



Farache, Brett Aubrey

A00437090

Last, First Middle

Student ID

TRANSFER CREDIT:

Start	End	Credits	Title
04/2008	10/2016	24	Military Training
01/2009	06/2022	75	San Diego City College

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
03/2022	06/2022	16	Slavic and Celtic Folklore: Heroic, Spiritual, Practical <i>6 - Folklore and Mythology</i> <i>6 - European Cultural Studies</i> <i>4 - Expository Writing</i>
06/2022	09/2022	4	A People's Epistemology <i>4 - Political Economy and Political Science</i>
06/2022	09/2022	4	Adventures in Archaeology <i>4 - Anthropology: Archaeology</i>
06/2022	09/2022	4	Making Place Through Archives and Oral Histories <i>4 - Historical Research Methods</i>
09/2022	03/2023	24	Borders, Walls and Refugees in the Age of Climate Change <i>6 - International Politics</i> <i>6 - Border Studies</i> <i>6 - Refugee and Migration Studies</i> <i>6 - Immigration and Asylum Policy</i>

Cumulative

151 Total Undergraduate Credits Earned



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September 2022 - March 2023: Borders, Walls and Refugees in the Age of Climate Change 24 Credits

DESCRIPTION:

Faculty: Steve Niva, Ph.D.

Borders, Walls and Refugees in the Age of Climate Change was an upper division political science program that examined the global clash between the rise in restrictive nation-state border enforcement and the rise in increased migration and refugee crises around the world.

The first part of the program explored the factors behind and theories about the dramatic surge in border wall construction along over 60 nation-state borders around the world. Students explored different theories about the rise in border restrictions ranging from Reece Jones' *Violent Borders* to Wendy Brown's *Walled States, Waning Sovereignty* and were asked to write an 8-page thesis driven paper that explained the global rise of border wall building today. Students then explored the increasing externalization of border enforcement to prevent migrants and refugees from even reaching a country's borders by reading Andersson's *Illegality, Inc.*, Walia's *Border and Rule* and Miller's *Storming the Wall* and wrote short papers about concepts like "border security industrial complex" and "border imperialism." Students wrote and presented final papers on the dynamics of contemporary border externalization and created an art-based response to the material of the quarter which ranged from creative writing and visual art to song-writing and performance art.

The second part of the program examined the causes of the dramatic rise in forced displacement and refugee crises around the world, as well as the international refugee system established by the United Nations after World War II and the expected role of climate change in driving future mass displacement. Students developed case studies about the major refugee crises that have occurred in South Sudan, Eritrea, Myanmar, Venezuela, Honduras and Syria and analyzed the root causes of mass displacement, presenting their work to the class. Students then examined the 1951 international refugee system by reading Serena Parekh's *No Refugee* and Betts and Collier's *Refuge* and were asked to develop a policy paper that offered reforms to the global system adequate to the new circumstances of forced migration in the twenty-first century. Students also read and responded to the novel *Exit/West* by Mohsin Hamid about the refugee journey. Students then learned about the concept of asylum, drawing upon John Washington's text *The Dispossessed*, and examined the root causes of asylum seekers from Central America who arrive at the United States' border to seek asylum. Students concluded the program by learning about the expected mass displacement that will be caused by climate change over the next century. Drawing upon the visionary proposal by Gaia Vince in *Nomad Century*, students were asked to develop their own vision of how climate migrants could be relocated in just and humane ways as the human climate niche shrinks and shifts northwards.

Students were assessed on their mastery of concepts, theories and case-studies in the fields of Border Studies and Refugee and Migration Studies and on their writing, participation and attendance.

Required Texts:

Reece Jones, *Violent Borders: Refugees and the Right to Move*

Jason De Leon, *The Land of Open Graves: Living and Dying on the Migrant Trail*

Wendy Brown, *Walled States, Waning Sovereignty*

Rueben Andersson, *Illegality, Inc: Clandestine Migration and the Business of Bordering Europe*



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Harsha Walia, *Border and Rule: Global Migration, Capitalism and the Rise of Racist Nationalism*

Todd Miller, *Storming the Wall: Climate Change, Migration and Homeland Security*

Suketu Mehta, *This Land is Our Land: An Immigrants Manifesto*

Serena Parekh, *No Refuge: Ethics and the Global Refugee Crisis*

Mohsin Hamid, *Exit West* (A Novel)

Betts and Collier, *Refuge: Rethinking Refugee Policy in a Changing World*

John Washington, *The Dispossessed: A Story of Asylum at the US-Mexico Border*

Valeria Luiselli, *Tell Me How It Ends: An Essay in 40 Questions*

Gaia Vince, *Nomad Century: How Climate Migration Will Reshape Our World*

EVALUATION:

Written by: Steve Niva, Ph.D.

