Welcome to Evergreen!

You are joining an academic community like no other. We are inspired by the complexity of the world and excited to contribute the best of ourselves to it. You’ll learn to engage with confidence, move forward with courage, and communicate with compassion. You’ll have the opportunity to layer your passions into individual expressions of scholarship that prepare you for careers, some of which have yet to be invented.

When combined with regular meetings with your academic advisor and mentoring sessions with your faculty, this handbook will help you have a successful start at Evergreen. I encourage you to embrace the opportunity to thoughtfully plan and design a meaningful education that is entirely your own.

Our community is not limited by the boundaries of the campus. In a few years when you graduate, you’ll join more than 45,000 alumni who are building on their Evergreen experiences to create meaningful lives and to make the world a better place.

Thank you for joining us in this exciting work. We’re happy you’re here.

Sincerely,

George Bridges
President, The Evergreen State College
This New Student Handbook & Degree Planning Guide will help you thrive during your first quarters at Evergreen.

Evergreen is unique! Evergreen students come from a wide variety of backgrounds, and you may find our way of doing things confusing at first.

Use this guide as part of a larger planning process. You should work closely with your faculty, academic and career advisors, and other staff throughout your time at Evergreen, to ensure that your plans align with your academic and career goals.

Developing a degree plan is an important part of an Evergreen education, but don’t go it alone!

Take a look at the areas of campus and resources available to you on page 29, and the Degree Planning Guide on page 40 to help you form a “big picture” for your time at Evergreen.

Official, complete, and up-to-date policies and academic requirements can be found starting on page 34 and at evergreen.edu/policies.

See Evergreen-specific vocabulary at evergreen.edu/institutionalresearch/glossary.

To continue to improve the guide and resources, your feedback is welcome. Submit your comments, ideas, and concerns to orientation@evergreen.edu.

This guide is available online at evergreen.edu/handbook.
When you graduate from Evergreen, you will have developed the skills, knowledge, and experience to make an impact on our ever-changing world. You will have achieved a “liberal” education...but what is a liberal education? According to the Association of American Colleges and Universities:

Liberal education is an approach to learning that empowers individuals and prepares them to deal with complexity, diversity, and change. It provides students with broad knowledge of the wider world (e.g. science, culture, and society) as well as in-depth study in a specific area of interest. A liberal education helps students develop a sense of social responsibility, as well as strong and transferable intellectual and practical skills such as communication, analytical and problem-solving skills, and a demonstrated ability to apply knowledge and skills in real-world settings.¹

Simply put, students who complete a liberal education are well prepared to make an impact on society and in the workplace. And while Evergreen is a liberal arts school, it is also a distinctive place. When you leave Evergreen, you will be prepared to be especially collaborative, you will have strong written and oral communication skills, and you will be flexible in exploring new and creative ways to solve problems. You will have breadth, viewing the world from a variety of different perspectives, and depth from focusing on areas that will prepare you to achieve your future goals.

Whether your future plans involve the arts, sciences, humanities, or social sciences, you will work in teams across academic disciplines to layer your education into an individual expression of scholarship.

Along with your faculty and advising staff, this guide will help you think about your education and begin the process of planning your path toward graduation and beyond.

¹ “Liberal Education.” Association of American Colleges & Universities www.aacu.org/resources/liberal-education
INCLUSIVE EXCELLENCE
Valuing Diversity, Equity, & Inclusion at Evergreen

Inclusive excellence is a holistic approach to creating an equitable and inclusive learning environment that is critical to your development, learning, and success. This approach means that it’s not just one office that can do this work alone; it is the collective effort of our entire campus community to nurture and support your personal and cultural development while meeting your academic needs. When we practice inclusive excellence campus-wide, we work and learn in an community that embraces diversity, academic excellence, and cultural competency skills.

Inclusive excellence has several key values, including: diversity, equity and inclusion. During your academic journey at Evergreen, you will meet people who share a mosaic of life experiences, backgrounds, and perspectives at Evergreen. Another way of putting it is this: Evergreen students, staff, and faculty are diverse. The American Association of Colleges and Universities (AAC&U) defines diversity as “individual differences (e.g., personality, prior knowledge, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliations).” You will also be exposed to learning environments that embrace diversity within the curriculum to strengthen your intellectual abilities and desire to become involved in the community.

Equity is also a key value of Evergreen. The AAC&U defines equity as “the creation of opportunities for historically underrepresented populations to have access to and participate in educational programs that are capable of closing the achievement gaps in student success and completion.” Evergreen provides programming, resources, and other support that will assist in your achievement and success, many of which are mentioned in this handbook. Inclusion is a practice that we encourage in every aspect of our college. It is defined as “the active, intentional, and ongoing engagement with diversity.” With the practices of equity, diversity, and inclusion as principles of inclusive excellence, Evergreen strives to dismantle inequities in the learning environment to ensure your success in the classroom.

At Evergreen, we understand that inclusive excellence is a foundational part of our success as an institution. When you can successfully achieve your goals, then we are fulfilling our mission as a college community. Lastly, when our college is committed to the principles of inclusive excellence, you are able to experience a stronger sense of belonging, which leads to a greater likelihood that you will reach your full potential both as an Evergreen student and beyond.

Learn more at evergreen.edu/equity.

1 “Making Excellence Inclusive,” Association of American Colleges & Universities, aacu.org/making-excellence-inclusive
SECTION I: Welcome to Evergreen

This section will give you an overview of what you can expect during your first quarter at Evergreen, and some things you need to know. One important thing to note: this guide probably can’t answer all your questions—and that’s okay! The most important thing you can do to ensure you get off to a strong start is to ask questions as soon as they arise! The faculty and staff at Evergreen are on your team and want to help you be successful.

NEW STUDENT ORIENTATION

We’re so excited you’re here! Please plan to participate fully in Orientation Week—it will make a difference for you! New Student Orientation prepares you to succeed during the first year and beyond.

- Settle into your new home away from home
- Meet new friends and learn about your new community
- Explore academic and student life at Evergreen
- Learn how to take charge of your education
- Find out where to get academic advice, help starting a career, or other ways to get support

Orientation Essay

To help you make thoughtful, informed choices about which programs and courses you take at Evergreen, we require you to write reflectively about your education. Your Orientation Essay prepares you for writing your Academic Statement, which acts as a kind of blueprint for your time here at Evergreen. It also provides context to your faculty and advisors when you need their guidance.

Find out more at evergreen.edu/orientation.

YOUR SYLLABUS & COVENANT

Usually, the syllabus and covenant are handed out together on the first day of class.

The syllabus and covenant are important documents in which you, your faculty, and your entire learning community agree to meet certain expectations. Keep them in a safe and readily accessible place, in print and electronically.

The syllabus outlines what to expect from your faculty and what they will expect from you in terms of academic work and program or course requirements. It generally includes a detailed description, faculty contact information, locations of classes and labs, meeting times and dates, required texts and writing assignments, policies on absences, accommodations for special student needs, and any extra fees for projected labs and field trips. It may also include options for research and fieldwork, as well as more specific learning goals.

The covenant generally covers the “ground rules” of the program or course, laying out what the faculty expect of students and what you can expect of them. It includes expectations about preparation, participation, respect, free speech, and civility. Most covenants refer to the social contract (page 37), or cite parts of it, in order to reinforce the notion of civil discourse and behavior. The faculty sometimes require that both the student and faculty sign the covenant.

TIPS FOR YOUR FIRST WEEK:

• KNOW WHERE TO GO
  Locate the room where your first class is meeting ahead of time using Schedule Evergreen in my.evergreen.edu, so you know exactly where to go. Campus map is on the back cover.

• GET YOUR FACULTY’S INFO
  Find faculty contact info at evergreen.edu/faculty and put their numbers and email in your phone. You never know when you’re going to need it during the quarter.

