RECORD OF ACADEMIC ACHIEVEMENT

The Evergreen State College - Olympia, Washington 98505

OFFICIAL TRANSCRIPT DOCUMENT

Bedne, Olivia A — A00414435

Last, First Middle — Student ID

CREDENTIALS CONFERRED:

Bachelor of Arts — Awarded 06 Sep 2024

TRANSFER CREDIT:

Start	End	Credits	Title
09/2014	06/2018	51	**Nashville State Community College**
09/2014	06/2018	2	**Nashville State Community College**

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/2019	03/2020	30	**Integrated Natural Science** *10 - General Biology I and II with Laboratory* *12 - General Chemistry I and II with Laboratory* *4 - Historical Geology* *4 - Fundamentals of Soil Science*
09/2020	12/2020	2	**Science, Story, and Sustainability: The Quest for a Flourishing Earth** *2 - Social and Environmental Justice Studies*
09/2021	12/2021	6	**America to 2025: Modern America, History, and Adolescent Psychology** *3 - Adolescent Psychology* *3 - History: US History since 1865*
01/2022	03/2022	12	**Plant Ecology and Physiology** *3 - Intro to Plant Ecology* *3 - Intro to Plant Physiology* **3 - Plant Physiology* **3 - Writing Science*
03/2022	06/2022	13	**Introduction to Environmental Studies: River Resources** *5 - Hydrology* *4 - Environmental Economics* *4 - River Resource Management*
06/2022	09/2022	6	**Experimental Photography** *6 - Photography: Introduction to Alternative and Historical Processes*
09/2022	12/2022	8	**Climate Policy Action: Science and Policy Basics** *4 - Climate Change and Society* *4 - US Environmental Policy*
09/2022	12/2022	6	**Introduction to the Nonprofit Sector and Grant Writing** *3 - Nonprofit Administration* *3 - Grant Writing*
01/2023	06/2023	32	**Borders, Walls and Refugees in the Age of Climate Change** *12 - Border Studies* *12 - Refugee and Migration Studies* *4 - International Politics* *4 - Moroccan Migration Policies*

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EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
06/2023	09/2023	12	**From the Desert to the Jungle: A Comparison of Global Migration Policy** *4 - Grassroots Organizations* *8 - Forced Migration Policy*

Cumulative

180 Total Undergraduate Credits Earned

ACADEMIC STATEMENT

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After earning my Associate's Degree in Political Science, I chose to further my environmental science education at Evergreen. In my first year, I took Integrated Natural Science to deepen my knowledge of biology, chemistry, soil science, and historical geology. I then chose to take courses in Adolescent Psychology, Forest Ecology, River Resource Management, Plant Biology, Non-Profit Management, and Environmental Policy, among others. These classes were particularly significant to my learning due to the experiential learning they provided, allowing me to apply theoretical knowledge to real-world situations through field research and hands-on projects. By my senior year, I aimed to refine this foundation to enable me to do advocacy work for communities particularly affected by environmental racism and climate change.

My studies took me abroad, where I explored migration in the age of climate change in Morocco, gaining firsthand insights into the challenges faced by displaced communities. I then decided to continue my studies in migration and international asylum policy by designing an Independent Learning Contract (ILC). I created a program that would contextualize my learnings in non-profit management, environmental science, and migration policy. My goal was to craft a capstone learning project that would empower me to develop sustainable and socially responsible migration policies after graduation. I volunteered with an NGO called Roots in northern France, working in a refugee camp in the Calais/Dunkirk area. Roots provides essential services such as clean drinking water, sanitation supplies, and phone charging stations to the camp's residents, with a special focus on sustainability and managing their environmental impact. While volunteering, I accumulated over 120 hours and gained hands-on experience in the non-profit sector. I also assisted in grant writing and gave a presentation on nonprofit ethics, drawing from my previous studies at Evergreen.

After my time in France, I returned to the U.S. to complete my studies on global migration and refugee rights. I wrote a comparative analysis of how refugees from Africa and the Middle East are treated compared to Ukrainian refugees, focusing on the differences in logistical, cultural, and legal responses. My ILC at Evergreen served as the perfect capstone to my bachelor's degree, integrating my knowledge of environmental science, policy development, non-profit management, and geopolitics. This experience solidified my commitment to social and environmental justice and I am confident that the skills and perspectives I have gained will guide my future work in crafting policies that are not only effective but also compassionate and equitable.

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June 2023 - September 2023: From the Desert to the Jungle: A Comparison of Global Migration Policy

12 Credits

DESCRIPTION:
Faculty: Steve Niva, Ph.D.

During the summer quarter in 2023, Olivia, who goes by Andy and uses they/them pronouns, undertook an Individual Learning Contract entitled **From the Desert to the Jungle: A Comparison of Global Migration Policy**, in which they volunteered at a migrant refugee organization called Roots in the Calais/ Dunkirk region of France and wrote several papers on European refugee policy. The learning objectives of this contract included efforts to learn about a) on the ground refugee support organizations in European territory b) compare this learning with previous learning at refugee support organizations in Morocco and c) to assess broader European refugee policies regarding differing treatment of refugees from various parts of the world. Andy volunteered for several weeks at Roots and helped provide services and support to refugees, while also learning about the organization and its operations. Andy also read several books, articles and other materials and wrote a ten-page paper on European policy towards Ukrainian refugees and those from the Middle East and Africa. The books they read included *Bordered Lives: How Europe Fails Refugees* by Hsaio-Hung Pa; *Refuge* by Paul Collier and Alexander Betts; and *Humanitarian Borders* by Polly Pallister-Wilkins.