Brett, who goes by Aubrey, was a very good student in an upper division political science program who made significant strides in improving his academic performance after some time being out of school because he put in the hard work to improve. Although he had a good awareness of international issues from prior life experiences, he was challenged at first to engage with theoretical texts and written work to develop an analysis of current global developments regarding borders and forced migration. However, due to his dedication to improvement, Aubrey grew in his ability to grasp complex theoretical concepts and in his ability to write college level papers that develop a thesis, and he finished the two quarters by producing some very good and thoughtful work.

Aubrey took a little while to find his footing in the new material fall quarter, but he was able to demonstrate understanding of Reece Jones' concept of how border walls reflect the re-articulation of state sovereignty by states against the challenges of globalization as well as Wendy Brown's theory that many border walls are a symbolic performance of sovereignty by countries to mask their waning sovereignty but the paper lacked a clear thesis. By the end of the quarter, Aubrey was able to complete a stronger paper about the way that borders shape migrant labor regimes with his focus on the controversial labor violations in the 2022 world cup in Qatar. He developed a good thesis at the end of his paper and just needed to introduce it earlier and give more structure to his paper.

Aubrey took his performance to the next level in the second quarter where he showed a strong ability to understand the international refugee system that was created in 1951 and analyze and debate policy reforms about this system. For example, Aubrey worked with a team to understand the root causes of the refugee crisis in Venezuela that has resulted in mass population displacement and wrote a clear paper addressing this issue. Aubrey showed fine learning in his policy paper on how to reform the global refugee regime where he emphasized the need for new policies around refugee resettlement and safe passage. He then critically examined the "border crisis" narrative that shapes policy debates in the United States about migrants and asylum seekers at the U.S.-Mexico border and wrote a short but clear paper arguing that the situation was better understood as a crisis of mass displacement. Finally, Aubrey showed a good ability to think about how climate change will produce a major crisis of displacement over the next century and gave a good presentation about how the climate migration will need to consider Alaska as a site of resettlement. He just needed to provide some more constructive ideas about how this could happen in terms of the urban environment.



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Aubrey is now able to write complete papers that show good comprehension of course material, and he has improved his ability to develop a strong thesis and build a paper to support that thesis, which was an issue in earlier papers. Aubrey also grew as an active participant in large class discussions and was a very good participant in small group discussion. Aubrey is beginning his latest academic journey, and this program was a great start. He has shown the capacity for more advanced academic work.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 24

- 6 - International Politics
- 6 - Border Studies
- 6 - Refugee and Migration Studies
- 6 - Immigration and Asylum Policy



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June 2022 - September 2022: Making Place Through Archives and Oral Histories

4 Credits

DESCRIPTION:

Faculty: Dr. Michael Bowman, Ph.D.

Through discussions of core texts, mucks with primary sources, experiences in archives with practicing archivists, workshops with public historians, and connections to place-based histories of interest, this 4-credit summer class sought to further develop our understanding of the power and limits of historical production through archives and oral histories. Our objectives for the quarter included being able to demonstrate:

- conceptual and methodological curiosity around approaches to historical research, with an emphasis on archival, oral, and community history;
- an understanding of archives (and their limitations) that comes from experience in institutional, governmental, community, and family archives and experience with archivists and community organizers (and the historians who love them);
- an evolving understanding of the ways in which various archives produce and curate digital content, and for what purposes;
- an appreciation for place-based historical investigations and public interventions;
- an ability to apply our growing knowledge to a small, place-based history project (or the advancement of a place-based history project already underway).