• BE ON TIME
  If you’re late for the first class meeting, and the program or course has a waitlist, the faculty may give away your seat to a waitlisted student. If you can’t attend the first class meeting, email and/or phone all faculty members ASAP!

• MAKE A FRIEND
  Get to know someone in the class and exchange contact information. This will be helpful in case you are absent and need to know of any changes or significant information from your class.

• GET CONNECTED
  Get familiar with applications available at my.evergreen.edu including Schedule Evergreen, Webmail, Canvas, Greener Commons, e2campus, and the Events App.

• UPDATE YOUR STATS
  Make sure you make the appropriate changes to personal information, if necessary (see page 33).

• TRANSPORT YOURSELF
  Get your bus decal at Registration & Records or the Veterans Resource Center. If you drive, get your parking decal at Parking Services on the first day of the quarter.
Help! I’m in the wrong program.

If you leave your first class meeting with a sinking feeling—the program isn’t what you thought it would be, or you don’t have the preparation the faculty seems to expect—you need to take quick action. First, if you can, talk with your faculty immediately about whether the material or activities are appropriate for your goals and skills. If the program really is a bad fit, you need to act quickly. Get in to Advising right away—Week 1 they have drop-in appointments, so you don’t have to make an appointment.

You do have some options to shift into a different program during the first few days, but by Thursday of Week 1 those options will be narrowing. By Week 2 you are unlikely to be able to move into a different program.

If you’re not able to get into a different program, focus on what you can get out of your current situation, and develop your abilities to handle difficult situations. You will get a lot out of any program at Evergreen if you dedicate yourself to learning. If you’re having conflict with either your faculty or fellow students, you’re welcome to talk with an advisor for perspective or advice.

What if I’m on a waitlist?

If your top pick was full, you may have to put yourself on a waitlist in addition to registering for an alternative program or course. Here’s what to do if you are on a waitlist:

• Show up early to your first-choice class on the first day and be prepared to participate in the class fully. Explain your situation to the faculty member.

• If your waitlisted offering is at the same time as your backup offering, then you need to attend the first day where you are registered and already have a seat. Email the faculty member of the waitlisted offering and explain your situation.

• It is completely acceptable to ask the faculty member when they will make their decision on whether or not to include waitlisted students into the program.
Getting Connected, Involved, & Active

Going to college is much more than reading, writing, and taking tests. As a Greener, you’ll “dig deep” by actively engaging in the planning, experience, and evaluation of all aspects of your learning experience. Digging deep also means taking care of yourself and watching out for your community. You have opportunities to learn at every turn at Evergreen.

- Get involved
- Take intellectual risks
- Take responsibility
- Care for yourself and your community

Calendars & Events

For advertised campus events, go to Schedule Evergreen through my.evergreen.edu and check out the Campus Calendar. The college’s Academic calendar at evergreen.edu/calendar/academic provides important academic dates and deadlines.

You can also sign up for the Events App and get alerts to your phone by searching “Evergreen Events” in your app store. If you want to know more about community events off campus, check out the events calendar hosted by the campus radio station, KAOS 89.3 FM at kaosradio.org.

Greener Commons, also on my.evergreen.edu (or through your email), has posts about things going on in the Evergreen community.

Co-Curriculars & Clubs

Want to meet people and dig deep into co-curriculars, like clubs or student publications? Make sure you attend the always-boisterous fall Student Activities Fair, held Wednesday, Sept. 26, from 12 to 3 p.m.

Don’t see your specific interest? Look into starting a student group of your own. All it takes is one idea and four students to get the process started. Learn more at evergreen.edu/activities.

You can also check out the sports and recreation clubs at evergreen.edu/recreation/clubs.

Student Employment & Volunteer Opportunities

A great way to make friends (and gain skills) while bolstering your resume and your wallet is by applying for an on-campus job. To get started, stop by Student Employment in the library or check out evergreen.edu/studentemployment and the Community Opportunities Database (CODA) on my.evergreen.edu which collects internships and volunteer opportunities on or off campus. Also, the Center for Community Based Learning (CCBLA) at evergreen.edu/communitybasedlearning, links students and faculty at Evergreen with organizations working on a wide range of community issues.

If you have qualified for financial aid, you may have a “Work Study” award. To check, visit the Financial Aid Office and Student Employment to begin your on-campus job search.

Finding Your Go-To Person

Building a relationship with a member of the professional staff on campus will give you access to a wealth of knowledge and compassion. Start by saying “hi” and asking what their job is on campus and how they support students. You might learn about an interesting program, course, or resource, a cool place to get lunch, or any number of interesting things.

This can help you if you need support. This person can be your Academic Advisor, Resident Director and/or resident leaders, sports coach, club advisor, staff member, peer tutors at the QuaSR and Writing Center, librarians, Student Wellness staff, and more. See Student and Support Resources on page 29 for more options!
Your Annual Academic Statement: First Draft

In your fall quarter program, you will do some work on your Academic Statement. If you’re in a full-time 16-credit program, your faculty will set aside six hours to work with you and your classmates on the annual draft of your Academic Statement. (They should set aside three hours if you are in an 8-credit program.)

There’s more information about this statement and its role in your education starting on page 23, as well as at evergreen.edu/academicstatement/annual-statement. Your faculty should also be able to explain this to you and answer any questions you might have.

How Much Work is Expected of Me?

The amount of work in a course or program is typically proportional to the amount of credit awarded. The credit hour policy (not just at Evergreen but throughout higher ed) is that each credit should equate to an hour of time in the classroom and at least two hours outside of class.

So, a full-time 16-credit program is equivalent to working more than a full-time 40-hour-per-week job. You should expect an average of 16 hours per week in class for lectures, labs, guest speakers, seminars, and other work. Many programs also include field trips which can span several consecutive days.

An additional 32+ hours of work per week will be necessary to complete the reading, assignments, and small group meetings. If your program has significant lab or studio work, that could increase your out-of-classroom work time, too.

Part-time programs (8 or 12 credits) and 2- or 4-credit courses should have workloads proportional to the amount of credit. Keep in mind that Evergreen students report that combining several part-time offerings generally leads to a heavier workload than a single full-time program.
If School & Life Get Out of Balance

In the ideal world, college students would never have any problems—health issues, family upheavals, anxiety or depression challenges, work demands, money worries—that impact their ability to pursue their academic goals. In the real world, though, college students, like everyone else, have lives, and sometimes your life can hit road bumps that knock your academic work off course.

THE SHAME SPIRAL

You miss a class

So you don’t hear about a paper you’re supposed to write

Next class you don’t have the paper to share in seminar

You are so embarrassed that you leave during break

Next class you don’t feel like going because you aren’t sure what you’re supposed to do for the next assignment and don’t feel like you can ask the faculty

Your faculty sends an email asking what’s up but you’re too ashamed to answer

And it spirals down and down

If this happens to you, remember:

Lots of students run into serious challenges at some point during their time in college.

This includes students who are really smart, really hard-working, and really motivated.

Turning things around, and going on to be successful, usually means doing what might seem hardest at the time: going to someone for help and talking openly about what’s going on.
Conferences

Some faculty arrange mid-quarter meetings with each of their students to talk about how you’re doing and if the program is meeting your learning goals. If your faculty hasn’t set one up, ask for some time for a one-on-one conversation.

Warnings

If you’re at risk of losing credit for the quarter, your faculty will warn you of this during Week 5. This warning will most likely be in writing. It lets you know that you need to be doing something different in order to succeed. If you’re not clear what that is, talk with your faculty. The reason faculty give warnings is that they want to help you turn things around.

Academic Advisors and peer tutors are great resources to support you in turning things around. You may need to start building better study habits, time management skills, or use on-campus support services to re-engage and get back on track.

If you lose credit, it might affect your Financial Aid and Academic Standing. You also have options to appeal your faculty’s award of credit. More information is listed in the policy section on page 34.