EVALUATION:
Written by: Steve Niva, Ph.D.

Olivia, who goes by Andy and uses they/them pronouns, had a very successful quarter of independent study and achieved most of their original learning goals as well as going into new areas of learning. Andy demonstrated a strong ability to conduct independent research while working in the field and stay on task to complete a successful independent study. First, Andy was able to accomplish an excellent amount of new learning about grassroots refugee support organizations in Europe. They showed a strong grasp of the challenges confronted by migrants and refugees in a securitized border zone, as well as the challenges that confront grassroots organizations with limited material resources in the context of antagonistic state policies. Andy also grasped important lessons about the organizational challenges faced by small organizations regarding decision-making and volunteer burnout. Next, Andy was able to demonstrate a good grasp of broader European policies regarding differential treatment of migrants and refugees from different origin countries. Andy wrote an effective ten-page paper about the differential treatment of Ukrainian refugees who were given very favorable treatment as opposed to African and Middle Eastern migrants who faced more restrictive policies. And finally, Andy showed an ability to learn more deeply about contemporary developments regarding population displacement in global affairs and where they might be most effective in designing alternative policies. Andy has showed they have the potential for further work in this field and the capacity to do graduate studies on these topics in the future if they desired.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12

4 - Grassroots Organizations
8 - Forced Migration Policy

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January 2023 - June 2023: Borders, Walls and Refugees in the Age of Climate Change

32 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 clash between restrictive nation-state border enforcement and increased migration and refugee crises around the world today. Students learned about the causes of forced displacement and refugee crises, analyzed the international refugee system established by the United Nations after World War II and explored policy proposals to address the expected role of climate change in driving global mass displacement.

In their classwork and written work, students developed case studies of the major refugee crises that have occurred in South Sudan, Eritrea, Myanmar, Venezuela, Honduras and Syria and then analyzed the root causes of mass displacement and presented 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 to reform the global system to address 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 and examined the legal basis for asylum seekers from Central America who arrive at the United States' border to seek asylum.Students concluded the program by learning about the expected global mass displacement that will be caused by climate change over the next century. Drawing upon the 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.

In the spring quarter, students undertook a study abroad program to Morocco to learn more about the clash between border hardening and forced migration from scholars, journalists, policy makers and migrants. Students prepared for three weeks on campus by learning about the history, culture and contemporary politics of Morocco as well some basic Arabic language study. They wrote several short papers on European Union border policies with North Africa and about Morocco's changing role from being a migration origin country to becoming a migration destination country. Students then traveled to Morocco where they met with various stakeholders in border policy and migration in Rabat, Fes, Ifrane, Tangier, Tetouan and Chefchaouen. They created and presented two major presentations and short write-up on global borders and migration based on their learning before returning to campus. Students were assessed on their preparation and participation in travel activities and presentations.

Required Texts:

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**

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

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

Laila Lalami, **Hope and Other Dangerous Pursuits**

EVALUATION:
Written by: Steve Niva, Ph.D.

Olivia, who goes by Andy and uses they/them pronouns, was a very thoughtful student who carefully completed all the course work, showed familiarity with readings and assignments, had excellent attendance, and gained a great deal of new learning about forced migration as a pressing global issue. Andy also showed promise as a student of global and national policies and a capacity for doing policy work in the future.

Throughout the program, Andy showed a very good ability to quickly grasp an issue, case study or a policy debate that was under examination and produce a good piece of written or participatory work. For example, Andy worked with a team to understand the root causes of the refugee crisis in Myanmar that has resulted in over a million Rohingya Muslim refugees and wrote a clear paper addressing this issue. Andy also demonstrated a high level of understanding of the current international refugee system including how it defines refugees, how refugees largely reside in nearby host countries and camps and how they have limited options for repatriation. Andy wrote an excellent policy paper that outlined how these limitations could be addressed by developing a new refugee system that broadened information sharing about refugees, provided enhanced rights to refugees and found new safe routes for resettlement.

Students were asked to critically examine the “border crisis” narrative that shapes policy debates in the United States about migrants and asylum seekers at the U.S.-Mexico border and Andy wrote a thoughtful paper arguing that the situation is better understood as a “humanitarian crisis” when one understands the root causes of what drives asylum seekers to the U.S. border. And finally, Andy showed a very good ability to research the current policy profile of the President Biden administration regarding climate change and climate migration. Andy outlined all the key policies and then carefully analyzed where they fell short in practice as compared to the stated policy.

One of the main areas where Andy showed improvement was in reading complex texts and finding ways to reflect this knowledge in writing. Andy showed an ability to find good quotes from our readings and to develop interesting ideas. Andy’s writing is typically clear and the main area for improvement is in formulating a more concise thesis at the beginning. Andy has a very good ability to articulate thoughts in seminar and class discussion while also showing respect and consideration for other people’s views, which was noted by many students who complemented Andy’s insights. In conclusion, what stands out is that Andy showed a strong capacity to analyze public policy regarding complex issues and offer critical but realistic alternatives. Andy showed a capacity to continue this kind of work in public life or in advanced educational opportunities.

