



Garza, Raul

A00416754

Last, First Middle

Student ID

TRANSFER CREDIT:

Start	End	Credits	Title
04/2015	12/2016	9	Community College Of The Air Force
04/2019	08/2020	60	South Puget Sound Community College
09/2020	06/2022	50	Saint Martin's University

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/2022	12/2022	4	Business Leadership: Interpersonal Dynamics <i>4 - Interpersonal Dynamics</i>
09/2022	12/2022	4	Cornerstone: Foundations for Your Evergreen Education <i>2 - Introduction to Library Research</i> <i>2 - Expository Writing</i>
09/2022	12/2022	4	History and Systems in Psychology <i>4 - Psychology</i>
01/2023	03/2023	4	Arts and the Child: Early Childhood (A) <i>4 - Early Childhood Education, Arts, and Human Development</i>
01/2023	03/2023	4	Leading Others: Building Capacity In Others <i>4 - Organizational Leadership (Certificate Sequence)</i>
01/2023	03/2023	4	The New Psychology of Leadership <i>4 - Organizational Psychology (Certificate Sequence)</i>
04/2023	06/2023	8	Virtual Tourism <i>4 - Cultural Heritage and Virtual Tourism</i> <i>2 - International Cross Cultural Dialogue and Collaboration</i> <i>2 - Art, Calligraphy and Symbolic Representation</i>
04/2023	06/2023	4	Abnormal Psychology <i>4 - Psychology</i>
04/2023	06/2023	4	Leading Organizations: Culture and Change <i>4 - Organizational Leadership (Certificate Sequence)</i>
04/2023	06/2023	4	Positive Organizational Behavior <i>4 - Organizational Psychology (Certificate Sequence)</i>

Cumulative

163 Total Undergraduate Credits Earned



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April 2023 - June 2023: Positive Organizational Behavior

4 Credits

DESCRIPTION:

Faculty: Dariush Khaleghi, MS, MBA

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

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

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

EVALUATION:

Written by: Dariush Khaleghi, MS, MBA

Raul completed this course's requirements and learning objectives and received full credit. Raul was an engaged and active player who could articulate the importance of building a culture of purpose, connection, and well-being. He learned to harness individual and collective strengths to build positive and productive teams and healthy organizations. Raul demonstrated the skills, abilities, and knowledge to design, develop, and maintain organizations for meaning, productivity, and psychological health. He displayed great insights into leveraging the power of emotions and psychological capital to create positive organizations and promote positive leadership. Raul showed excellent skills in cultivating an empowering environment through communication, emotional intelligence, motivation, and an inclusive workplace. Raul left no doubt he was ready to advance in this field of inquiry.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Organizational Psychology (Certificate Sequence)



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

4 Credits

DESCRIPTION:

Faculty: Dariush Khaleghi, MS, MBA

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

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

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

EVALUATION:

Written by: Dariush Khaleghi, MS, MBA

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

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Organizational Leadership (Certificate Sequence)



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April 2023 - June 2023: Abnormal Psychology

4 Credits

DESCRIPTION:

Faculty: Susan J. Cummings, PhD

This course was designed to help students examine abnormal and normal behavior and experience along several dimensions. These dimensions included the historical and cultural influences in Western Psychology, current views on abnormality and psychological health, cultural differences in the approach and treatment of psychopathology, and the role of healthy habitat in healthy mind. Traditional classification of psychopathology was studied, including theories around etiology and treatment strategies. Non-traditional approaches were examined as well and the role of Ecopsychology in Abnormal Psychology were studied.

SPECIFIC GOALS:

1. To allow students to gain an understanding of historical and cultural influences on the development of Psychology, including an increased awareness of the biases and strengths of traditional Euro-American approaches to Psychology and the Mental Health System in the United States.
2. To acquaint the student with the current classification system of the various psychopathologies.
3. To introduce the students to the various theories and approaches to etiology, pathology and treatment.
4. To introduce the student to the current Mental Health system in the United States.