If you get a warning:

How to turn things around by the end of the quarter

- If you have past-due assignments, make an appointment with your advisor and faculty to put together a schedule that ensures you have time to keep up with new work while also making progress on old work.

- If attendance has been a problem, talk with your advisor about how to manage conflicts that might be interfering with you getting to class. You may need to rethink your priorities, and your advisor can support you in that.

- If you’re struggling with the course material, set up a regular meeting with your faculty to make sure you understand what’s expected of you. Start going regularly to the QuaSR and/or Writing Center to get help with math, science, or writing assignments. Tip: You can come to the Writing Center just to brainstorm!

- If exceptional life circumstances have kept you from completing some assignments, but your faculty says the work you’ve done has been of good quality, talk with your faculty and your advisor about whether an incomplete, or full credit at a later date, might make sense.

- If you’re not sure how many credits you can realistically earn at this point, and what you need to do to earn them, you need to ask your faculty for that information. Don’t be embarrassed! Your faculty will think highly of you for taking positive steps and showing responsibility.

- DON’T GIVE UP! Many students who get Week 5 warnings go on to earn full credit—the key is to make use of the resources that are already in place to help you.
Choosing Your Next Program or Courses

Evergreen doesn’t offer traditional majors with structured sequences of coursework—you really are at the center of planning what to take next. But don’t believe you have to figure this all out on your own—make an appointment with your advisor well before registration to talk about where you see yourself headed and how best to get there.

Your advisor will also want to hear how things are going this quarter. While it may feel awkward at first, be honest in talking about what is and isn’t working for you. If you’re having a bad quarter, that can give you and your advisor invaluable clues as to what to do differently next time, which could include looking for different kinds of programs, or perhaps re-thinking your long-term goals.

One Quarter & Multi-Quarter Programs

At other colleges every new term means registering for new classes. If the program or course you’re currently in only lasts a single quarter, that’s what you’ll be doing as well, but many programs run more than one quarter.

If you’re in a multi-quarter program, you don’t need to register for the next term; you’ll be rolled over automatically. The exception is if you have a financial hold blocking your roll-over, in which case you’ll get an email letting you know.

Joining a Multi-Quarter Program in Progress

Many multi-quarter programs that start in fall will admit new students for winter quarter, but you should talk to the faculty before registering to make sure this would be a good idea for you. Some things to consider:

- You will likely have to do some catch-up work. Sometimes this is spelled out in the catalog, but if not, find out from the faculty what you need to do to be prepared.
- You’ll be joining a learning community that’s already gelled, and if you’re naturally shy or introverted, you may need to put extra effort into becoming part of the group.
- It’s not always clear until registration is underway how many seats will open up in a continuing program. Almost always some students will choose to switch out into something different, but if the program was full in fall, there may only be a few openings.

What if you really want to switch to something new? You can always move out of a continuing program at the end of the quarter, but whether you should is a more complicated question.

PAUSE FOR REFLECTION

Evaluate your current class to pick your next one:

What worked for me in the program?

What didn’t work?

What did I like about the workload?

How was the balance between lectures, field work, labs, group projects, and other teaching modes?

Were there any new areas of interest that I want to explore further?

Is there an academic area not covered that I’m eager to explore? Does it need to be next quarter or next year?
SHOULD I SWITCH TO ANOTHER PROGRAM?

AM I JUST BEING RESTLESS?
A six- or nine-month commitment to an immersive learning community is a very different kind of experience from any you've likely had, and it may take some time to adjust. But it's a kind of learning you can only get at Evergreen, and you shouldn't lightly throw away your opportunity for such a valuable experience.

IS THE PROGRAM NOT COVERING THE MATERIAL I WANTED?
Talk with your faculty; it may be that the second quarter is when the focus will turn to your particular area of interest.

I'VE BEEN STRUGGLING ALL QUARTER, AND I NEED OUT!
This may well be a good reason to switch to something different. Again, though, it would be good to talk with the faculty to get their assessment of how you're doing, and if you're being too demanding of yourself.

THERE'S A DIFFERENT PROGRAM STARTING UP THAT REALLY LOOKS INTERESTING.
We want you to be able to join programs that best match your interests. However, you might want to check with an advisor; it may be that this new program is one that will be offered again in the following year, and thus you'd be able to finish out your current program and take the other one later.

I'M REALLY NOT HITTING IT OFF WITH MY FACULTY.
This can be a tricky situation to navigate, but we encourage you to talk with your academic advisor about the situation if you're not comfortable talking directly with the faculty. Keep in mind that you shouldn't lose credit due to a decision to leave the program, as long as you've met all the criteria for earning credit.

Using the Catalog

The online catalog contains all available courses and programs. Your Canvas (canvas.evergreen.edu) tutorial gives you a detailed overview of how to use the online catalog, including how the filters work, and how to find key information.

Before registration opens, have a short list of your top picks, with the course registration number (CRN) for each written down (or use the “save list” on the catalog website). Make sure you're writing or selecting the CRN that corresponds with your class level and for the correct quarter. If you plan to take more than one course or program, make sure they don't overlap.

Special Requirements for Registering

For programs or courses that have intermediate or advanced work, you may need to meet a special requirement, either via a consultation with a faculty (signature requirement) or via your prior education (a prerequisite).

Signature Requirements
Some programs will require a faculty signature in order to register. Don’t worry, this is a straightforward process.

First, get in touch with the faculty (preferably at the Academic Fair, see next page) and have a conversation about your readiness for the program. You can also email the faculty. If you both agree that you’re ready, they’ll give you their signature on my.evergreen.edu or on a paper form.

Getting a signature does not register you for the program, and it doesn’t guarantee you a seat! Just as restaurants often overbook, knowing that some reserved diners won’t show up, faculty usually give out more signatures than seats in the program, knowing that some students will enroll in something else. If you have obtained a signature, you still need to register at my.evergreen.edu as soon as your registration opens.

Prerequisites
If a program or course has a prerequisite, that will be stated in the catalog. Keep in mind that a prerequisite that says, for example, “Precalculus required” means that you’re expected to recall and use what you’ve learned in Precalculus. If you have any questions about how well you meet prerequisites, please get in touch with the faculty ASAP.
**ALL-CAMPUS MENTORING DAYS**

Every winter and spring, you are invited to attend All-Campus Mentoring Day. During this day, faculty teams host panel discussions on topics that can help you plan your academic journey. Additionally, faculty are available for one-on-one, 20-minute support sessions on your Annual or Final Academic Statements.

- Sign up for one-on-one faculty support and feedback on your Academic Statement
- Meet alumni and hear about their educational journeys and career choices
- Start planning for graduate school
- Meet faculty and learn about academic paths
- Learn about independent study and internships
- Get information on how to study abroad

**THE ACADEMIC FAIR**

Sometimes looking at the catalog doesn’t give you all the information you need in order to choose your next program or course. Go to the Academic Fair, held in the CRC gymnasium the week before registration begins every quarter. At the Fair, faculty, advisors, and on-campus support services (like the Writing Center and QuaSR) are set up at tables. Strike up a conversation with the people you need to meet.

**BEFORE THE FAIR:**

- Review the 2018–19 catalog at evergreen.edu/catalog;
- Create a prioritized list of programs that interest you and questions you want to ask;
- Get advice from your advisor, faculty, or core connector.

**AT THE FAIR:**

- Meet faculty, ask questions to help you select a program from your list;
- Pick up materials (syllabus);
- Get signatures, conduct interviews or portfolio reviews;
- Talk to advisors about your options.