Andy took the opportunity to participate in the study abroad program to Morocco and was an attentive and respectful traveler. Andy participated in all our activities and was clearly open to taking in the experience and did very well to engage with Moroccan society and to take initiative to meet those from the migrant and the NGO communities that we interacted with. Andy showed an excellent ability to put together their academic learning with the human experiences we encountered. Andy articulated interesting thoughts about how the NGOs working on migration in Morocco organized themselves on behalf of providing support for migrants but also how they were serving European Union border externalization goals. Andy gave a well-structured presentation about the border zone in Northern

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Morocco and was an excellent participant in our final presentations on how Morocco is located within the broader border and migration regime.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 32

12 - Border Studies
12 - Refugee and Migration Studies
4 - International Politics
4 - Moroccan Migration Policies

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September 2022 - December 2022: Introduction to the Nonprofit Sector and Grant Writing

6 Credits

DESCRIPTION:
Faculty: Doreen Swetkis, Ph.D. and Allison Shirk, M.Ed.

This course is the first offering for the Certificate of Nonprofit Administration and is taught as two separate modules within one 8-credit program. Introduction to the Nonprofit Sector, occurred in the first 5 weeks of fall quarter, and Grant Writing, was taught the second 5 weeks of fall quarter.

Interest in the nonprofit sector has intensified as the sector's importance and distinctiveness receives recognition as a unique area of study and practice. Introduction to the Nonprofit Sector provided a context to help students more clearly understand the conditions observed either working in a nonprofit organization today, in the future, or in studying or collaborating with nonprofit organizations. The students participated in several workshops and case analyses, presented a recent nonprofit story from the news, completed a community analysis, and conducted and analysis of a nonprofit organization of their choosing and presented their findings to the class.

Grant Writing provided a context to help students create a compelling strategy to secure support for a charitable project or organization of their choice. Specifically, students wrote a complete grant proposal using a standard grant application form that described the qualifications of the organization, presented research to provide context to the issue that the organization is addressing, developed a project budget that connects project activities to expected outcomes, described the project with a work plan and timeline, and presented a clear evaluation plan to determine project success. Students had the opportunity to engage in peer review and receive individualized feedback on their writing while strategizing their approach with their cohort.

EVALUATION:
Written by: Doreen Swetkis, Ph.D. and Allison Shirk, M.Ed.

For the Introduction to the Nonprofit Sector module, Olivia (Andy) did well overall and fulfilled most of the learning objectives for the course: 1) learn about the strengths, weaknesses, opportunities and threats/ challenges of doing nonprofit work in a contemporary context, 2) incorporate passion and values into career goals, 3) gain knowledge of service learning as a pedagogy and practice, 4) find in yourselves and in others the capacity for social action and change, 5) begin to understand characteristics of organizations that impact mission such as design, culture, and relationships, 6) develop transferable professional skills, and 7) improve reflective writing, working in teams, and presentation skills.

Andy attended and participated in many class sessions, which was an assignment in this module. Andy participated in discussions, seminar, workshops and role plays, and Andy's participation was thoughtful and respectful. The second assignment was an informal presentation of a recent news story on a nonprofit organization, and submission of the talking points for that presentation. Andy made an excellent choice of article and did a great job presenting the highlights, but did not submit a set of talking points. The third assignment was a community analysis on whether there was enough support to open a legal aid clinic in Pacific County, WA. Andy's analysis was excellent, and with appropriate data presented to support Andy's recommendation.

The final assignment was an organizational analysis and slide presentation on a nonprofit organization of Andy's choosing. Andy submitted an excellent analysis of a large local nonprofit organization, with a strong indictment of the lack of a robust online presence. Andy also presented a balanced response to

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former employee ratings as well as other research and data. Andy's presentation was informative and professionally delivered, and the slides were a good balance of visuals and text.

I look forward to supporting Andy's continued work in the certificate of nonprofit administration.

For the Grant Writing Module, Andy fulfilled most of the learning objectives for the course. Andy identified and crafted an appropriate, sequential, consistent, and logical presentation of grant narrative elements and ideas. Andy also developed a writing approach, style, tone, and format targeting a specific audience. Andy attended most classes and participated in some class discussions.

Andy demonstrated favorable writing skills, choosing a grant proposal for Community Youth Services, a local nonprofit dedicated to empowering youth and their families. Andy completed most of the questions in the grant application and outlined a thorough framework as a logic model for the proposal. The logic model demonstrated Andy’s knowledge and research skills of the current challenges youth are facing in the community. With time and practice, Andy will continue to develop the skill of writing grants.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 6

3 - Nonprofit Administration
3 - Grant Writing

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September 2022 - December 2022: Climate Policy Action: Science and Policy Basics

8 Credits

DESCRIPTION:
Faculty: Anthony Levenda, PhD

This program explores key concepts in climate science and policy. The fundamental goal is to equip students intellectually to better understand basic concepts in climate science and policy so we can tackle this challenge. The program started with an overview of climate science and key concepts of the Earth's energy balance, system feedbacks, climate models and scenarios, and impacts on human-natural systems. With this basis, we progressed into a study of the societal causes of the climate crisis and ways to remedy it. The challenges and solutions for climate change span across society and the economy, which means that addressing the climate crisis requires transformative change to both eliminate greenhouse gas emissions and adapt to the impacts of climate change. Global greenhouse gas emissions need to reduce rapidly in the next ten years and reach net zero around mid-century in order to have a chance of avoiding dangerous climate change. At the same time, climate change is exacerbating existing societal vulnerabilities and is having deep impacts across natural and social systems. We then explored how policy can be a tool towards the transformation necessary to address this crisis. We explored theories behind and practical approaches to the multilevel governance of climate change. We also covered a range of public policy areas related to climate change mitigation and adaptation, including energy supply, energy use and demand, carbon markets and economic tools, food and agriculture, and transportation. The goal is to help each of us learn more about dealing with complexity in climate policy-making and the range of actors involved spanning multiple levels of government as well as non-state actors.