EVALUATION:

Written by: Susan J. Cummings, PhD

Raul is an excellent student, as demonstrated by his solid work and active participation. He is conscientious and demonstrated genuine enthusiasm in all aspects of this course and has a solid, well-rounded understanding of Abnormal Psychology, its history and emergence and the cultural undercurrents informing it and the various challenges that lie ahead.

In his reflection papers, Raul was very thorough and covered many areas. His observations were always incisive and insightful. The papers were interesting and enjoyable to read and gave me an understanding of how Raul was integrating the material.

Raul chose "Griffith" of the Manga series, "Beserk." Raul effectively provided a narrative and described the character's rise to power, contradictions and complexities, and various behaviors that seem to match some of the criteria for Borderline Personality Disorder, as well as Narcissistic Personality Disorder, illustrating the difficulties of diagnosing personality disorders and the overlapping symptoms. He also thought PTSD may apply. It was a fascinating presentation.

Raul's team paper and presentation was on Eco-Anxiety and Eco-Grief. Raul focused on Eco-Anxiety and covered many facets of both anxiety and grief and how the two are interconnected in regards to ecological concerns. Raul made many relevant and poignant observations. His presentation was flowing, articulate and engaging.



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In spite of teammates who were not fully collaborative, Raul showed initiative and leadership and a strong work ethic and managed to pull the team together to create a final product. Raul's portion of the paper is informative, precise, and beautifully written.

It is always gratifying to have a student like Raul in class.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Psychology



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April 2023 - June 2023: Virtual Tourism

8 Credits

DESCRIPTION:

Faculty: Hirsh Diamant, PhD

The Virtual Tourism program advanced students' knowledge in international studies, arts, culture, education, and human development. Students bridged theory and practice of intercultural communication by having common seminars with students from abroad. For 9 weeks students met twice a week on-line with students from Vietnam, China, and India to develop proficiency in inter-cultural communication and to learn how to share cultural heritage. The weekly themes of study included: Food; Ancient Cultures; Myths and Fairy Tales; Music; Clothing and Art; Language; Education and Health; Minorities and Native Cultures; Tangible and Intangible Cultural Heritage; and Ethics of Examined Life. Weekly class meetings on zoom included seminars and workshops with guest teachers. By participating in international seminars students learned about cultural heritage, shared their learning and research, and collaborated on common projects. Weekly on-line posts on Canvas demonstrated students' progress and learning.

Each week students participated in common readings, seminars, and in posting and reviewing on-line assignments. Students also worked with their art journals developing appreciation for visual and symbolic communication. In addition to that, students learned calligraphy of Chinese words to understand development of language and to illuminate important cultural and philosophical concepts.

Students gained additional credits in Cultural Studies by researching and presenting a project of their interest related to travel and culture.

EVALUATION:

Written by: Hirsh Diamant, PhD

Raul is an excellent student! Raul completed all class assignments and had a 100% attendance record. Raul submitted academic work in a timely way and commented on work by other students. In seminar papers and in class discussions Raul demonstrated understanding of the importance of developing cultural competence and preserving cultural heritage.

In seminars with international students, Raul showed the ability to communicate effectively across language and cultural barriers. Raul also developed an appreciation of the importance of self-cultivation and practice. Raul worked consistently with the art journal learning Chinese calligraphy and creating images inspired by the themes of the program. For independent work, Raul researched and wrote about Mexican and BIPOC cultures. Raul wrote, "The process of reclaiming cultural identity is not limited to any particular culture or community. It is a universal right for all cultures to assert and preserve their distinctiveness."