Students had opportunities to engage with these objectives each week of the five-week session, through visits to the Evergreen State College Archives and Special Collections (with archivist Liza Harrell-Edge), the Washington State Archives (with archivists Lupita Lopez, Sarah Dana, and Tracy Rebstock), and a walking tour through Olympia's former Chinatowns (with current Evergreen student Adam Andres); through student-led Socratic Seminar sessions around two primary texts (Tiya Miles' *All that She Carried* and Zachary Schrag's *The Princeton Guide to Historical Research*); through a workshop on community archives and oral history (with Elaine Vrandenburgh) and Zoom Q&A session on family archives and public history (with Dr. Madison DeShay-Duncan); and by connecting the big ideas of the class to a place of students' interest.

Students also completed three assignments for the course. Assignment 1, *An Artifact of a Meaningful Place*, asked students to bring in a material artifact and present it with an increasingly detailed story. This assignment introduced several big ideas of the course: the importance of artifacts (material objects) in our lives, the different kinds of knowledge one can find in an archive (from the merely factual to a detailed story), and an initial experience of curiously asking questions of artifacts that were of personal significance to someone. These were practices to bring into our archival work!

Assignment 2 provided students the opportunity to plan and lead a 45-60 minute Socratic Seminar on the core texts for the day.

Assignment 3, *The Seed of a Place History*, asked students to collect, curate, and present 3-5 pieces of archival or oral history evidence around a particular place of interest.

EVALUATION:

Written by: Dr. Michael Bowman, Ph.D.



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Brett, who goes by Aubrey, was extremely engaged in all aspects of the course and received full credit. Aubrey attended almost all class sessions and came prepared to participate in discussions, in archival mucks, and in workshops with archivists and guest teachers. Although Aubrey is relatively new to Evergreen and new to archival study, Aubrey made significant contributions to course conversations and archival investigations.

Aubrey also put the course assignments to good use, demonstrating an artifact-to-self connection; curiosity around the arguments, claims, and evidence in our course texts; and the ability to apply archival historical methods to a place of interest.

For Assignment 1, Aubrey presented a small figurine and a series of evidence that gradually revealed the artifact's significance as a Ghanaian chess piece that Aubrey purchased from a neighborhood shop in San Diego (across from a favorite pizza shop). The piece is part of an entire set that, to Aubrey, also connects to a long-time friend from Ghana with whom Aubrey learned to play chess. Importantly, Aubrey also took the opportunity to critically reflect on the possession of the artifact after reading the opening chapters of Tiya Miles' *All that She Carried*. Not only did Aubrey present this artifact, but Aubrey actively participated in inquiry around the artifacts of classmates.

For Assignment 2, Aubrey worked with a colleague to prepare a series of factual, interpretive and evaluative questions around three chapters of Tiya Miles' *All that She Carried* and a chapter from Zachary Schrag's *The Princeton Guide to Historical Research* on the types of historical questions and the practices of historical questioning. Aubrey effectively co-facilitated a substantive class discussion that used the Schrag chapter as a jumping off point for us to consider the inspirations behind our own historical interests and the extent to which our perceptions about places change over time and experience. Aubrey also contributed to the conversation about how the historical methods employed by Tiya Miles mapped onto, or added to, the methods outlined in Zachary Schrag's chapter. Aubrey was particularly interested in colleagues' understanding of the distinct forms of dialectics Schrag identified as ways to explain debates and struggles of the past. Aubrey and co-facilitator only posed three questions in the 50-minute seminar, which is a testament to both the questions posed and to their skills in facilitating the conversation.

For Assignment 3, Aubrey first reached out to the Washington State Archives and was then directed to the Northwest Room at the Tacoma Public Library because Aubrey was interested in the history of Tacoma's palatial Stadium High School (which also sits across from one of Aubrey's favorite Tacoma pizza shops). In the final presentation of this historical seed project, Aubrey provided historical context for the building; originally designed as a luxury hotel at the end of the Northern Pacific railroad line, the building was damaged by the economic depression of 1893 and by fire in 1898 before the Tacoma Public Schools purchased the property in 1906. But seeing that the Northwest Room had a copy of all of Stadium's yearbooks, Aubrey became interested in the genre of the yearbook and how it had changed over time, from an encyclopedic volume of stories, advertisements, poems, and reflections in the early 20th century to a largely visual chronicle of the school year that included photographs of each individual student. Pressed for time, Aubrey decided to sample one yearbook in each decade. After looking through a number of yearbooks, the focus of Aubrey's historical questions changed: from a focus on the evolution of the yearbook form to a focus on the evolution of hairstyles over the decades. This new focus also brought Aubrey to conduct an oral history with Aubrey's own hair stylist, who just happened to have attended Stadium High School. Aubrey played audio from the oral history interview and reflected on how