**Academic Fair Dates**

- **FOR WINTER 2019**  Nov. 28, 2018
- **FOR SPRING 2019**  March 6, 2019
- **FOR SUMMER & FALL 2019**  May 15, 2019

*Academic Fairs are held from 4–6pm in the Costantino Recreation Center Gymnasium, before registration for the upcoming quarter.*
Check Your Time Ticket

**Always check your time ticket.**
Registration is online at Evergreen. Toward the end of each quarter, you’ll receive an email reminding you to check your **Registration Time Ticket** in my.evergreen.edu. Your time ticket indicates when you are able to register for courses or programs. (Go to “Registration” and then “Check Your Registration Time Ticket, Status and Overrides”.)

**Confirm whether there are any holds on your account.** Your time ticket page will also tell you if you have any holds blocking your registration. Holds can be placed when you have a fee or if you haven’t turned in a required document. If you have questions about holds placed on your account, check with Registration and Records.

Seat Availability by Class Level

As you look at the catalog, you may notice that 16-credit programs have separate CRNs for different class levels, while anything offered for fewer than 16 credits has only one CRN for all levels. This means that programs have a number of seats for separate class levels, so that in an all-level program, for example, freshmen have as good a chance of getting in as seniors, even though they register four days later.

Everything offered at 2, 4, 6, 8, or 12 credits is first-come, first-served for all students, and some popular courses will fill the first day with seniors. If you are taking courses and part-time programs, it’s very important you work with an advisor to plan backup options in case your top picks fill. Advisors can also give you some idea of which courses tend to fill most quickly.

Checking Seat Availability

During registration periods, you can use the Enrollment Reports to see which programs are open or filled, how many seats are available, or how many spots on the waitlist are still open. The Enrollment Reports are linked from the catalog, from my.evergreen.edu, and from the main Advising page at evergreen.edu/advising.

Keep in mind that these don’t provide up-to-the-minute information; they are manually updated, and the Enrollment Report page will tell you when the last update was done.

Waitlists

No matter how on-the-ball you are about registering the minute your time ticket opens, you may find that your top-pick program or course is filled. The Canvas tutorial explains how to waitlist yourself, but there are a few strategic points to keep in mind regarding waitlists:

**Always be sure you’re registered for something, even if you think you’ll probably get off the waitlist and into your top choice. If that doesn’t work out, you do not want to be scrambling to find something to get into during Week 1.**

Rest assured that if you move to the top of the waitlist and a seat opens, Registration will take you out of whatever you’re registered for and put you into your waitlisted option.

If you change your mind and decide you actually prefer what you’re already registered for, go to my.evergreen.edu and drop yourself from the waitlist. Talk with Registration or Advising if you have any questions about how to do this.

**WHAT’S MY CLASS STANDING?**

<table>
<thead>
<tr>
<th># of Credits Earned</th>
<th>FRESHMAN</th>
<th>SOPHOMORE</th>
<th>JUNIOR</th>
<th>SENIOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>0–44</td>
<td>45–89</td>
<td>90–134</td>
<td>135+</td>
<td></td>
</tr>
</tbody>
</table>
How Will I Be Assessed on the Work That I Do?

Instead of letter or number grades, you will receive a written Narrative Evaluation of your work from your faculty as well as a specified amount of credit. You’ll also evaluate your faculty and self-evaluate your own learning.

The Evaluation Conference

The final week of each quarter is called Eval Week, during which you and your faculty will meet to go over your evaluation, and to talk about your learning, challenges, and growth. You’ll also find out how many credits will officially be awarded for your work.

WHAT’S IN A NARRATIVE EVALUATION?

1. DESCRIPTION of learning objectives and assignments for your program;
2. EVALUATION of your academic achievement;
3. CREDIT EQUIVALENCIES showing how much credit you earned in each subject.
EVAL WEEK

Your Faculty’s Narrative Evaluation of Your Work

The narrative evaluation written by your faculty describes the quality of your work. Each evaluation will start with a general description of the work everyone did in the program or course—the assignments, readings, presentations, and other learning activities. Then your faculty will write about how you did in each of these aspects—things you did well, things you might have done better, and what improvements you might work on in future quarters.

This sample evaluation shows the culmination of a program that ran three quarters (16 credits for each quarter, for a total of 48). Not all programs are yearlong.

Example of how credits would be awarded for a ONE QUARTER 16-credit program:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Historical Geology</td>
<td>4</td>
</tr>
<tr>
<td>Evolutionary Biology</td>
<td>4</td>
</tr>
<tr>
<td>Chemistry with lab</td>
<td>4</td>
</tr>
<tr>
<td>Writing</td>
<td>4</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>
Your Self-Evaluation

Your faculty will do their best to thoroughly evaluate your work, but ultimately, you know more than anyone else about your learning experience. Your self-evaluation, which you’ll write and submit at the end of each program or course, gives you an opportunity to assess and talk about your own learning.

**SOME QUESTIONS YOU MIGHT ASK YOURSELF WHEN WRITING YOUR SELF-EVALUATION:**
- Where do I think I made progress?
- What new insights and learning have I gained?
- Where do I think I need to improve?

Your self-evaluation should respond to the expectations that were identified in the syllabus. You can also use Evergreen’s Six Expectations (page 25) to help you frame your evaluation.

Students are required to write a self-evaluation for each program or course and turn it in to your faculty through my.evergreen.edu. There is an additional option to “Submit to Transcript” if you want your self-evaluation included with your permanent transcript. You are not required to submit self-evaluations to your transcript. Talk to your advisor or faculty about options for submitting your self-eval.

“It’s rare to have a detailed essay from your professor that not only reflects your skills and learning, but who you are as an individual. My transcripts all sound like letters of recommendation. They reflect everything I learned and everything my teachers saw within me.“ —Evergreen grad

Your Evaluation Of Your Faculty

As members of a learning community, we all evaluate each other. Another part of the evaluation process is for you to write an evaluation of your faculty. By giving them open and honest feedback, you help them become better teachers and create better programs. Point out aspects of the program or course that worked really well, as well as ways in which they could do something different to support your learning.

Reviewing the program syllabus and covenant is a good starting point. Did the faculty meet the expectations stated in the covenant? How well did they help you meet the stated learning goals?

Learn more at evergreen.edu/writingcenter/eval_faculty.

Are you concerned about giving your faculty critical feedback before they have submitted your final eval and awarded credits?
You have the option to share your evaluation of your faculty with them after they have filed their final evaluation of you.
If you are concerned, select the “Do not show to faculty until credit is posted” option when you submit your evaluation of faculty.
EVAL WEEK

Academic Credit

The credit you earn indicates how much of the work you did at a satisfactory level. If you finish all the required work as stated in the syllabus, and didn’t miss more than the permitted number of classes, you should earn all your credits. You might lose credit for not turning in a required paper, doing poorly on an important test, or missing too many classes. You may have valid, unavoidable reasons for missing some assignments or class meetings, but the faculty can’t give you credit for work you didn’t do.

What if I lose credit?

First, as long as you earn at least 75% of your attempted credits, you will stay in good academic standing and financial aid standing. (See below for information on what happens if you drop below 75%.)

Second, keep in mind that your final transcript only shows the credits you earned. If you lose 4 credits in a 16-credit program, it will show you earned 12 credits, not that you attempted 16 and lost 4.

Third, losing a few credits here and there need not slow down your time to graduation. Earning 16 credits per quarter means you’re earning 48 credits per academic year—you only need to average 45 credits per year to graduate in four years. If you lose credit you can take summer courses to keep yourself on track.

Finally, analyze what it was that cost you credit and talk to your advisor about how you can avoid this in the future. There may be study skills or time management strategies you haven’t tried that could help in the next quarter.

Falling Below 75% of Attempted Credits

If you earn less than 75% of your registered credit for two quarters in a row, or you earn no credit in a single quarter, you will be placed on Academic Warning status. To get back into Good Standing, you need to earn at least 75% of your attempted credits in the next two quarters in which you enroll.

If you fall below 75% during any quarter while you’re in Academic Warning status, you will be placed on Required Leave. This means you will need to sit out a year before you can register again at Evergreen. The purpose of this is to give you time to focus on resolving whatever issues have kept you from doing well, so that when you return you can be a fully successful student.

