



Anderson, Summer N

A00433012

Last, First Middle

Student ID

TRANSFER CREDIT:

Start	End	Credits	Title
01/2009	08/2022	61	Olympic College
01/2009	08/2022	15	Olympic College
07/2020	11/2020	14	Goddard College

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/2022	03/2023	32	Business Fundamentals, Team Entrepreneurship, Leadership and Innovation: Changemaker Lab 8 - <i>Business Fundamentals</i> 6 - <i>Cooperative Leadership</i> 8 - <i>Design Thinking and Innovation</i> 8 - <i>Strategic Planning</i> 2 - <i>International Business</i>
01/2023	03/2023	4	Ceramics: Fundamentals 4 - <i>Beginning Ceramics</i>
04/2023	06/2023	12	Food and Agriculture Projects with M. Rosemeyer 6 - <i>Starting a Cut Flower Farm</i> 6 - <i>Promises and Possibilities for the Management of Sheep</i>
04/2023	06/2023	4	Working With Wool 4 - <i>Processing Wool</i>
04/2023	06/2023	2	Salish Sea Basketry: Post-Pandemic Hands-On Learning 2 - <i>Introduction to Salish Sea Basketry</i>
09/2023	12/2023	4	Introduction to Sustainability and Business 4 - <i>Strategic Sustainability</i>
09/2023	12/2023	4	Woodworking: Enclosures and Containers 4 - <i>Woodworking- Containers (Certificate Sequence)</i>
09/2023	12/2023	4	Woodworking: Frames and Surfaces 4 - <i>Woodworking: Surfaces (Certificate Sequence)</i>

Cumulative

156 Total Undergraduate Credits Earned



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September 2023 - December 2023: Woodworking: Frames and Surfaces

4 Credits

DESCRIPTION:

Faculty: John Shattuck

This course is intended to introduce the beginning woodworker to methods of design and shaping wood to a purpose, place, and theme, and the tools, materials, processes and joinery commonly found in the fabrication of artisan furniture. The beginning project consisted of a small side table. Project materials emphasized sustainably harvested, hardwood species common to the western United States. We began by building design vocabulary and exploring elements of design as encountered in furniture. We also examined habits of mind helpful in developing a flexible problem solving mind set and somatic awareness in tool use. Students focused on the elements of design as applied in artisan furniture, skill development in tool use, and working with precision in joinery methods. Students completing Woodworking: Frames and Surfaces should be leaving with a basic understanding of the design process; basic vocabulary in the elements of design and their applications in furniture; working and aesthetic properties of wood; methods of furniture construction; improved emotional regulation in the face of unforeseen circumstances and errors; safe and effective hand and machine tool use; effective habits of mind and body awareness when using tools; and skills necessary to produce additional works in wood.

This class is a part of a series of courses that comprise the Woodworking Foundations Certificate sequence.

EVALUATION:

Written by: John Shattuck

Summer fabricated a table in alder designed to be a multifunctional addition to her small home. Her table, narrow and incorporating optional removable tiered shelves, was designed as a craft workspace which can also serve other purposes while not in use for craft. Her multifunctional design was necessitated by the small space available in her home. Summer, who identified her preferred mode of learning and working as tactile in nature, challenged herself to produce a number of design sketches and drawings, which she used to direct her work. She passed proficiencies in the machine tools (table saw, jointer, planer, bandsaw, chop saw) and hand tools needed to produce the final product. Summer developed essential skills needed in terms of measurement, joinery and patience for the production of the table. She milled material square flat and parallel, fabricated practice lap joints and mortise and tenon joints prior to applying these skills in the fabrication of the table. Summer engaged in consultation with shop aides, and the instructor, at critical points in the design and fabrication process and applied what was learned. She exhibited an understanding of essential habits of mind employed in the process of working wood: mindful focused awareness on the task, somatic understanding of tool use, and a flexible, solution focused approach to the unexpected. Summer's openness to experimenting with her inner processes through mindful awareness led to her experiencing what she referred to as a "meditative process of making." Summer's design work fulfilled her goal of producing a multifunctional piece of furniture for a specific location. Her joinery was clean and provided for a structurally sound table of multiple uses. Summer met course expectations and requirements.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Woodworking: Surfaces (Certificate Sequence)



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September 2023 - December 2023: Woodworking: Enclosures and Containers

4 Credits

DESCRIPTION:

Faculty: Don Jensen, BA Fine Arts, Wood and Metals Instructional Technician, Adjunct Faculty
Woodworking

This class addressed fundamentals of woodworking through basic exercises and projects, culminating in the challenge of making a wall mounted cabinet of the students' own designs.