Learning objectives include:

- Basic knowledge and understanding of climate science and societal causes of climate change as well as key policy instruments in climate policy
- Analyze the impacts of climate change on people and places, especially on vulnerable populations
- Understand the evolution of US climate policy, including the role of ideas and actors in the policy process across multiple levels of government
- Identify and evaluate responses and solutions to climate change including mitigation of greenhouse gas emissions, adaptation to warming, public perceptions, and policies from the local to the global
- Effectively communicate in writing the issues and debates around the human dimensions of climate change and climate justice

EVALUATION:
Written by: Anthony Levenda, PhD

Olivia (Andy) was prepared and insightful for the entirety of the quarter. They attended almost every class and were prepared for each discussion. This course of study challenged Andy to gain mastery of concepts and theories related to climate science and policy and then apply them in short papers, a group climate mitigation policy project, and a final synthesis paper. They completed each assignment thoroughly and thoughtfully. Throughout the quarter they demonstrated an ability to effectively communicate in both writing and classroom debates. They brought substantial insight and interest in rural issues and broader environmental issues into our discussions of climate science and policy making insightful connections throughout the quarter. Andy showed significant growth in understanding of climate science and policy as it relates to broader societal causes of climate change and expanded their

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understanding of potential avenues of action in a fragmented world. Through engagement with key readings on multilevel climate governance, such as Ostrom's polycentric model, they prepared a synthesis paper that diagnosed the problem of global climate treaties and policy agreement. This paper showed growth in written communication skills and knowledge of key climate policy concerns, such as multilevel governance, the problems of doubt and lock-in that cause climate inaction, and the possibilities for meaningful action in the window provided by this present moment.

In group work and classroom discussion, Andy was always collegial and supportive. They helped create a learning environment that brought in connections to key news items and policy debates. They demonstrated significant research skills in the group project bringing strong policy context to bear on the question of the role of sustainable and organic agriculture in climate politics and action. Andy demonstrated professionalism in the group presentation and report which was highlighted by evaluations from their project partner. Andy's work shows preparation for further study in advanced policy and science programs moving forward.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

4 - Climate Change and Society
4 - US Environmental Policy

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Student Self Evaluation for Climate Policy Action: Science and Policy Basics
09/2022 - 12/2022

Fall Quarter 2022 was my first quarter trying out full time enrollment in night classes while working full time. It was challenging to say the least, but I committed myself to the best of my ability and I feel that I did well in both my programs. In Climate Policy and Sustainability, I produced a variety of short writing assignments, a policy scan, a group project to communicate our research and future policy ideas and a synthesis paper exploring what I learned in the program. I was involved in class meetings and always completed our assigned readings. Due to my limited time for class work during the week, I decided to prioritize readings and class participation over the weekly writing assignments, and therefore have gaps in my completed work. I stand by that decision because I feel, despite my missing work, I contributed to the overall learning community and produced work that shows my understanding of the class curriculum. I was an active group member who set deadlines, prompted communication, and finalized our presentation and paper for submission. I enjoyed the research and creative elements of the class and feel I grew my research and critical writing skills.

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June 2022 - September 2022: Experimental Photography

6 Credits

DESCRIPTION:
Faculty: Julia Zay, MA, MFA

Experimental Photography was a three-week intensive all-level studio art class in which students gained a foundational knowledge of a range of historical and experimental photographic techniques rooted in the 19th century. This course was equally suited to students new to photography who wanted to learn basic photographic principles through experimental, low-tech methods; advanced photography students who were ready to incorporate non-silver, non-digital techniques in their practice and experiment with new materials; and students with a background in 2D visual arts who were interested in exploring the intersections among drawing, printmaking and photographic processes. A strong emphasis was placed on student-driven experimentation with materials and processes in an effort to interrogate common social, aesthetic and historical definitions of photographic practices and images.

Through a series of exploratory assignments, students explored the role of UV light in the photographic process through camera-less techniques that included: silver gelatin photograms, lumenprints, cyanotypes, Van Dyke brown, and variants and combinations of these processes, including wet cyanotypes, cyanotype bleaching/toning, and "blue Van Dykes." Students used objects to make photograms and hand-made negatives on transparencies in contact printing processes, all exposed to UV light in the sun or a UV exposure unit.

Class sessions combined technical demonstrations, seminars on readings, and students' presentation and discussion of their assignments, all designed to strengthen students' capacity to view work closely and speak articulately about their own processes. At the end of the term, students gave a short presentation on an artist who works with an alternative photographic process, participated in a final critique where they presented their work and a written reflection on their learning, and submitted a complete portfolio of all work made in the class.

EVALUATION:
Written by: Julia Zay, MA, MFA

Olivia, who goes by Andy, entered the class new to an academic study of studio art and was eager to gain new skills and perspectives. Andy took good advantage of this opportunity to gain skills and expand their creative toolkit.