Raul completed all program requirements and earned full credit for spring quarter. Raul's active engagement and participation contributed greatly to the overall success of the program.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

- 4 - Cultural Heritage and Virtual Tourism
- 2 - International Cross Cultural Dialogue and Collaboration
- 2 - Art, Calligraphy and Symbolic Representation



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January 2023 - March 2023: The New Psychology of Leadership

4 Credits

DESCRIPTION:

Faculty: Dariush Khaleghi, MBA, MS

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

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

EVALUATION:

Written by: Dariush Khaleghi MS, MBA

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

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Organizational Psychology (Certificate Sequence)



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

4 Credits

DESCRIPTION:

Faculty: Dariush Khaleghi MS, MBA

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

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

EVALUATION:

Written by: Dariush Khaleghi MS, MBA

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

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Organizational Leadership (Certificate Sequence)



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January 2023 - March 2023: Arts and the Child: Early Childhood (A)

4 Credits

DESCRIPTION:

Faculty: Hirsh Diamant, Ph.D.

This course introduced students to stages of development, education, and care of children. Lectures, studio arts, research, handwork, and volunteer work with children in the community were aimed at developing students' competency as artists, parents, and educators. Students also worked in various art mediums. For example, students learned about the importance of handwork in early childhood education and completed several handwork projects with yarn. Course requirements included readings, seminars, reflective writing, and weekly art projects. Learning objectives included research in progressive and alternative child development theories; understanding of the importance of festivals and stories in the education of the child; and importance of arts and culture in child's development.

Students read from *You are your Child's First Teacher* by Rahima Baldwin, selected essays about Waldorf education and other educational initiatives, and other on-line material about art, beauty, and child development.

EVALUATION:

Written by: Hirsh Diamant, Ph.D.

Raul is an excellent student! Raul completed all class assignments and had an excellent attendance record. Raul submitted academic work in a timely way and commented on work by other students. Raul also worked regularly with the art journal gaining skills with art materials, techniques, and artistic expression. I was very impressed with Raul's work in this class! The papers and artwork that Raul created were consistently authentic and inspiring!

Raul actively participated in both in-class and on-line seminars. Raul's comments to other students were positive and affirming. As the class progressed, Raul's work showed a good understanding of the course's learning objectives. Raul consistently showed care in academic work and took lessons from our classroom into his own life and work.

It was a pleasure to have Raul as a student in class and to witness his growth.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Early Childhood Education, Arts, and Human Development



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September 2022 - December 2022: History and Systems in Psychology

4 Credits

DESCRIPTION:

Faculty: Susan J. Cummings, PhD

The purpose of this course was to provide an overall view of the emergence of Psychology as a field, its historical roots; its evolution within a broader sociocultural context, and philosophical currents running throughout this evolution. Attention was given to the interaction of theory development and the social milieu, the cultural biases within theory and the effect of personal history on theoretical claims.

Learning goals were as follows:

- To investigate the emergence and the development of Psychology as a unique and contributing discipline.
- To explore the various time periods in the history of Psychology through the lives and works of major figures.
- To gain insight to the formation and thinking of the various schools in Psychology.
- To consider current and recurrent crucial issues in Psychology within a historical and sociocultural as well as a multidisciplinary framework.
- To provide a solid theoretical foundation for further study in Psychology.

EVALUATION:

Written by: Susan J. Cummings, PhD,

Raul is a conscientious, hard-working student. He thoughtfully wrote and submitted all his reflection papers and demonstrated a good understanding of how the Psychology emerged as a field and the various cultural and historical elements informing it. In his reflection papers, Raul made many good observations on a vast amount of complex material. Raul submitted all his work in a timely manner. He reached all objectives and met all requirements for this course.

Raul researched Wilhelm Wundt for his individual theory presentation. In his presentation, Raul provided information regarding Wundt's cultural milieu and his upbringing, and how Wundt was an introvert and "nervous" and had failed high school, yet went on to build his career and founded experimental psychology and his subsequent impact. Raul's presentation was informative, possessed clarity and was very well organized.

Raul's team paper and presentation was on self. Raul focused on William James' approach to self and the layers of self, as well as consciousness and altered states of consciousness. He also provided information on free will per James' perspective. Raul's presentation was very well done and his portion is well written, well organized, and his sources are properly cited within the body of the text per APA format.