If you receive financial aid, you need to earn at least 75% of your attempted credits averaged across the entire academic year to maintain your eligibility for aid. Students who lose credit and their financial aid due to illness or other unforeseeable emergencies can appeal to have their aid restored. Check in with Financial Aid if you have any questions.

What if I disagree with my faculty about my credit award or evaluation?

You should first try to resolve a disagreement with your faculty. However, if you think the faculty has made an error in the number of credits you’re getting or in the writing of your evaluation, you can meet with an Academic Dean to appeal. Call to set up an appointment: (360)867-6810.

Learn more at evergreen.edu/deans/conflictresolution.

Prepping for Next Quarter

Some things you can do to get a jump on the next quarter:

• Buy your books and supplies (if needed, you can get some of your financial aid funds early for this purpose—check with the Student Accounts Office).
• Check your waitlist positions, if you’re on waitlists.
• Check your email regularly! Your faculty for next quarter may be sending out info in advance.
• Locate your classroom so you won’t be late to your first class.
• If you’re joining a continuing program, make sure you know what you’re expected to do to catch up before the quarter starts.
• Get some rest and have some fun!
Modes of Study

There are a variety of ways you can organize your learning at Evergreen. We call these “modes of study.” You may want to try out different ones at different stages of your education.

Programs

The most common mode of study at Evergreen, and our most distinctive educational practice, is the program—usually 16-credit (sometimes 8 or 12), usually team-taught, and often multi-quarter. Programs are always designed to be interdisciplinary, bringing together different subject areas to explore a central theme or question. Learn more about programs at evergreen.edu/academics/programs.

Courses

Courses at Evergreen are very similar to classes you’d take at any other college—single faculty, single quarter, single subject, for 2 or 4 credits. Almost all our courses, as well as our part-time programs, are offered in the evenings or on weekends. Students often move back and forth between full-time daytime programs and evening and weekend offerings from quarter to quarter.

SECTION II: Planning Your Academic Story

Now that you’ve made it through your first quarter—congratulations!—you’ve learned a lot about how things work at Evergreen, and can start putting more attention toward planning your education longer-term.

Think about what you want to do while you’re here, such as study abroad, an individual learning contract, internships, or a capstone experience. Use your annual Academic Statement writing as a chance to look at the big picture.
Individual Learning Contracts

Would you like to create your own program? Individual Learning Contracts (ILCs) offer the opportunity to do just that, and dive deep into a topic of particular interest to you. A few quick pointers about ILCs:

- ILCs are a chance to do advanced work in a field where you’ve already gained a solid academic foundation through classroom study. You won’t be able to do an ILC for introductory study.
- You need a faculty sponsor for an ILC, someone who will help you figure out your plan, meet with you regularly during the quarter, and write your final evaluation.
- It can be tricky to find a sponsor, since most faculty are already very busy with their teaching. They are likeliest to be willing to sponsor someone who has already been a student of theirs, so a good strategy is to talk with your current faculty or your academic advisor about which faculty share your particular area of interest, and then sign up for a program with them.
- Even though you’ll have a faculty supporting you, ILCs still require a lot of self-motivation and self-discipline. You have to be able to identify and define what you want to learn and how to learn it, and to keep yourself focused and on task. ILCs don’t work well for everyone—be honest with yourself about your work habits before taking on an ILC.
- You can do an ILC for anywhere from 2 to 16 credits, and a good plan would be to start with a smaller one—maybe 4 credits, combined with an 8-credit program.

ILCs and internships are described in more detail at evergreen.edu/individualstudy.

Student-Originated Studies

Student-Originated Studies (SOS) programs are a sort of middle ground between ILCs or internships and a regular academic program. You register for an SOS just as you would for any other program, but you are expected to develop an idea for an independent project or an internship before the quarter starts. Then during the quarter you’ll meet regularly (usually once a week) as a group to check in and perhaps talk about common readings, but most of your time will be spent working on your individual project or internship. Different SOS’s are offered every quarter, and you can find them in the catalog.

Internships

Internships are an opportunity to earn credit while you “learn by doing”—by working at an organization (for-profit, non-profit, governmental). Internships are a great opportunity to gain actual work experience you can put on a resume, to try out potential career fields, and to begin building a professional network. Like ILCs, internships require a faculty sponsor, and can be taken for 2-16 credits.

Our internship advisor can help you find a placement and get started. Call (360) 867-6312 to set up an appointment.

Learn more at evergreen.edu/individualstudy.

Study Abroad

Studying in another country is an unparalleled opportunity to expand your cultural and intellectual horizons, and we hope you have a chance to do so while you’re an Evergreen student. Pursue Study Abroad in one of three ways:

- Go abroad as part of an Evergreen program. You can find these programs using the “Advanced Opportunities” filter in the catalog.
- Go abroad as part of an exchange or consortium.
- Go abroad as part of an ILC or internship and go anywhere in the world!

You’ll want to start planning early for any of these options. Also, keep an eye out for Study Abroad workshops, held each quarter.

Learn more at evergreen.edu/studyabroad.
SECTION III: Inventing your Evergreen Education, Inventing your Life

In this section, we hope to help you understand how the many facets of a liberal arts education give you excellent preparation for the rest of your life, and that the work you do as a student is building the critical skills you’ll need in your career.

Engaging Your Whole Self

While college is a time to learn about the depth and complexity of the world around you, it is also a time to learn about the depth and complexity of the world within you. The experiences you have and the things you learn at Evergreen will provoke you to engage with yourself and the world in many ways, not just intellectually. When you reflect on and plan what you are doing here, consider using a holistic approach by asking yourself, “How would I like to grow?” in each of the aspects of a holistic person as described by Cuseo and Thompson:

- **INTELLECTUALLY**—Acquiring broad-based knowledge, learning how to learn, and learning how to think critically
- **EMOTIONALLY**—Understanding, managing, and expressing emotions
- **SOCially**—Improving the quality and depth of interpersonal relationships
- **ETHICALLY**—(Character development) Developing a clear value system for guiding personal decisions, making sound ethical judgements, and demonstrating consistency between your convictions (beliefs) and your commitments (actions)
- **PHYSICALLY**—Acquiring knowledge about the human body and applying that knowledge to prevent disease and preserve wellness
- **SPIRITUALLY**—Devoting attention to the “big questions” such as the meaning or purpose of life, the inevitability of death, and the origins of human life and the natural world
- **VOCATIONALLY**—Exploring career options and pursuing a career path that is consistent with our talents, interests, and values
- **PERSONALLY**—Developing a strong sense of personal identity, a coherent self-concept, and capacity to manage personal affairs and resources

These are the aspects of yourself that you will develop at Evergreen, and many of these aspects are reflected in the Six Expectations of an Evergreen Graduate (page 25). Part of our goal is to support you as a whole person. Getting engaged with on-campus events and co-curricular activities or community-based volunteer work might be an excellent way to further your self-development in many of these areas.

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College Skills are Career Skills

There’s a common current belief that you have to have a very specific kind of college major—computer science, or health care, or accounting—to get a good job. But the reality is that students who graduate with traditional liberal arts degrees continue to get rewarding jobs. The reason is that workers in any career need certain broad, large-scale skills in addition to job-specific skills, and these broad skills are precisely those you develop while earning a liberal arts degree.

Top Skills Employers Look for in College Grads

Whether an employer is hiring a nurse, a software developer, a marketing executive, or a biomedical engineer, there are certain skills they will be looking for, which are essential for any employee’s long-term success in the workplace. Among the top skills that employers mention over and over again that they prioritize when hiring college grads are the ability to:

- Be responsible, take initiative, and demonstrate a strong work ethic
- Write and speak well
- Think clearly about complex problems
- Work well in teams—especially with people different from yourself
- Analyze a problem to develop workable solutions
- Be creative and innovative in solving problems

These skills are what you gain from an Evergreen liberal arts education. In fact, these skills align directly with the Six Expectations of an Evergreen Graduate—which are the learning outcomes we expect all our students to gain by graduation. You’ll begin building these skills from the first day, and will continue strengthening them not just throughout your time at Evergreen, but for the rest of your life.