Students in this class were evaluated according to the following four evaluation categories:

1. Effort: Amount of time and concentration applied and level of dedication to meeting or exceeding the minimum requirements for assignments. The effort put forth in critique discussions.

2. Inventiveness: Amount of experimentation, risk-taking, and creative exploration.

3. Quality: Level of demonstrated comprehension and application of technical processes and concepts in creative work and in critique discussions.

4. Improvement: Overall growth from original capacities, in all aspects of the student's learning and work, including creative work and analytical capacities as demonstrated in contributions to critique.

Andy brought a particularly observant eye to the class and was a focused, highly self-directed student. Andy attended roughly two-thirds of our class meetings. Andy's effort was sufficient to meet or exceed

minimum expectations in most creative assignments and participation in critiques. Andy gained a new understanding of the value of trial and error and experimentation in the creative process, asking informed questions and making a consistent effort to focus on exploration over premeditation and perfection. This was a significant shift for Andy, challenging their habits and comfort zone, and Andy reflected candidly and astutely on this in the reflective writing assignment. Andy's creative work evidenced a very good comprehension of the technical aspects of the processes, and Andy was skilled at verbally describing their process and reflecting on their learning when presenting work in class each week. Andy engaged very actively and supportively with peers' work in formal and informal contexts, a vital contribution to the class.

Andy's final portfolio reflected that they met the evaluation criteria in this course as follows: overall good effort, consistent effort in experimentation and risk-taking, very good technical comprehension, and very good growth of skills in cameraless photography. Andy's reflective writing assignment demonstrated an excellent capacity to reflect on some of the significant overarching themes of the class.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 6

6 - Photography: Introduction to Alternative and Historical Processes

STUDENT'S EVALUATION OF PERSONAL ACHIEVEMENT

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Student Self Evaluation for Experimental Photography
06/2022 - 09/2022

I believe the work I produced for this program shows how passionate I was about engaging with the material. I attempted to immerse myself in the creative process and push myself to approach making art in a new way. I'm very glad that I decided to enroll in Experimental Photography. It continues to be a helpful experience and has helped to improve my overall wellness as a student. I now see the benefits of including more artistic expression and exploration to my science toolbox.

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March 2022 - June 2022: Introduction to Environmental Studies: River Resources

13 Credits

DESCRIPTION:
Faculty: Dr. Ken Tabbutt, Dr. Tom Womeldorff

River Resources used rivers and their watersheds as a theme to integrated environmental economics, benefit-cost analysis, GIS and hydrology. Field trips to river restoration projects were incorporated to provide a link between theory and practice. Students learned the fundamentals of using GIS as a tool for analyzing, interpreting and displaying spatial data associated with rivers and watersheds. To gain a broader understanding of rivers as economic and cultural resources, readings, seminars and field trips emphasized the importance of rivers to Native Americans, and examined power, privilege, and difference. River Resources had the following components:

Hydrology – The hydrologic cycle was used to examine water reservoirs and fluxes within watersheds with an emphasis on river systems. Hydrology and the Management of Watersheds (Brooks, Ffolliott and Magner) was used as the text but the class went into more depth on the subjects of ground and surface water. Quantitative problem solving and data analysis was emphasized. Students learned about the properties of water, precipitation patterns, and performed storm frequency analysis. Discharge was measured in the field and students learned to interpret components of a storm hydrograph, understand rating curves, and perform flood frequency analyses (recurrence interval and exceedance probability). Anthropogenic impacts and restoration efforts were also considered. Several field trips provided opportunities to examine river systems. Students visited a levee setback project on the Puyallup River in Orting and the Sediment Retention Structure on the Toutle River, performed water quality measurements on the Deschutes River, and visited the Elwha River dam removal site.

Geographic Information Systems (GIS) – ArcGIS Pro was utilized to perform watershed analyses. Students learned the fundamentals of downloading and importing DEMs, queries, symbology, and creating new shape and raster files. An emphasis was placed on using the Spatial Analyst and hydrology tools. Students reclassified elevation grids, converted grid to vector layers, clipped grids and vectors, and defined stream orders and drainage basins. They imported stream gage coordinates and defined station watersheds. Students also utilized layout and scene to produce 3D maps. Proficiency was demonstrated through weekly applied workshops. This prepared students to use GIS in research or project work in the future.

Environmental Economics and Benefit-Cost Analysis – Environmental Economics emphasized market failures and the role of government interventions to achieve optimality (e.g., Pigouvian taxes). Emphasis was placed on graphical representations of gains-from-trade, consumer and producer surplus, and measures of total harm due to negative externalities. This was complemented by examining how bias, ideology and power impact choice of models, and a strong focus on skills for discerning the limitations of any scientific approach. Benefit-Cost Analysis was introduced as a methodology for determining whether government actions would result in potential Pareto improvements. Students were introduced to methods for measuring the value of non-market effects (e.g., hedonic pricing and contingent valuation methods).

River Resource Management – The program included seminar discussions and essays on the following texts: *The Control of Nature* (McPhee), *Where the Salmon Run* (Heffernan), *The Inconvenient Indian* (King), *Finding the River* (Crane), and “The Five Rules of Racial Standing” (Bell). Field trips to several river sites and the Suquamish Museum provided an opportunity for students to gain a better understanding of management efforts, including floodplain modification, dam removal and sediment control, as well as the cultural and economic importance of rivers and their resources to tribes of the Puget Sound region.

