Credits

DESCRIPTION:

Faculty: Dariush Khaleghi, MS, MBA

We need a new generation of leaders and game-changers. The notion of leadership that once resonated with greatness no longer inspires new dreams, compelling visions, and revolutionary actions. The unethical behavior, self-indulging decisions, and ego-driven conduct of many contemporary leaders have eroded society's trust in corporate, public, and political leaders. There is an urgent need for principled and purpose-driven leaders driven by a set of universal virtues, a strong moral compass, and a deep desire to serve a global society and a sustainable world. This course teaches students critical concepts and skills to examine their passion and purpose, develop a vision, mission, values, and a plan of action to serve their communities. The learning objectives of this course are as follows.

- Explain the impact of the emerging VUCA world on leadership.
- Describe the key characteristics of the VUCA environment.
- Examine how leaders' mindset, values, and beliefs drive their behaviors and actions.
- Apply system thinking and personal mastery techniques to become a more effective leader.
- Demonstrate ethical, inclusive, and responsible leadership.

This class is a part of a series of courses that comprise the Transformative Leadership Certificate sequence.

EVALUATION:

Written by: Dariush Khaleghi, MS, MBA

Manuel, who also goes by Manny, was a top student and learner. He demonstrated superior performance and exceeded the requirements of this course. Manny brought extensive experience and background in management and leadership that enriched the conversations and discussions in this course. Manny's final paper on managing Stress as a transformational Leader was well-researched, developed, and delivered. Manny did an outstanding job in this course and left no doubt he was ready to advance and excel in this field of inquiry.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Organizational Leadership (Certificate Sequence)



Aybar, Manuel Alberto

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Last, First Middle

Student ID

Student Self Evaluation for Leading Self: Purpose-Driven Leadership
09/2022 - 12/2022

This is a strong course full of applicable practices. Leadership and management theories abound, but in this course we have focused on how transformational leadership tools can bring teams together, enhance organization coherence, keep quality assurance matters to a minimum and solidify work outputs that align with the organization's mission, vision and values.

We have built a supportive learning community where we learn just as much from each other as we do from class activities and reading assignments. We have created a culture of listening and appreciating our individual struggles in the work place, and through this process I have learned how to utilize the concepts taught in class in ways that help the individual. Collectively we have come to appreciate that a key tenant of transformational leadership is people first, process second.

We've covered a lot of material that extend these leadership tools outside of the workplace. Together we have discussed how these concepts are equitable anywhere there is a need for collaborative process.

I appreciated all aspects of class assignments and activities. I thought it was good to have two presentations required throughout the term because it gave me a chance to improve my presentation skills, and I was inspired by the outstanding work my class mates presented. I was encouraged to see I was not the only one who felt a safe space where we could improve our skills.

All the materials were interesting - three key concepts that remain with me are the importance of Storytelling in Leadership, Johari's Window and Understanding the Psychology of Brave Decisions. These three concepts speak louder than others because they have a real world practicality (as mentioned above) that I can use to improve my communication skills and work productivity.

I feel I did well in this course and I'm glad I have taken this course and that I'm a member of this learning community as we work to earn our Transformational Leadership Certificate. I was prompt in turning in my work and I responded to feedback. I participated in all community events and I feel I contributed to the learning of others as others contributed to my knowledge.



Aybar, Manuel Alberto

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Last, First Middle

Student ID

September 2022 - March 2023: Marx's Capital: Capital, Crypto-, and the Mystery of Money
28 Credits

DESCRIPTION:

Faculty: Kathleen Eamon, Ph.D.