Students were introduced to hardwood types and characteristics, woodshop safety, milling procedures, shaping, and joining wood. Wood joints common to case construction were covered, including edge joining with rabbet, dado, and butt joints. Basic hand tools were also introduced for cutting joinery and refining workpieces.

Basic equipment function and operation were introduced through specific proficiency trainings. The exercise of converting rough stock into boards prepared flat, square, and parallel on all sides was completed by all students. The initial project of a small "rabbet" box introduced edge joining techniques required in their primary project.

Students then designed a small wall mounted cabinet, with parameters for the number of components, maximum size, and joinery limitations, with an option to incorporate at least one moving part into their design. Structural challenges, functional and aesthetic considerations were identified and discussed, as were concepts of three-dimensional visualization, expression, cultural woodcraft, and ecological considerations. Cumulative work was presented at a final group critique where they reflected on their progress and learning and provided a final self-evaluation.

This class is a part of a series of courses that comprise the Woodworking Foundations Certificate sequence.

EVALUATION:

Written by: Don Jensen, BA Fine Arts, Wood and Metals Instructional Technician

Summer Anderson was a dedicated member of the class, attended 8 of 10 classes, frequented open studio sessions, and approached class projects with determination and care. Summer comprehends technical concepts, was receptive to instruction, and completed studio assignments with good results. New to woodworking, Summer steadily improved skill with hand tools and machine techniques described in the course description.

Competence and understanding of joinery methods and fine hand tool work were displayed in both the introductory and final wall cabinet projects. Choosing to focus on technical practice rather than design, Summer's wall cabinet was distinct in its accuracy and adherence to the assignment, showing an excellent initial attempt at furniture making. She would benefit from more concerted effort on reading assignments to supplement the hands-on work.

Summer has an intuitive sense for making and shows a willingness to learn from the medium itself. Her ample time spent in the studio has paid off, not only in a beautiful project, but in the confidence that she is capable of quality work. Summer is prepared for more work at this level. It's a pleasure seeing you progress Summer!



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SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Woodworking- Containers (Certificate Sequence)



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September 2023 - December 2023: Introduction to Sustainability and Business

4 Credits

DESCRIPTION:

Faculty: Tamsin Foucher, Ph.D.

In this course, students explored the following questions: What does a truly sustainable business do? How can an enterprise participate in today's market and economic systems, while contributing positively to social and environmental systems? Students learned about sustainability concepts, as well as historical and structural aspects that create the current context for the global market and sustainability as we know it today. Students also delved into more specific tools, approaches, and structures that current businesses can use to become "greener" and "more sustainable" and explored challenges and opportunities that accompany these tools and approaches. Students utilized texts, original research articles and current events to explore these topics. Students applied an integrated approach to sustainability and enterprise through a four-part, real-world case study project that they scaffolded over the quarter.

EVALUATION:

Written by: Tamsin Foucher, Ph.D.

Summer consistently demonstrated excellent reflection and participation during our time together as a cohort. Summer explored Pendleton Wool in a scaffolded case study assignment over the quarter, critically analyzing the enterprise's systems against principles of sustainability. Summer's work also skillfully identified areas of risk and opportunity for strategic sustainability for her selected case study. Summer's case study assignments reflected a capacity to adapt application of concepts to novel contexts, to think systemically, and carefully integrate feedback over time. In addition, Summer demonstrated a strong ability to communicate complex and challenging concepts to different stakeholder groups. Summer consistently engaged with peers during our sessions and provided thoughtful feedback on others' case study assignments. Summer successfully completed all requirements for this course.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Strategic Sustainability