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### SIX EXPECTATIONS OF AN EVERGREEN GRADUATE

| Articulate and assume responsibility for your own work. | The ability to be responsible, take initiative, and demonstrate a strong work ethic. |
| Participate collaboratively and responsibly in our diverse society. | The ability to work well in teams—especially with people different from yourself. |
| Communicate creatively and effectively. | The ability to write and speak well. |
| Demonstrate integrative, independent, critical thinking. | The ability to think clearly about complex problems. |
| Apply qualitative, quantitative and creative modes of inquiry appropriately to practical and theoretical problems across disciplines. | The ability to be creative and innovative in solving problems; the ability to understand numbers and statistics. |
| As a culmination of your education, demonstrate depth, breadth and synthesis of learning and the ability to reflect on the personal and social significance of that learning. | The ability to analyze a problem to develop workable solutions. |
At Evergreen, you will participate in many reflective and critical writing exercises. You’ll ask yourself questions such as: Who am I as a student? How is what I’m learning making me grow? In what ways have my faculty and mentors supported me?

You’ll start asking these questions (and many more!) in your Orientation Essay (or possibly even your Admissions Statement) and they will still be the questions you answer in your Final Academic Statement which you will write as a senior.

You’ll also write your self-evaluations, evaluations of faculty, and Annual Academic Statements along the way. Writing about how you have chosen to engage with your academic interests, strengths, challenges, and triumphs will help you gain self-awareness and be able to take greater responsibility for your education.

**Tip: Use the Six Expectations and Five Foci as guides.**

In your reflective and critical writing, ask yourself, “How can I continue to grow while I’m at Evergreen?” When you are preparing to graduate, your Final Academic Statement will be your opportunity to synthesize these many reflections into one short—but powerful—document.

For more information visit the Writing Center in the Library building or see evergreen.edu/academicstatement.
The Academic Statement has two modes: Annual and Final. Annual Academic Statements are written every year except your senior year; your Final Academic Statement is written during your senior year.

**Academic Statement
ANNUAL REVISIONS**

Your first annual statement is due in spring quarter of your first year at Evergreen, and in each following year you’ll rewrite and update your Academic Statement, and will submit it through my.evergreen.edu.

The purpose of the Annual Academic Statement is to encourage you to pause, step back from focusing on the day-to-day business of keeping up with assignments, and to spend time reflecting on the big picture. What choices have you made in the programs and courses you’ve picked, and how do they relate to your larger goals? How have those goals changed over time? Where have you struggled, and where have you shined? How have your outside-the-classroom activities contributed to your learning and personal development? Where do you see yourself headed, and what do you still want to make sure you do while you’re a student?

Your Annual Statements are visible to your current faculty and advisors on my.evergreen.edu; they’ll use them to learn how to help you accomplish your goals and succeed.

**Academic Statement
FINAL VERSION**

When you’re getting ready to graduate, you’ll write your Final Academic Statement and submit the polished final version for your transcript. This 750-word document will be in the first few pages of your transcript, after your credit breakdown and preceding all your evaluations. It will give you a chance to create the framework that will guide a reader in understanding your entire academic history, how you created your academic path, and the meaning that you make of it all.

Your Final Academic Statement gives you the opportunity, as you prepare to graduate, to reflect on and communicate to an outside audience your interpretation of your entire undergraduate education. This audience is comprised of anyone who requests your transcript, which can include graduate school admission boards or future employers. It’s a way for those readers to meet you, the subject of the rest of the transcript, and hear about your undergraduate career in your own words.

**POINT OF POLICY**

Your Final Academic Statement is a graduation requirement and is part of your official transcript. It has a powerful impact on how others will read your transcript.

Use every resource available to make it reflect the amazing work you do, including: faculty, peers, the Writing Center, Academic & Career Advising, mentors, and trusted individuals.

If you miss the deadline for your final statement, you will not be able to graduate that quarter.

**HOW TO SUBMIT YOUR FINAL ACADEMIC STATEMENT TO YOUR TRANSCRIPT:**

Login at my.evergreen.edu

Click on “Academic Statement”

Click on the title of your Academic Statement

On the right hand side, click the “Graduation” button

Confirm that you understand the warning*

Click “Turn In”

*You cannot edit your Statement after it has been put in your transcript.
Evergreen has developed a set of expectations that frame our approach to a liberal arts education. We use these expectations to show and assess how our graduates meet the mission of the college. But how should you use the Six Expectations? These expectations should guide your academic work and be used to evaluate your ongoing learning and development throughout your education. Keep all Six Expectations in your mind as you think about your education, and use them to help you think and write reflectively and critically about your progress. With each expectation, a range of achievement is possible. Don’t be discouraged if you don’t excel in all Six Expectations and their subpoints in your first year. You will be working on them until your graduation and beyond.

1. Articulate and assume responsibility for your own work
A successful Evergreen graduate will know how to work well with others, not only in the workplace or social contexts, but as an active participant in the struggle for a more just world. You will assume responsibility for your actions as an individual and exercise power responsibly and effectively.

2. Participate collaboratively and responsibly in our diverse society
A successful Evergreen graduate will understand that by giving of yourself you make the success of others possible. A thriving community is crucial to your own well-being. The study of diverse world-views and experiences will help you to develop the skills to act effectively as a local citizen within a complex global framework.

3. Communicate creatively and effectively
A successful Evergreen graduate will know how to listen objectively to others to understand and accept a wide variety of viewpoints. By developing a genuine interest in the experiences of others, you will learn to ask thoughtful questions, to communicate persuasively, and to express yourself creatively.

4. Demonstrate integrative, independent, critical thinking
A successful Evergreen graduate will appreciate and critically evaluate a range of topics across academic disciplines. As you explore these disciplines, you will develop a greater curiosity toward the world around you, and its interconnections, that will enhance your skills as an independent, critical thinker.

5. Apply qualitative, quantitative, and creative modes of inquiry appropriately to practical and theoretical problems across disciplines
A successful Evergreen graduate will understand the importance of the relationship between analysis and synthesis. Through being exposed to the arts, sciences, and humanities, and coming to your own critical understanding of their interconnectedness, you will learn to apply appropriate skills and creative ways of thinking to the major questions that confront you in your life.

6. Demonstrate depth, breadth, and synthesis of learning and the ability to reflect on the personal and social significance of that learning
A successful Evergreen graduate will be able to apply the personal frame of reference you develop as a result of this unique education in order to make sense of the world. This understanding will allow you to act in a way that is both easily understood and compassionate toward other individuals across personal differences.
THE FIVE FOCI

The Five Foci

The Five Foci of Learning are the hallmark of an Evergreen education. If the Six Expectations are what you will demonstrate as an Evergreen graduate, the Five Foci are how you will get there. Each of the Foci are a core component of the learning experience and are modeled throughout the Evergreen experience. You should use these to help you plan your academic path at Evergreen. Have your chosen programs or courses helped you get the most out of your Evergreen education?

INTERDISCIPLINARY STUDY
Students learn to pull together ideas and concepts from many subject areas, which enables them to tackle real-world issues in all their complexity.

COLLABORATIVE LEARNING
Students develop knowledge and skills through shared learning, rather than learning in isolation and in competition with others.

LEARNING ACROSS SIGNIFICANT DIFFERENCES
Students learn to recognize, respect and bridge differences—critical skills in an increasingly diverse world.

PERSONAL ENGAGEMENT
Students develop their capacities to judge, speak, and act on the basis of their own reasoned beliefs.