In this two-quarter program in philosophy and political economy, we read, talked about, wrote on, and responded to the entirety of Marx's *Capital*, vol. I, alongside other primary texts, to include Kant's *Critique of Judgment*, Hegel's *Phenomenology of Spirit*, and Freud's *Beyond the Pleasure Principle*. We also worked with contemporary aesthetic theory (from Sianne Ngai in particular), and political economy (reading David Harvey and Aaron Bastani). Our themes included commodity fetishism, use value and exchange value, Marx's labor theory of value, Marx's monetary theory, battles over the length of the working day, wages, the historical origins of capitalism as a mode of production. We talked about social relations and recognition, desire and the death drive, and how our taste responds to and even helps us understand how we reconstruct meaning in a world where social relations seem to belong to things and objective relations to humans.

Across both quarters, we kept one eye trained on current trends in the financial-tech landscape and scholarship surrounding it, ranging from resources through the MIT Digital Currency Initiative to the ever-evolving public project, the Crypto-Syllabus, and finished the program with a conversation with Brett Redfearn, about his regulatory efforts around emerging financial technologies in his role as the Director of Trading Markets at the Securities and Exchange Commission. Across both quarters, we pursued value theory not just in economic but also aesthetic realms like art and popular culture, with a three day field trip to Seattle, where we met with the Curator of Modern and Contemporary Art, Catharina Manchanda, at the Seattle Art Museum, visited possibly the first museum for NFTs in the world, and toured a chocolate factory.

Activities included lectures, seminars, writing workshops, and participating across both quarters in the Evergreen Art Lecture Series and for the first quarter with Evergreen's Sustainability, Business, and Entrepreneurship Academy. Assignments ranged from short academic essays to visual note-taking and concept-mapping, as well as experimental and creative assignments using new forms (art projects that borrowed forms from social media). The fall quarter final project required students to imagine a speculative 'value entity' that could occupy a shared (imaginary) physical space, that would 'circulate' a specific type or kind of value, and for which students developed or identified their own theories of value. In the fall, some students additionally participated in student interest-driven research collectives, and in the winter, a subset of students pursued in-program individual learning contracts or internships.

EVALUATION:

Written by: Kathleen Eamon, Ph.D.

Manuel (Manny) Aybar did excellent work in *Marx's Capital: Capital, Crypto-, and the Mystery of Money* program in fall quarter, followed by a very good winter quarter of engagement. Manny is an exceptional thinker, reader, and interlocutor who made the most of every opportunity to develop and demonstrate particularly aesthetic and interpretive skills across our demanding syllabus of readings and lectures and our wide-ranging theoretical and creative assignments. Manny's very good attendance, lively engagement in program conversations, and care with assignments spoke to a serious level of engagement. Manny also modeled intellectual flexibility, serious theoretical engagement, and mutuality and respect in ways that drew in colleagues and friends.

In all program discussions, from small groups to seminars to big lectures, Manny listened attentively and participated with equal parts enthusiasm and respect, not to mention a welcome dose of humor, all of which contributed so much to our becoming a community of inquiry. Manny moves gracefully between



Aybar, Manuel Alberto

A00438941

Last, First Middle

Student ID

broad synthetic discussions, topical conversations about current events, and playful and funny imaginative projects, and is working to develop the same attention to and comfort with close analysis and formal argumentation. Manny arrived with a host of skills, experiences, and interests in place, bringing not only advanced reading and thinking skills but also key affective, aesthetic, and interpretive capacities to bear on all of our work. At one point, Manny graciously agreed to introduce a visiting artist in our Art Lecture Series (a public series of talks with broad attendance), and it was one of the most compelling, generous, and engaging introductions I have seen in my years attending that series.

Manny also engaged successfully with contemporary resources to learn about and reflect critically on the emergent and rapidly changing fields within financial and other blockchain technologies. As part of our research collectives, Manny studied and reflected on mainstream media, fake news, peer review in research, and research strategies, working as a great member of our research collective to articulate and refine discussion questions, track major themes, and understand the basic terms of the current debates about crypto-currencies, blockchain technologies, and other aspects of the 'fin-tech' sector.