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April 2023 - June 2023: Salish Sea Basketry: Post-Pandemic Hands-On Learning

2 Credits

DESCRIPTION:

Faculty: Yvonne Peterson, MA

Salish Sea Basketry: Post-Pandemic Hands-On Learning was an opportunity to try one's hand at weaving several baskets – cattail coil technique and weave with sweetgrass and red cedar. Using Erna Gunther's *Ethnobotany of Western Washington* and/or another book as a guide to indigenous plant materials, students brought samples they found on campus or in their woods and yards to display. Students talked about their plant and offered them as possible additions to the baskets they were weaving in class. Students attended a "weavers' teaching weavers" event hosted by the Hazel Pete Institute of Chehalis Basketry to work with Master Weavers Janelle Black Owl (cedar "quarter" basket) and Billie Higheagle (sweetgrass medallion) and to walk amongst the many tables to see basketry plant materials from WA, OR, ID being used in diverse weaving projects. Students reviewed "Teachings of the Tree People" featuring Skokomish master weaver, Bruce Miller; maintained a journal; responded to writing prompts; and displayed and talked about their efforts on the final day of class.

EVALUATION:

Written by: Yvonne Peterson, MA

Summer Anderson was actively engaged and committed to building a learning community, readily shared basketry plant materials, and worked collaboratively to name Tribes in all the geographic areas of Washington State and their Treaties and/or identified the executive order Tribes and listed the non-federally recognized Tribes. Summer completed at least 2 baskets, took advantage of learning from a master weaver at the Great Wolf Lodge weaving event, and made a presentation at the conclusion of class sharing their portfolio, photos, plant samples, and baskets completed during class. Summer Anderson exits *Introduction to Salish Sea Basketry* in good standing and receives 2 credits for exemplary academic work.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2

2- Introduction to Salish Sea Basketry



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April 2023 - June 2023: Working With Wool

4 Credits

DESCRIPTION:

Faculty: Susan Pavel, Ph.D.

This one quarter project titled **Working With Wool**, was designed to explore the processes involved in preparing wool for use in the fiber arts. Specific learning objectives were to gain a foundational understanding of identifying different types of wool and plant material, and collecting and processing both for use. Weekly journal entries were the primary mode of communication. Texts that were studied: *The Spinners Book of Fleece* By Beth Smith, *The Rainbow Beneath My Feet: A Mushroom Dyers Field Guide* by Arleen R. Bessette, *Harvesting Color: How to Find Plants and Make Natural Dyes* by Rebecca Burgess, *A Garden to Dye for: How to Use Plants from the Garden to Create Natural Colors for Fabrics and Fibers* by Chris McLoughlin.

EVALUATION:

Written by: Susan Pavel, Ph.D.

Summer was an extraordinarily self motivated to learn as much as she could regarding her learning contract. She diligently completed a weekly journal entry that included images of what and how she learned. They included: different types of fleece, skirting through them, different washing methods, carding wool, spinning wool, sheep shearing, and raw materials for dyeing. Alongside the images she dutifully journaled about the experience, what she was learning, and how it made an immediate impact in her learning environment, where she also lives. The ten week experience fully immersed her into the local fiber shed, where she also made industry contacts and continues to participate with. Summer successfully completed all objectives and earned full credit.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Processing Wool



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April 2023 - June 2023: Food and Agriculture Projects with M. Rosemeyer
12 Credits

DESCRIPTION:

Faculty: Martha Rosemeyer, Ph.D.

Summer enrolled in *Food and Agriculture Projects* for 12 credits spring quarter 2023. In her project titled "Spring on the Farm," she wished to explore both the feasibility of a sheep operation and starting a small farm focusing on cut flowers. Her specific learning objectives were to: 1) learn how to successfully care for different breeds of sheep including daily care, breeding, lambing, shearing and cheese-making, and 2) learn the planning, planting, and care of a cut flower garden, as well as how to create a site map to inform a planting schedule, and estimating the amount of revenue needed to break even.