LINKING THEORY WITH PRACTICAL APPLICATIONS
Students understand abstract theories by applying them to projects and activities and by putting them into practice in real-world situations.
Degree Requirements

Evergreen offers two undergraduate degrees: the Bachelor of Arts and the Bachelor of Science. You also have the opportunity to earn a dual degree, the Bachelor of Arts and Science. Each of these have somewhat different graduation requirements.

- **Bachelor of Arts (B.A.):** requires completion of 180 quarter credits (including any transfer credits).
- **Bachelor of Science (B.S.):** requires completion of 180 quarter credits, but at least 72 of those credits must be in science, math, or computer science, and at least 48 of those 72 must be upper-division science.
- **Bachelor of Arts and Science (B.A./B.S):** the dual degree requires completion of 225 quarter credits, and you must meet the B.S. requirements (72 math/science credits, 48 upper-division). In effect, it requires an additional year of full-time study.

A Final Academic Statement is also required in order to complete your undergraduate degree. See pages 23-24 for more information.

If you plan to pursue a B.S. or B.A./B.S. degree, notify Registration and Records by submitting a completed declaration form (PDF available online). If you are considering a science degree but aren’t quite ready to declare your intent, submit a science review request form to see how the credits you’ve already completed count toward the science degree requirements.

Learn more at evergreen.edu/registration/degrees.

Area of Emphasis

Although you won’t formally declare a major at Evergreen, most students as they move through their education start to focus their interest on a particular area or areas of study, and want to find a way to clarify and name that area.

We use the term “area of emphasis” to indicate how a student may have focused their studies. Sometimes this is pretty straightforward—if most of what you’ve taken centers on environmental science, it’s clear that you have an area of emphasis in environmental science. Sometimes it’s more complex—you may have studied a wide variety of subjects, or you may be bringing together two seemingly disparate fields (e.g., gender studies and media studies) to create your own area of emphasis.

Either way, if you have roughly 40-50 credits in that area as you near graduation, you can state that’s your area of emphasis. It won’t appear on your diploma or transcript, but your Academic Statement can describe what that area means to you, and how you developed it over your time at Evergreen.

An area of emphasis is not required, and there’s no document you fill out to declare it. If you’d like some help looking back over what you’ve taken to see how your coursework comes together in an emphasis, please call Academic and Career Advising to set up an appointment.

Learn more at evergreen.edu/advising.
Career Advising

Do you think you know where you’re headed for a career? Great! We can help you find internships and think about the skills you should be building to make you an outstanding candidate.

Do you have no idea where you’re headed? Great! We can help you explore your interests, values, life goals, and abilities to start understanding how those align with various career pathways.

Do you know you’re heading to grad school next? Great! We can help you research grad schools and prepare a strong application statement.

Come in as a first-year student, as a graduating senior, or even as an alumni! Career advisors can help you:

- Explore your interests through assessments or campus involvement
- Prepare professional documents (resume, cover letters, graduate school statements)
- Talk through your general academic and career decisions
- Create a professional LinkedIn profile
- Understand job search tools and strategies
- Individualized interview preparation including practicing mock interviews
- Prepare for a career transition
- Learn how to speak and write compellingly to employers about your Evergreen degree through area of emphasis

Learn more at evergreen.edu/career.

Faculty as Both Teachers & Mentors

Evergreen faculty work closely with you. They support your learning and help you reach your academic goals. Along with the advisors in Academic and Career Advising, they support you not just in successfully completing your in-class academic work but also in finding your academic path through Evergreen.

Faculty are very knowledgeable about their specific subject areas, possible careers, and graduate work in their field. Feel free to contact any faculty member with a specialty in the area you are interested in, even if you aren’t enrolled in their course or program. Having periodic discussions with them about your plans, especially before the quarterly Academic Fairs, and while you write and revise your Annual and Final Academic statements, will greatly help you to choose programs that prepare you for where you want to go in your career.

Tip: Follow up!

If a few days go by and you haven’t received a response, don’t take it personally! Evergreen faculty and staff are not only busy with their work duties, but also are sometimes sick, on vacation, have unexpected emergencies, or, just accidentally lose track of an email (they are human, after all!) Write a follow-up email briefly reprising the first email you sent.

You can also develop a back-up plan with an advisor to connect with another person who can help you achieve the same goals.
SECTION V: Student Support & Resources

Students at Evergreen come from all backgrounds, with a variety of abilities, identities, and prior life experiences (professional, academic, military, and otherwise). We believe that you should be able to pursue your education in a way that leads to your greatest success, and that means providing resources that support you in being, growing, and learning in all of your dynamic glory!

The areas of campus and resources in this section can serve you in a variety of ways—from helping you connect with mentors who reflect your personal identities, abilities, or experiences, to finding something amazing to do on a Saturday night, or planning the steps you will take and accommodations you will need to achieve the education that works for you.

Academic & Career Advising

Explore your educational options, plan your academic pathway, and prepare for life after Evergreen. Meet with an advisor to choose the best programs and courses for your goals, to plan internships and individual study, and to explore career and graduate school paths. Learn the skills of job searching, resume writing, and interviewing. Learn more at evergreen.edu/advising.

Access Services for Students with Disabilities

Discern which educational aids, services, and accommodations you may need. Services include accessible parking, alternate media and testing, assistive technology lab, books on tape, note takers, counseling referrals, sign language interpreters, and tutorial assistance. Call (360) 867-6348 / TTY: (360) 867-6834. Learn more at evergreen.edu/access.

Center for Community-Based Learning & Action (CCBLA)

Find a community-based internship that fits your area of interest and skills. Learn approaches to community work, such as grantwriting, ethnography, and community organizing. Learn how to earn tuition awards through AmeriCorps. CCBLA links you with community organizations working on a wide range of issues through internship listings, reference library, and community service activities. Learn more at evergreen.edu/communitybased-learning.

Computers & Technology

Animate, compose, produce, program, or broadcast at Evergreen’s general-purpose labs, with special resources for animation, multimedia, music production, language learning, and scientific computing. Learn more at evergreen.edu/academic-computing-center.

Evening & Weekend Studies

If you can’t come to class during weekdays, you can go to school part-time or full-time during evenings or weekends and get a great Evergreen education. Finish your degree with innovative programs, 8 to 12 credits per quarter. Or choose from a variety of 4-credit courses. Combine programs and courses. Mix day, evening, and weekend. Whatever works best for your life. Learn more at evergreen.edu/eveningweekend.
STUDENT SUPPORT & RESOURCES

Financial Aid & Scholarships
The Financial Aid Office provides counseling and assistance to students who do not have the necessary financial resources to accomplish their educational goals. Learn more about the types of aid you may be eligible to receive:

- Grants
- Loans
- Scholarships
- Tuition waivers
- Work study

Learn more at evergreen.edu/financialaid.

FAFSA or WASFA
Complete the Free Application for Federal Student Aid (FAFSA) at fafsa.ed.gov to be eligible for grants, loans, or work study. To get the most aid possible, submit your FAFSA at least 3–5 business days before the priority deadline of February 1 to allow for processing by the Department of Education.

Students who are unable to complete the FAFSA and who meet certain Washington State residency requirements may be able to complete a Washington Application for State Financial Aid (WASFA). Visit readysetgrad.org/wasfa.

Learn more at evergreen.edu/financialaid.

First Peoples Multicultural, Trans, & Queer Support Services
Find your community at the campus center for students of color and LGBTQ+ students. We provide comprehensive academic, career, cultural, social, and personal support as well as community building and educational events from a cultural wealth and empowerment perspective.

- Join in fun events and activities.
- Receive peer and professional support.
- Develop skills for advocacy and allyship.
- Have space for discovering your identity.
- Get help from people who get you!

The Student Equity and Arts Lounge is a welcoming and inclusive space for studying, meeting up with friends, attending a workshop, or just taking a minute to recharge. Find us upstairs in the CAB building.