It was a pleasure having Raul in class.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Psychology



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September 2022 - December 2022: Cornerstone: Foundations for Your Evergreen Education

4 Credits

DESCRIPTION:

Faculty: Nancy A. Parkes, MFA

The Cornerstone course is designed to help students explore how to build educational goals and plans of study to use at Evergreen to empower lifelong learning and career goals. Students considered the knowledge and skills they brought with them and those they wanted to explore or expand.

We considered contemporary debates about education in a democratic society. Students engaged in guided writing and research projects, self-assessments, and exercises that strengthen academic reading, writing, speaking, note-taking, and time management skills.

Students wrote increasingly focused papers to help them develop their ability to question their writing in academic and other contexts, resulting in an "academic inquiry." The key building for students began with choosing a manageable focus for a short paper, along with the development of library-based research questions. Students shared papers and developed revisions based on peer and faculty feedback.

Students gained hands-on library research tools and became acquainted with the many resources for building study at Evergreen. The course culminated with a public presentation of the research projects. Students used this foundational experience as a lens for considering future studies, careers, and life goals.

EVALUATION:

Written by: Nancy A. Parkes, MFA

Raul Garza achieved excellence in each aspect of the course. Most importantly, Raul succeeded in exploring Evergreen to build a customized higher education.

His term paper, "Institutional Discrimination and Incarceration," is an exceptional exploration of the school-to-prison pipeline. Raul is committed to researching and writing about topics that affect lives and have the potential to deeply affect change.

In addition to all his individual work, Raul worked with faculty librarian Liza Rognas, several times. He has gained skills in using academic library resources and authoritative information resources to craft analytical narratives related to his essay. Research performed by Raul met the rigorous learning goals and responsibilities of the course.

He was particularly inspired by his analysis of essays and materials surrounding the history and literature of "Jim Crow." In a reflection on the quarter, Raul noted: "...Learning is fundamentally an iterative process whereupon we as students and intellectuals continue building on our education as our learning is never formally done."

This was Raul's first quarter at Evergreen after a hiatus in higher education. He is highly engaged in his learning and will continue to succeed in future educational and professional endeavors.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

2- Introduction to Library Research



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2- Expository Writing



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A00416754

Last, First Middle

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September 2022 - December 2022: Business Leadership: Interpersonal Dynamics

4 Credits

DESCRIPTION:

Faculty: Takaaki Hirakawa

This experiential leadership course is designed to help students learn some of the interpersonal skills necessary for successfully navigating and leading in the face of fast-paced, complex human interaction, and is similar in the structure to an advanced leadership lab course offered at some of the top business schools in the country. Our goal is to increase students' ability to understand and diagnose interpersonal dynamics as well as to increase personal understanding of how they impact others. While this course also expects the student to learn the fundamental concepts of management and organizational behavior through readings, podcasts, videos, and other in-class learning activities, the central learning in the course occurs during weekly "T-Group", a small group leadership training lab.

Each week students engage in a short in-class reflection exercise before participating in the T-Group session with 10 other students and a trained facilitator. After the conclusion of each T-Group, students share written feedback to peers on what happened during the T-Group session: whose behavior impacted them the most, how, and what they learned about themselves from the interaction. Each week, students use feedback from peers to test their assumptions, gather new information about group dynamics, and prepare to explore how they may interact with peers in the next T-Group session. A few times during the quarter, students carry out reflective leadership discovery exercises to gain highlighted understanding of how they see themselves and are seen in the group, how each individual's social identity contributes to what the group has become, and explore how they may wish to take personal risks to test assumptions and learn from their peers.

EVALUATION:

Written by: Takaaki Hirakawa

Raul's overall course performance was excellent. The student exhibited consistently solid class participation during in-class learning activities and the T-Group lab section of the course. The student's performance on the weekly reflection journals was excellent. What the class particularly appreciated was the student has adopted to understand dynamics in the group, took personal risks to learn, and actively listened to peers and helped other students discover how to learn. Over the course of 10 leadership labs, Raul has developed solid command of interpersonal skills and competency in learning how to relate to others effectively, and has substantially increased personal understanding of how the student impacts others and has learned to navigate difficult conversations.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Interpersonal Dynamics



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.