The activities included taking a number of Washington State University and other workshops on sheep, taking a Floret Farm on-line workshop on cut flowers, writing a paper covering her experiences of growing flowers as she started a small flower-focused farm, and creating an annotated bibliography on sheep and flower farming of books she had used. Her work was documented through a weekly journal on Google that was partially posted on WordPress. At the end, she presented a 15-minute PowerPoint to the faculty's *Human Migration and Origins of Agriculture* program via Zoom.

She interacted with her faculty weekly through email, participated in a final evaluation conference and completed a self-evaluation.

EVALUATION:

Written by: Martha Rosemeyer, Ph.D.

Summer successfully met her objectives in *Food and Agriculture Projects* with a project titled "Spring on the Farm," and has earned 12 credits for spring quarter 2023. She worked hard, juggling the daily necessity of starting and attending to seedling plants with workshops and experiences concerning sheep husbandry in various locations around Washington. She logged her time working for over a total of 300 hours for this project.

As mentioned, Summer's learning objectives were in two areas: sheep and cut flowers. With respect to the sheep, though she had previous experiences with tending them, all through this project she was attempting to decide whether to move into a more formal business. Summer participated in a wide variety of activities with respect to working with sheep (vaccinations, milking, shearing, sheep cheesemaking, and butchering) and attended a number of workshops around Washington state. She visited Twisted Straight, group of fiber enthusiasts that are trying to launch a co-op wool mill, attended one day of the Sheep Shearing school in Moses Lake, attended a Lambing school in Lamont Washington, attended a portion of the Graziers Conference, attended Shepherd's Extravaganza to learn about different fibers and spinning, and assisted a booth at Fiber Fusion at Monroe Fairgrounds. Attending Glendale Shepherd sheep dairy day on Whidbey Island, viewing videos from the Dairy Sheep Association of North America and reading *Natural Cheese-Making* by David Asher helped develop her sheep cheesemaking skill. Over this quarter, she continued to amass knowledge and experience, as well as further interacting with the community of sheep enthusiasts in Washington. A supportive community is critical to successful farming.

An on-line course from Floret Flower Farm provided background information for starting a cut flower business. She made site plans, bought materials (including lights, heating mats, trays, potting mix and fertilizer), planted seedlings, prepared the field beds in three physically separate areas, installed irrigation system (T-tape), laid landscape fabric, and finally, transplanted to the beds. She developed a format to keep track of her seedlings, of which there were close to 2000! She made an spreadsheet of material



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and labor expenses, and is beginning to calculate the feasibility of this business. Two references in the annotated bibliography underpinned her learning.

She posted a weekly entry into her field journal (for a total of 22 single-spaced pages including photos) which she has uploaded from Google docs to WordPress, a program she is learning to navigate. She wrote a 8-page reflection paper on what she had learned so far with respect to flower farming. A 4-page annotated bibliography included six references on sheep husbandry and dairying and described how they had supported her learning. Her 15-minute PowerPoint presentation via Zoom was well-received by students and faculty. The tremendous energy with which she approached her learning along with logistical acumen was noted.

In summary, Summer has shown diligence and follow-through in her learning. She has sought out a variety of experiences and documented her learning from them. She has shown responsibility and consistently submitted her weekly field journal. She has demonstrated a willingness to move into learning unfamiliar technologies (WordPress and PowerPoint) and formats (the annotated bibliography). She has shown both a "can-do" attitude and fortitude-- both necessary in starting a new business. She should be proud of her accomplishments this quarter!

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12

6- Starting a Cut Flower Farm

6- Promises and Possibilities for the Management of Sheep



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January 2023 - March 2023: Ceramics: Fundamentals

4 Credits

DESCRIPTION:

Faculty: Bruce A. Thompson

Students gained an overview of ceramic studio practices and learned essential hand-building and wheel throwing techniques. Projects drew upon traditional methods and moved toward current ceramic technologies. The course introduced students to clay types, kiln firing methods, glazing and related surfacing techniques. Presentations on the history and contemporary application of ceramic arts contextualized studio work. Through thematic projects students gained solid foundation skills in both functional and sculptural work. Students received critical analysis of their resulting work through written observations and through group discussions.