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challenging interviews with relative strangers can be. The turn to examine hairstyles can be a fascinating one; I just encourage Aubrey to continue to pose historical questions. What can be learned about a particular historical moment from the ways in which youth choose to present themselves through their hairstyles? What other sources and/or artifacts might be needed in order to tell a historical story?

I wholeheartedly encourage Aubrey to pursue these questions and/or other opportunities to do archival work. One of the joys of the quarter was seeing and hearing how much Aubrey enjoyed being in the archives, examining historical documents and trying to make sense of the stories they might tell. It was a pleasure to have Aubrey in "Making Place" this summer; we all benefited from Aubrey's experiences, knowledge, and questions.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Historical Research Methods



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June 2022 - September 2022: Adventures in Archaeology

4 Credits

DESCRIPTION:

Faculty: Ulrike Krotscheck, Ph.D.

This program introduced students to the science, methods, and theories of archaeology, both globally and locally. For the global component, we examined the material remains of past civilizations, including architecture, artifacts, mortuary remains, and written sources. These included evidence from every corner of the globe and many different periods in history, from the Neolithic Middle East to the indigenous Pacific Northwest. Primarily, we explored how the remains of past civilizations provide archaeologists and historians with clues that unlock the secrets of ancient societies. Students gained a broad understanding of global prehistory and history, the rise and fall of civilizations, and human impact on the environment throughout history. This course also considered the history of the discipline and the ethics of archaeological inquiry.

The local component of this offering included local archaeologists, archaeological sites, and museums. We took weekly field trips to museums and archives, including a behind-the-scenes trip to the Burke Museum and the Squaxin Museum. Students met archaeologists who work for universities, museums, state agencies, and independently, and were introduced to the variety of careers archaeologists occupy. Main components of student work were field notes from each of the field trips, quizzes that covered the information from our textbook, and in-class group workshops on a variety of archaeological practices.

EVALUATION:

Written by: Ulrike Krotscheck, Ph.D.

Brett, who goes by Aubrey, was a consistent and productive member of our learning community. Aubrey's participation in discussions and conversations always demonstrated engagement with the learning material, lectures and workshops, and other students' ideas. Aubrey came to field trips with a willingness to learn and think critically about the information presented. Aubrey's field trip notes were excellent: all questions were answered in a thorough and thoughtful manner, with great attention to detail. These notes often went beyond the requirements of the questions, commenting on how different spaces provoked a different type of response in the visitor. Aubrey was also a cooperative and productive member of group workshops, always turning in work whose quality was among the top in the class. Aubrey's performance on the two quizzes showed a superior grasp on the material covered in the text book, with scores that were near perfect.

Aubrey has met all learning goals of this class and is well positioned to engage in advanced humanities and social sciences.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Anthropology: Archaeology



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June 2022 - September 2022: A People's Epistemology

4 Credits

DESCRIPTION:

Faculty: Anthony Zaragoza

In this course, we asked ourselves what is my most significant knowledge? What are the most important things I've learned in life? As a learning community we reflected on these questions, wrote extensively about them, revised our writing multiple times, and presented them to each other on the final day of class. For a study of epistemology, the philosophy of knowledge, Mr. Farache examined the most significant learning of his life through advanced reading, composition, and critical thinking. To do this, he first listed, reflected on, and analyzed key pieces of his knowledge. Next, he wrote a paragraph about each one, then chose a smaller number of the paragraphs to expand into one-page pieces, then a smaller set of those pieces he developed into a 3–5-page essay, and finally he shared some of his knowledge in a 10-minute presentation to his peers and a sizable external audience. Throughout our work together, he considered the process of deconstructing and decolonizing his thinking and how humans construct, reconstruct, analyze, and describe what we know and why it's important to know it. Readings and discussions of them focused on the distribution of power and wealth, how this has evolved historically and impacted various groups differently. Over the course of the quarter students made use of the writing center, revised their work extensively and participated in class knowledge writing workshops.