We all benefitted from the genuine and impressive breadth of Manny's skills and experience, and the depth Manny has achieved in other 'sectors' (from public administration to psychology to the arts), and that will only increase as Manny works to balance the excitement of what is 'beyond' our shared context with a slower, contemplative focus of what is ready to hand. Manny's major synthesis essays were especially energetic and far-ranging in ways that foreclosed the slower work of description and analysis that will help tether Manny's genuine talents in interpretation. The first, a cleverly and appropriately titled "Aesthetic Junction: What's Your Function?," went somewhat beyond the remit of the assignment to draw on secondary materials on early Marx's concept of the aesthetic and Arendt's account of labor, work, and action, as it simultaneously worked with some success to bridge the gap between materialist history and the psychology and philosophy of art. Some of its strongest passages recounted Manny's own challenging and deeply transformative experiences as a child during the peak of Sandinista rule in Nicaragua. The strongest parts of the second, "Songs of Dissonance and Harmony," worked to enliven the promising hypothesis that the capitalist and the conductor arise from the same conditions of production:

From a Marxist perspective, the rise of the modern capitalist and the modern conductor in the early 19th century were intrinsically linked, as both were products of the social, economic, and cultural transformations that occurred during the Industrial Revolution. These transformations fostered the development of capitalism and the expansion of the bourgeoisie, which in turn generated new societal divisions and influenced various aspects of culture, including the domain of classical music. The simultaneous emergence of the modern capitalist and the modern conductor can be understood as personifications of abstraction in response to the increasing complexity of their respective fields.

The rest of the essay contained evidence of broad engagement, some smart examples, some suggestive structural homologies; a tighter focus on Marx's own orchestral analogies and the details of the move to large-scale industry in *Capital* could have served it better, and yet given the clear fun in the thinking, it is difficult to want to rein Manny's range in. Finally, Manny demonstrated both the entire history of close reading and engagement and the capacity to present it in clear, beautiful prose in the summative self-evaluation at the end of program, a really exemplary piece of writing that could only come out of extended hard work and attention.

In addition to our formal essays and writing projects, Manny also completed most of our creative and visually-oriented projects. Manny produced engaged visual notes on our asynchronous material, responding to lectures on art, blockchain technologies, David Harvey's lectures on *Capital*, and more. For the playful final assignment to develop an imaginary entity or concern that 'trades' in some form of value of personal, social, or historical interest, Manny designed a creative thought-entity called VibeGeist



Aybar, Manuel Alberto

A00438941

Last, First Middle

Student ID

Media, an imaginary production company responsible for Manny's imaginary hit series "My Friend Karl." Manny developed an entire web site for the project, wrote a funny and compelling script for the pilot episode of "My Friend Karl," and gave a compelling, scripted, and confident presentation of the work to the program as a whole. It was a lovely ending to that first quarter of hard and exciting work.

Manny ended the second quarter on a very strong note as well. Manny gave a practiced, clear, and well-paced presentation that held all of our attention, taking us through the final synthesis project in progress. I was especially struck by Manny's depiction in that setting of simple Freudian repetition as capable, in both work and cultural settings, of keeping both leaders and the led in a childlike state that lacks openings for development and true human agency. It was a pleasure to see Manny present a complex set of structural homologies and analogies in a way that, as evidenced in the discussion that followed, resonated for the rest of the program and connected in clear and surprising ways to colleagues' projects.

In summation, Manuel Aybar has had two highly successful and varied first quarters at Evergreen, and the entire community of inquiry has benefited from Manny's magic combination of hard work, openness, generosity of spirit, and energetic commitment.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 28

- 8 - Philosophy: Marx's Capital and Political Economy
- 6 - Philosophy: Aesthetics and Psychoanalysis
- 4 - Philosophy: German Idealism
- 4 - Interdisciplinary Research and Current Events: Money and Financial Technologies
- 4 - Art Lecture Series
- 2 - Sustainability, Business, and Entrepreneurship Academy