EVALUATION:

Written by: Bruce A. Thompson

Summer met the learning outcomes in *Ceramics: Fundamentals* this quarter. Summer attended regularly, submitted work on time, and collaborated well in group discussions of projects. Summer has a solid understanding of the principles of studio ceramics to include ceramics terminology and the physical properties of ceramic materials as evidenced by Summer's presentation of final work. Summer is a strong, conscientious student who actively engaged with the assigned projects and was a pleasure to work with. Summer was very good at seeking instructional support when appropriate and had excellent communication throughout the quarter.

Summer produced an impressive amount of completed glazed ceramic pieces this quarter and remade work that had issues with glazing or construction. Summer is fully prepared for intermediate level course work in expressive-based studio ceramics.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Beginning Ceramics



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September 2022 - March 2023: Business Fundamentals, Team Entrepreneurship, Leadership and Innovation: Changemaker Lab

32 Credits

DESCRIPTION:

Faculty: Dion Gouws, D. Com., CPA and Melissa Nivala, Ph.D.

This program was a hands-on opportunity for student team entrepreneurs to learn about planning for, starting and managing new knowledge creating organizations and learn about the fundamentals of business while doing so. Students were tasked with developing sustainable business ideas as teams. Most of our time in the first quarter was spent working in teams to develop strategic visions around enterprises with unique value propositions.

To gain hands-on exposure to the corporate, legal, managerial, organizational behavior, marketing and decision making aspects of business fundamentals the entire program was run within the framework of a knowledge creating organization. Students were elected to serve in various team leadership roles. They learned by doing how to form and lead learning organizations. Students learned to manage these organizations in a manner that allows for the distillation of objective and transferable knowledge, and optimally utilize the collective "brain" power of the organization to further the goals of each individual member as well as the goals of the organization. They formed these organizations as knowledge creating organizations and then acted as a learning community sharing book reports on business related topics, as well as their progress on their smaller project team business projects, which they formed with individuals with a common passion in the class. Students learned about systems and how concepts of mathematical dynamical systems theory impacts the efficacy of organizational and individual learning. They identified books to read from a provided book list. Students read, presented and discussed these texts with the rest of their teams and added to the explicit knowledge of their teams. We utilized project management, scheduling, team collaboration, value proposition creation, business model design, cost accounting, financial statements, cost volume profit analysis, and web design.

EVALUATION:

Written by: Dion Gouws, D. Com., CPA and Melissa Nivala, Ph.D.

Summer learned by doing in the Changemaker lab and practiced and gained proficiency in various team entrepreneurship competencies. Summer developed and practiced skills in information technologies and computer skills; team learning techniques, innovation, and creation of mental models, communication skills, self-guidance and self-management skills, business project management; understanding leadership capacity; planning methods; marketing, internet marketing, business and value modeling; international business; networking; bravery and developed a will to overcome obstacles within a team. Summer learned how dynamical systems can be used to explain important organizational learning and knowledge creation.

During the program, Summer participated in forming and managing a knowledge creating organization called Camp Connect. Summer and the team successfully operated the organization. Summer's role in this organization was CEO shadow. Summer added to the knowledge development of this organization and presented books titled *The Fifth Discipline*, *Business Model Generation*, *Tipping Point*, *Outliers*, and *The Element*. Summer's book presentations were excellent: relevant and timely.

As a project, Summer developed a value proposition for a lean startup titled The Yard. The objective of the lean startup was to create safe overnight parking with amenities for people that live in their vehicles or RV's for the project team. As a part of this development, Summer effectively worked together in a team where the project team development needs were integrated into that of the knowledge creating organization. Summer performed actual stakeholder visits and needs analyses. Summer created a



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website for this lean startup and successfully developed the website to present the project objective. Summer developed a spreadsheet to practice activity-based cost accounting and perform cost volume profit analysis for the project.

During a 360 peer evaluation, Summer received peer feedback about work in the project team as well as Summer's performance as a member of Camp Connect. They noted in particular: "Summer has good communications skills and work ethic."

It was a pleasure to have Summer in the program.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 32

- 8 - Business Fundamentals
- 6 - Cooperative Leadership
- 8 - Design Thinking and Innovation
- 8 - Strategic Planning
- 2 - International Business



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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.