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EVALUATION:
Written by: Dr. Ken Tabbutt, Dr. Tom Womeldorff

Olivia, who goes by Andy, entered the program with a strong background in the sciences and early childhood education.Despite some unavoidable absences early in the quarter, Andy persevered and gained skills and knowledge that will help meet Andy's career goals. Andy embraced the in-person collaborative environment, contributing significantly to the learning community. Andy wrote, "This class helped me to contextualize my disparate science background into something applicable to my future career in conservation."

Hydrology

Based on the results of quizzes, workshops and class participation, it is evident that Andy gained a reasonable understanding of concepts covered in hydrology; Andy only completed two of the four quizzes but the results indicated an understanding of the material that improved as the quarter progressed. Andy actively participated in collaborative group work and was engaged on field trips, observing hydrologic processes and making connections with topics covered in class.

Environmental Economics

Andy demonstrated a fairly good understanding of environmental economics and benefit-cost analysis. Andy completed three of four exams; quality ranged from fairly good to good. On the final take-home exam, Andy illuminated central concepts such as the nature of models, the fallacy of misplaced concreteness, and the nature of public goods.

River Resource Management

Andy demonstrated a fairly good grasp of topics explored in seminar (e.g., Native American history and river management in Western Washington). Andy completed five of eight seminar papers which ranged from fairly good to excellent. Andy's final paper, a memo on Crane, represents their best work and could be used as an exemplar of this style of writing.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 13

5 - Hydrology
4 - Environmental Economics
4 - River Resource Management

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January 2022 - March 2022: Plant Ecology and Physiology

12 Credits

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

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

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

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

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

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

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

Andy developed a foundational understanding of the material covered in plant physiology lectures based on open-book weekly quizzes and a final exam. Andy's participation and engagement with plant

physiology labs and quarter-long plant physiology experiments was variable. The quality of Andy's plant anatomy and morphology lab indicated good observation skills and attention to detail. Andy participated partially in series of allelopathy and anti-microbial bioassays focused on biologically activity of yarrow flowers (*Achillea millefolium*). A lab report summarized their findings with a table and limited discussion and one reference to primary literature.

A final research paper and presentation allowed students to work with a quarter-long dataset collected by the whole class. Andy's group worked on an analysis of maple sugar sap (xylem water) production in winter, related to the ecological position of multiple trees, abiotic variables, and tree size. The group found especially strong patterns where they had much more sap production for trees grown in the open (8-times more sap produced in open trees compared to trees in a dense stand!). They did not see a close correlation between sap flow and precipitation, but patterns with freeze-thaw temperatures were obvious. Sugar concentration in the sap was high early in the season and declined through time in all trees. They also found no relationship with size of tree, using 24 trees, across tree ages and locations. Trees were tapped for 10 weeks, and the group kept consistent logs of data and even produced some maple syrup! The final presentation was very good, and nicely detailed. The final paper was very good too.

Andy's group research proposal investigated the effect of climate-driven fire season shifts on the fire-dependent *Pinus contorta*. They took advantage of faculty and peer feedback on revisions and each of the several drafts documented improvements. As a group member, Andy contributed especially to the literature review and writing of the methods. The team's final written proposal was good. Andy took on a leadership role for the final presentation which was also good. Andy was a hard-working, collaborative team member. Overall, Andy leaves the program with foundational knowledge and skills in plant ecology and physiology, as well as new skills in scientific writing and project management.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12

3 - Intro to Plant Ecology
3 - Intro to Plant Physiology
*3 - Plant Physiology
*3 - Writing Science

* indicates upper-division science credit

Bedne, Olivia A — A00414435
Last, First Middle — Student ID

September 2021 - December 2021: America to 2025: Modern America, History, and Adolescent Psychology

6 Credits

DESCRIPTION:
Faculty: Bradley Proctor, PhD and Nathalie Yuen, PhD

This two-quarter program combined the disciplines of American history and developmental psychology to explore modern America and adolescence. The program led students through intermediate-to-advanced work as part of the Psychology, Health, and Community as well as the Humanities: Culture, Text, and Language in World Societies paths of study.

In fall quarter, essential themes included academic research practices, identity development, and the concepts of personal and national identity. This program was conducted during the on-going coronavirus pandemic; classes were held in person after more than a year of remote learning.

Historical themes explored included the historical changes to adolescence, modernity, the American Civil War, the development of market capitalism, utopian communities, intersectionality, femininity and masculinity at the turn of the twentieth century, racial oppression, segregation, and civil rights activism. Readings included Grace Palladino, *Teenagers: An American History*, John Lewis et. al, *March: Book One*, and selections from numerous historical monographs. Students were to complete three assignments researching in the Library of Congress database of digitized historical newspapers. They were to find three articles related to the weekly theme of the program and summarize and analyze each article.

For the psychology part of this program, students examined physical, cognitive, and social development during adolescence (ages 10-18) and emerging adulthood (ages 18-25). Students were also introduced to quantitative research methods, with a focus on surveys and descriptive statistics. Readings included Sarah-Jayne Blakemore, *Inventing Ourselves: The Secret Life of the Teenage Brain*, literature reviews, and empirical studies. Students were to complete a series of assignments focused on explaining and applying psychological theories and concepts to examples from their own lives and the media.