Aybar, Manuel Alberto

A00438941

Last, First Middle

Student ID

Student Self Evaluation for Marx's Capital: Capital, Crypto-, and the Mystery of Money
09/2022 - 03/2023

I am writing to convey my evaluation and admiration for the college course "Marx's Capital: Capital, Crypto-, and the Mystery of Money." This exceptionally enriching and intellectually challenging course has offered the opportunity to delve into the complex interrelations among diverse theoretical frameworks, culminating in a well-rounded and profound comprehension of the role of money and value theory. The course's innovative interdisciplinary approach, which seamlessly weaves together literature, philosophy, psychology, art, and contemporary events, has significantly expanded my intellectual horizons and profoundly influenced my academic growth. The carefully curated curriculum has not only fostered critical thinking and analytical skills, but has also instilled a sense of curiosity and a deeper appreciation for the multifaceted nature of human knowledge and experience.

The course's in-depth analysis of Marx's Das Kapital established a robust foundation by elucidating key concepts such as surplus value and the labor theory of value. These ideas enabled us to scrutinize the origins of capital accumulation and the indispensable role of labor in producing value within a capitalist system. For instance, Marx's meticulous dissection of the dichotomy between use-value and exchange-value offered critical insights into the complex dimensions of value as it manifests in different contexts. Delving into Das Kapital, we engaged with Marx's argument that the source of surplus value is the unpaid labor of workers, which he termed "surplus labor." This notion allowed us to comprehend the exploitative nature of capitalism and the inherent class struggle between workers and capitalists. Additionally, the course explored the concept of commodity fetishism, wherein social relations between people are obscured by the value attributed to commodities. This facilitated a deeper understanding of the ways in which capitalism distorts our perception of human relationships and objectifies the labor force.

Furthermore, the course examined the transformation of money into capital through the circuit of capital (M-C-M'), highlighting the perpetual drive for capital accumulation and the resulting expansion of capitalist production. By engaging with Marx's critiques of the capitalist mode of production, we were able to identify the structural contradictions and the cyclical crises inherent to the system. In summary, the course's thorough exploration of Marx's Das Kapital provided me with a comprehensive understanding of the intricacies of value and capital within a capitalist society. By dissecting key concepts such as surplus value, labor theory of value, use-value, exchange-value, and commodity fetishism, we were equipped with the intellectual tools necessary to analyze the complex dynamics of capitalism and the implications it has on both economic and social structures.

Sianne Ngai's groundbreaking work on the aesthetic categories of the "cute," "zany," and "interesting" significantly augmented my comprehension of value theory by demonstrating how value can be conceived and discerned through cultural and aesthetic perspectives. Through an exploration of these categories, Ngai revealed how various aesthetic judgments are intrinsically linked to broader socio-economic conditions and power dynamics.

Freud's Beyond the Pleasure Principle offered an intriguing excursion into the psychological aspects of value. By studying Freud's notion of the "death drive," we were able to link the seemingly irrational elements of economic conduct to deeper, unconscious yearnings that drive human behavior. This exploration allowed us to appreciate the complex interplay between psychological motives and economic actions, recognizing that value is not only an objective measure but also influenced by the subjective realm of human emotions and desires. The case study of "Mr. Moneybags meets the Ratman" further elucidated the psychological dimensions of money and value, highlighting the symbolic potency of money as a means of social validation and control. This analysis revealed how the desire for wealth and



Aybar, Manuel Alberto

A00438941

Last, First Middle

Student ID

material success can be rooted in unconscious fears and fantasies, such as the need for security, power, and recognition.