EVALUATION:

Written by: Anthony Zaragoza

For his studies of epistemology, Mr. Farache examined deeply the most significant learning of his life through advanced reading, composition, and critical thinking, while also considering these through a lens of political economy. To achieve this, he listed, reflected on, and analyzed 6 pieces of his own life knowledge. He wrote a thoughtful paragraph about each, chose 2 of the paragraphs to expand into one-page pieces, then 1 of those pieces he successfully developed into 3–5-page essays, and finally he shared some of his knowledge in a 10-minute presentation to the class. Each week Mr. Farache was an active participant in our work discussing our texts for the week, listening to our weekly knowledge panel guests who shared their knowledge, and workshopped his writing in small groups. Mr. Farache did a wonderful job using this opportunity to develop his ideas for productive and critical conversation involving a wide range of philosophical issues and social realities. In his written work, Mr. Farache offered interesting and relevant observations and insights. In his presentation, the knowledge he offered made me and the class reflect and learn from his discoveries. Mr. Farache demonstrated well his ideas in discussion, in his writing, and his end of the quarter presentation. He has had a very successful quarter studying epistemology. He is an excellent co-learner and should be very proud of the knowledge he shared, and the knowledge he gained with and from the learning community this quarter! The work he has done and the skills he has developed, especially in deep dialectical dialogue, contribute well to his preparation for further studies as well as careers in communications, policy analysis, leadership, organizing, social work, information management, nonprofit development, teaching, among various others.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Political Economy and Political Science



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March 2022 - June 2022: Slavic and Celtic Folklore: Heroic, Spiritual, Practical
16 Credits

DESCRIPTION:

Faculty: Sean Williams, Ph.D., Patricia Krafcik, Ph.D., and Ulrike Krotscheck Ph.D.

This one-quarter all-level program explored folkloric traditions of the Slavic, Celtic, and ancient Hellenic peoples from some of the earliest known texts to the present. Students began the quarter with a focus on the nature of folklore and its many ways of expression, followed by an examination of early epic traditions from each region. The middle section of the quarter emphasized the importance and variety of folktales, and the program came to a close with sections on music and dance, the uses of folklore for nation-building purposes, and reconstructionist and revivalist discourses. Throughout the quarter students learned about such diverse subjects as foodways, clothing, seasons, religious practices, songs, film, archetypes, motifs, and contextual issues associated with folklore. Student activities included seminars, drawing, writing, films, singing, and lectures. Assignments included reading and preparation of assigned texts for seminar discussion, two short essays, and one longer research essay about folklore of the regions.

EVALUATION:

Written by: Sean Williams, Ph.D.

Brett Farache, who goes by Aubrey, has come to this moment at the end of the school year as someone with a great deal of experience, varied interests, and excellent abilities. As a dedicated student with very good attendance, Aubrey was always prepared with a comment or question, and sometimes offered ideas or perspectives that broadened the class discussion. It was always a bonus to have Aubrey in class because of the strength of those comments. When the students finished their weekly seminars it was often Aubrey who asked questions privately after class. Speaking as Aubrey's faculty, I would like to formally encourage the consideration of future work in the humanities, including the possibility of graduate school.

Aubrey's first of three essays had as its focus a discussion of liminality in the folklore and mythology of Ancient Greece; it reflected a solid understanding of the theme and its application was quite effective. The second essay used the number three as its theme and explored two different folktale archetypes in comparison; the figures of Mary (as Star of the Sea) and the sirens of Ancient Greece supported Aubrey's ideas and were a fine selection for the assignment. The third and final essay was a crowning achievement; using the symbolism of Celtic interweaving designs, Aubrey's work featured a rich discussion of the patterns, their meanings and connections to native trees, and their representation of inner strength. The high quality of written work that Aubrey did this term is worthy of pride. It has been a great pleasure to work with Aubrey in the Folklore program.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 6 - Folklore and Mythology
- 6 - European Cultural Studies
- 4 - Expository Writing



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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.