Each week included writing activities and in-person lectures and workshops. Students engaged in student-facilitated seminar discussions on both the history and psychology readings. Students wrote weekly reflections about the readings after these discussions. Students were asked to facilitate one seminar discussion in the fall quarter in groups. Students also kept track of program activities and assessed their learning with weekly log entries. Students selected a sample of these writing assignments, including the seminar reflections, history assignments, and psychology assignments, to be included in an academic portfolio that was submitted at the end of the fall quarter.

The major project of the fall quarter was an annotated bibliography project. Students were to pick a topic of their own, related to the overall themes of the program, and find scholarly sources, drawing from both empirical studies of psychology and academic scholarship about American history. Students included between 15 to 20 sources to summarize and analyze in annotations. Students submitted a proposal and multiple drafts. This assignment was designed to scaffold students towards a larger literature review project in the winter quarter.

EVALUATION:
Written by: Bradley Proctor, PhD and Nathalie Yuen, PhD

Olivia Bedne, who goes by Andy, had a somewhat successful quarter in America to 2025: Modern America, History, and Adolescent Psychology. Andy completed some of the work and the quality of the

work was generally good. Andy attended some in-person program activities, which included lectures, workshops, and seminars. When present, Andy frequently participated in class discussions. Andy finished this program with a solid foundation for further studies in history and psychology.

Andy submitted two historical newspaper assignments. These included fascinating articles related to the weekly program themes. Andy did a strong job both summarizing and analyzing these articles, providing good historical context.

Andy completed all of the psychology assignments. Andy demonstrated a good understanding of physical, cognitive, and social development in adolescence and emerging. This work also showed a very good application of psychological concepts across multiple contexts.

In Week 7, Andy planned and facilitated a seminar discussion with five other students. The plan included generating a prompt for the class before the discussion and having small group discussions that reported back to the full program. The resulting seminar discussion was constructive, especially because of Andy's effective preparation and facilitation. Andy completed some of the weekly seminar reflections and demonstrated good engagement with the seminar materials.

Overall, Andy made satisfactory progress and contributed to the learning community by supporting other students. Andy is well prepared for intermediate to advanced work in the humanities and social sciences. It was a pleasure having Andy as part of our program.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 6

3 - Adolescent Psychology
3 - History: US History since 1865

Bedne, Olivia A — A00414435
Last, First Middle — Student ID

September 2020 - December 2020: Science, Story, and Sustainability: The Quest for a Flourishing Earth

2 Credits

DESCRIPTION:
Faculty: Rebecca Chamberlain M.A., Karen Hogan Ph.D.

In this program we used complementary perspectives from science and cultural studies to work towards living sustainably, and to communicate effectively for general and specialized audiences. These perspectives deepened our understanding of social and planetary transformation, to empower and inspire us as members of diverse communities as we seek to make positive change.

Students applied social, philosophical, and literary approaches to indigenous science, social justice, and cultural movements. They asked how ancient and modern stories can cultivate values and resilience as we respond to social and environmental challenges. Readings, online lectures, and podcasts offered perspectives on environmental justice from indigenous and marginalized communities.

Students studied basic evolutionary theory to understand that race is a social -– not biological – concept. Fundamentals of behavioral neurobiology showed how we develop concepts of “us” vs. “them” and integrate fact and emotion in making ethical decisions. Understanding us/them dichotomies and ethical decision-making provided insight into the obstacles and potential tools for building a more inclusive society.

We learned from books, articles, online lectures and discussions, poetry, and storytelling. Students wrote papers and gave creative presentations based on individual research. They wrote an iterative essay synthesizing their understanding of assigned readings. Guest activists, community leaders, and artists working to empower individuals and communities for social and environmental change shared their work with us.

Evaluations were based on the quality of assigned writings, projects, and presentations and on engagement in class activities.

EVALUATION:
Written by: Rebecca A. Chamberlain

Olivia is a bright and talented student but lost momentum. She attended classes for the first five weeks of the quarter. She completed a project proposal; a draft PowerPoint and an outline for a series of interviews about trees. It was a great project concept. She submitted one assignment, her academic statement, and she attended class meetings during the first half of the quarter. She has great ideas, and I look forward to seeing where she takes her work in the future.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2

2 - Social and Environmental Justice Studies

Bedne, Olivia A — A00414435
Last, First Middle — Student ID

September 2019 - March 2020: Integrated Natural Science

30 Credits

DESCRIPTION:
Faculty: Abir Biswas, Ph.D.; Nancy Murray, Ph.D.; and Paula Schofield, Ph.D.

Integrated Natural Science was a full year interdisciplinary science program that included general biology, general chemistry, historical geology, and soil science. The following description was for fall and winter quarters. Although each subject is listed separately, the material was delivered in an integrated manner, approaching many concepts from biological, historical, and chemical perspectives. Students were assessed on completion of homework assignments, quality of laboratory notebooks and reports, and performance on several quizzes and examinations. Some students enrolled in the program full time, taking all components listed below, for a total of 32 credits. Other students enrolled in the program part-time, taking just selected components, for a credit total ranging from 6-28 credits.