The incorporation of Hegel's Phenomenology of Spirit into our studies empowered us to delve into the dialectical nature of money and value theory. By scrutinizing the master-slave dialectic and the function of recognition in shaping self-consciousness, we gleaned insights into how value is intrinsically linked to social relations and the ceaseless negotiation of power dynamics. The master-slave dialectic provided a framework for understanding the ways in which value is produced and maintained through relationships of dependence and domination. Through this dialectic, we recognized that the pursuit of value often entails the subjugation of others, reflecting a struggle for power and recognition within a hierarchical social structure. As such, the creation and distribution of value are deeply intertwined with the dynamics of power and control, both at the individual and societal levels. Hegel's emphasis on the role of recognition in the formation of self-consciousness further illuminated the social dimensions of value. The desire for recognition, as posited by Hegel, drives individuals to assert themselves in relation to others, seeking validation through the acknowledgment of their achievements and status. This process reveals how value is not an isolated or objective phenomenon, but rather a socially constructed entity that is contingent upon the constant negotiation of social hierarchies and the affirmation of one's identity within a community. Hegel's inclusion has shed light on the dialectical nature of money and value theory, emphasizing the importance of social relations and power dynamics in the formation and perpetuation of value. Through the master-slave dialectic and the concept of recognition, we have gained a deeper appreciation for the complex interplay between individual desires, social hierarchies, and the evolving nature of value within the context of human society.

Kant's Critique of Judgment proved to be a pivotal component in expanding our comprehension of value theory by presenting the idea of aesthetic judgment as a method for assessing objects and experiences. By delving into the concept of the "sublime," we were able to appreciate how the experience of value surpasses rationality and is deeply entrenched in our subjective perceptions. Kant's exploration of the sublime provided a unique lens through which to view value, as it demonstrated that value can arise from our emotional responses to objects or experiences that defy rational comprehension. The sublime evokes a sense of awe and wonder, transcending our intellectual faculties and exposing the limitations of human reason. This concept allowed us to consider how value can be experienced in ways that are not solely dependent on objective measures or economic criteria.

Lastly, our examination of the current state of cryptocurrencies allowed us to connect these historical and theoretical perspectives to the contemporary landscape of finance and technology. This exploration underscored the transformative potential of cryptocurrencies as a new *genius loci*, challenging traditional notions of value and exchange. Throughout the course, the skillful interweaving of these diverse theoretical perspectives fostered an intellectually enriching environment that encouraged critical thinking and facilitated a deeper understanding of value theory. By examining the intrinsic connections between the works of Marx, Ngai, Freud, Hegel, and Kant, this course has not only expanded my intellectual horizons but also provided me with valuable tools for analyzing the complexities of value in our contemporary world. The student inclusions of the film *Akira*, the operas of Richard Wagner, and the murals of the Sandinista Revolution added a cultural layer to the analysis, showcasing how artistic expressions can challenge and critique the dominant economic systems. These artistic examples demonstrated the power of creativity in exposing societal inequalities and promoting social change.

Overall, this course has given me an invaluable understanding of the intricacies of value theory and the role of money in today's society. The interdisciplinary approach and the connections drawn between seemingly disparate works have enriched my perspective and fostered a deeper appreciation for the complex interplay between capital, power, and human desire. I highly



Aybar, Manuel Alberto

A00438941

Last, First Middle

Student ID

recommend this course to anyone interested in exploring the fascinating world of money and its implications for our social, political, and cultural landscapes.

Respectfully Submitted,

M. A. Aybar



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EVERGREEN TRANSCRIPT GUIDE

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

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

Educational Philosophy:

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

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

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

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

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

Academic Program

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

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

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

Evaluation and Credit Award:

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

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

Credit is recorded by:

Quarter Credit Hours: Fall 1979 to present

Evergreen Units: 1 Evergreen Unit (1971 through Summer 1973) equals 5 quarter credit hours

1 Evergreen Unit (Fall 1973 through Summer 1979) equals 4 quarter credit hours

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

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

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

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

This record is authentic and official when the Record of Academic Achievement page is marked and dated with the school seal.

All information contained herein is confidential and its release is governed by the Family Educational Rights and Privacy Act of 1974 as amended.

If, after a thorough review of this transcript, you still have questions, please contact Registration and Records: (360) 867-6180.