General Biology I and II with Laboratory: Using the text *Biological Science*, 6th ed., by Freeman, students studied the basic tenets of evolution, mitosis and meiosis, Mendelian genetics, DNA replication, transcriptional regulation (prokaryotic and eukaryotic), translation, and biological molecules, cellular respiration, photosynthesis, cell cycle regulation, metabolism, and neurophysiology. In the lab, students acquired bench skills in data collection and analysis, aseptic technique, bacterial growth and antibiotics, polymerase chain reaction (PCR) and restriction digest, enzyme regulation, differential centrifugation, and protein isolation and column chromatography. Students were assessed based on their performance on weekly quizzes and homework assignments, exams, workshop sessions, and laboratory notebook and lab reports.

General Chemistry I and II with Laboratory: The textbook was *Chemistry: The Central Science*, 14th ed., by Brown, Le May and Bursten. Topics covered included measurement, nomenclature of inorganic compounds, stoichiometry, aqueous reactions, ionic equations, periodic properties of the elements, electron configuration, Lewis structures, and chemical bonding, molecular shape, intermolecular forces, liquids and solutions. More detailed topics covered included thermochemistry, chemical kinetics, and chemical equilibria. Aspects of introductory chemistry as they relate to biological systems were emphasized, such as biological redox reactions, enzyme kinetics, and the thermodynamics of biochemical reactions. In lab, students were introduced to the basic techniques of lab and field science, laboratory exercises and techniques. These included UV and visible spectroscopy, standard curve methods, titrations, including an EPA method, and a back titration, gas chromatography and thin-layer chromatography; determination of a partition coefficient; acid-base extractions; the determination of the activation of an enzymatic reaction. Field measurements included dissolved oxygen, pH, temperature, flow rate, and conductivity.

Historical Geology: The textbook *Earth System History*, 4th ed., by Stanley and Luczaj was used to cover topics related to the evolution of life and the evolution of geochemical cycles through geologic time. Students started with the Big Bang and Hadean Eon and progressed through time into the Pleistocene Epoch, with coursework supplemented by one fossil-based laboratory activity as well as abstracts and figures from primary literature.

Fundamentals of Soil Science: The textbook *Elements of the Nature and Properties of Soils*, 3rd ed., by Brady and Weil was used to cover topics related to soil development and classification, the soil food web, and carbon, nitrogen, and phosphorus cycling in soils. Readings were supplemented with abstracts and figures from primary literature. Students characterized and collected soils from a local forest, and laboratory activities were focused on quantifying % water, % organic matter, and grain size distribution of these soils.

Bedne, Olivia A — A00414435
Last, First Middle — Student ID

EVALUATION:
Written by: Abir Biswas, Ph.D.; Nancy Murray, Ph.D.; and Paula Schofield, Ph.D.

Olivia (Andy) joined this program to gain an understanding of the fundamentals of natural science and its application.

Andy exits the program with a fair command of general biology. With some exceptions, they attended class regularly and submitted work in a timely fashion. When they were unable to attend, they were diligent about connecting with their faculty. They completed 10 of the 14 quizzes and their scores reflected a mixed understanding of the material, albeit, with a positive trend. Their quiz scores reflected a mixed grasp of the material. In some of the units they excelled while others not so much. Of note was their strong performance on the final exam (90%). Andy turned in 14 of 31 problem sets. In the lab, they became a competent and budding bench scientist, able to carry out detailed protocols. Their lab notebook improved with feedback and now contains all the requisite information. Andy clearly has the intellectual ability to excel if they manage their time and workload more efficiently.

In the general chemistry component of the program, Andy attended class regularly but did not submit most of the homework assignments. Overall, Andy demonstrated a fair understanding of the fundamentals of general chemistry, such as chemical equations, chemical bonding, and stoichiometry. In addition, they showed an adequate grasp of more complex and quantitative topics such as chemical kinetics and equilibria. In lab, Andy carried out experiments in a safe and professional manner and learned the basic laboratory bench skills and techniques in general chemistry. Andy's chemistry lab notebook lacked adequate detail and organization.

In the historical geology component of the program, Andy was very well-engaged and demonstrated an excellent understanding of the program content through in-class examinations. They had excellent attendance of the lectures and workshops and were consistent in completing homework assignments of excellent quality. Through in class examinations, Andy demonstrated a very good to excellent understanding of the evolution of life and geochemical systems in the Hadean through late Paleozoic, and they again demonstrated a very good to excellent understanding of topics related to events through the Mesozoic Era. Andy worked hard over the quarter, and on a final examination, demonstrated an excellent understanding of events and climate through the Pleistocene Epoch.

In the soil science component of the program, Andy demonstrated a fair to excellent understanding of the program content through in-class examinations. Andy had very good to excellent attendance of the lectures and workshops, but submitted only 1 (of 9) homework assignments. Through in-class examinations, Andy demonstrated an excellent understanding of topics related to soil formation and development. Andy then demonstrated a satisfactory to fair understanding of topics related to soil classification, texture, and pH (including quantitative questions regarding changes in pH), though they were able to demonstrate a somewhat improved understanding of these quantitative questions based on a subsequent evaluation. Andy worked over the quarter and again demonstrated a satisfactory to fair understanding of material on a final in-class examination including carbon, nitrogen, and phosphorus cycles in soil.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 30

10 - General Biology I and II with Laboratory
12 - General Chemistry I and II with Laboratory
4 - Historical Geology
4 - Fundamentals of Soil Science

EVERGREEN

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

EVERGREEN TRANSCRIPT GUIDE

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

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

Educational Philosophy:

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

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

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

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

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

Academic Program

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

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

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

Evaluation and Credit Award:

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

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

Credit is recorded by:

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

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

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

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

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

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