Find out more at evergreen.edu/multicultural.

Library & Librarians
Experience the bounty of free books, music, movies, periodicals, and other research treasures. The Daniel J. Evans Library provides access to 16 million items both onsite and through interlibrary loan. Learn how to get your books and resources for classes. Use our “How Do I?” online library guide for tips and tricks.

You can talk with a librarian to get help finding a resource, and also to help you develop your research topics.

Help is available at the reference desk or online at evergreen.edu/library/about.

Longhouse Education & Cultural Center “House of Welcome”
Enjoy gatherings for indigenous arts and cultures through education, cultural preservation, creative expression, and economic development. Participate in multicultural classes, presentations, performances, and more. Meet Native artists and visit exhibitions and art sales throughout the year including the annual Holiday Arts & Crafts Fair. The Longhouse is part of a larger Indigenous Arts Campus which includes a Carving Studio and Fiber Arts Studio.

Learn more at evergreen.edu/longhouse.

Media Loan
Did you know that if you are in a media class, you can rent audio and visual equipment for free? Media Loan supports instructional media integration across the curriculum by circulating media equipment and providing instruction to all currently registered students.

Equipment may be used for any credit-generating academic work or college business. Read our policies for detailed information. Be careful to return your item on time—there are late fees!

Learn more at evergreen.edu/medialoan.

Organic Farm
At our five-acre farm you can plant and harvest crops, and all steps in between. Facilities include the Farmhouse, a variety of gardens, a compost facility, workroom, tool shed, several greenhouses, and a 38,000 square-foot production area. Plus, chickens.

Learn more at evergreen.edu/organicfarm.
Office of Sexual Violence Prevention and Response (OSVPR)

Evergreen is committed to the safety of our students. We are a confidential service for students affected by sexual assault, relationship violence, stalking, harassment, and related concerns. Call (360) 867-5221 to talk about your options if you have experienced any of these and to get connected to support.

Learn more at evergreen.edu/violenceprevention.

The Coalition Against Sexual Violence (CASV) is a student group that provides peer advocacy and resources for survivors of sexual assault, domestic violence, and emotional abuse. CASV also teaches students about advocacy and consent and provides workshops about sexual violence and domestic violence. These resources are open to folks of all genders, orientations, and identities.

For more, email tesccasv@gmail.com.

Parking Services

We perform courtesy jump-starts, help with lockouts, and manage the campus’s Commute Trip Reduction program. Parking passes are required Mon. through Fri., 7 a.m. – 9 p.m. (360) 867-6352

Learn more at evergreen.edu/parking.

Prior Learning from Experience

If you have work experience that’s equivalent to college learning, you may be able to get college credit. See how our Prior Learning from Experience program can work for you.

Learn more at evergreen.edu/eveningweekend/ple.

Quantitative & Symbolic Reasoning Center (QuaSR)

Work with a peer tutor to expand your math and science abilities. Do homework, test prep, research, lab notebooks, and more. Belong to a community created to support your success in math and science.

Drop-in—no appointment is necessary. Please take a look at our tutoring times by subject. You can find us in LIB 2304. Bring your A-number and the materials needed to support your work.

Learn more at evergreen.edu/mathcenter.

Student Activities (S&A) & Student Governance

Explore what you care about. Be active in your college experience. Have fun while practicing skills for life. Write the narrative instead of reading it. Get involved!

• Go to a meeting or event
• Fix your bike
• Get involved with student governance
• Run for office
• Enjoy popcorn on Wednesdays
• Write for the newspaper (Cooper Point Journal)
• Dance (if you want to)

Learn more at evergreen.edu/studentactivites.

Student Employment

Looking for work? We provide resources and support for students looking for employment: on-campus, off-campus, part-time, temporary, seasonal, work-study, and non-work-study.

On campus jobs are usually 6 to 15 hours a week, starting at $11.50 an hour. Come visit us in the LIB 1102, Mon.–Fri. 9 a.m. to 5 p.m. We’re open year round.

Learn more at evergreen.edu/studentemployment.

Student Wellness Services

If you paid the Student Wellness Fee, you can use Student Wellness Services. While not a primary care provider or urgent care facility, or long term therapeutic support center, services offered include:

• Medical Care: get treatment for colds, flu, or minor injuries
• Counseling: short-term individual and group therapy
• CARE Coordination & Student Assistance: navigate resources and support
• Travel Consults: prepare for study abroad or other international travel
• Resources related to sexual violence prevention and response or Title IX.

Services are generally free and confidential. Fees may be charged for certain testing and medication.
Transfer Students

Did you know that about 40% of our students are adult learners over the age of 25? In fact, a typical student in an evening or weekend program is returning to school after a break, and/or possibly, finishing a degree they started earlier. You’ll be in class with working professionals, veterans, parents, and other people with life experience. Find support for transitioning back to school at evergreen.edu/eveningweekend/transition.

NOTE: To attend full time and potentially qualify for financial aid, you’ll need to take at least 12 credits.

TRiO Student Success & Upward Bound

Academic support and individual assistance for first-generation students, low-income students, and students with disabilities.

TRiO Student Success

TRiO provides one-on-one support services from the day you enter the program until graduation. Services provided include:

• Academic Advising
• Free Tutoring
• Advocacy
• Financial Literacy and Financial Aid Guidance
• Graduate School Preparation
• Leadership and Career Development

Upward Bound

Evergreen’s high school outreach program goals are as simple as they are daring: all of our students will graduate high school, attend college, and graduate with a bachelor’s degree and minimal debt within six years.

All of our students are either low income or committed to being the first in their family to graduate from college. Over 80% are both.

Learn more at evergreen.edu/trio.

Veterans Services

The Veterans Resource Center will help you receive and manage all the benefits you have earned through your service to our country. We serve all military, dependents, and veterans with respect, compassion, and confidentiality.

• Explore educational options to help you fulfill career objectives or start a new one;
• Document and obtain credit for military training, including assisting you in getting a copy of your military transcript;
• Understand and apply for educational benefits, or if you’ve already used those benefits, explore other funding options that may be available;
• Help for dependents to understand and make use of their benefits;
• Assistance acquiring and filing any needed forms or records (e.g. 22-1995 or DD-214).

Please contact the Veterans Resource Center at (360) 867-6254 or email veterans@evergreen.edu.

Writing Center

The Writing Center is a one-on-one peer tutoring center. Explore everything you can imagine, bring ideas or drafts (academic, professional, or personal), and talk with a peer tutor about your grammar, arguments, and craft. Belong to a community that values your voice and creativity.

Appointments are encouraged, but walk-in appointments are often available. You can also book an appointment to have a writing session in Spanish! Call (360) 867-6420 to schedule. You can find the Writing Center in LIB 2304.

Learn more at evergreen.edu/writingcenter.
EMERGENCY PREPAREDNESS

Be Prepared

- Sign up for e2Campus text alerts. e2campus.net/my/evergreen
- Know your evacuation routes.
- Become familiar with emergency procedures and the suspended operations policy.
- Prepare for specific situations such as: active shooter, earthquake, influenza and other illnesses

People With Disabilities

Develop an individual evacuation plan and share it with the people around you. Learn more at evergreen.edu/emergencyresponse evacuation-team.

IT IS IMPORTANT TO DEVELOP AN EMERGENCY PLAN THAT TAKES INTO ACCOUNT YOUR PARTICULAR ACCESS NEEDS.

Emergency Updates

- Visit Evergreen’s home page
- Listen to KAOS 89.3 FM
- Call the main phone number: (360) 867-6000
- Call Police Services: (360) 867-6832

Police Services 24/7

- Emergency: Call 911 or (360) 867-6140. Trained dispatchers will get you the help you need.
- Blue emergency phones are located across campus and connect directly to dispatchers.
- Escort: Call (360) 867-6832 if you need an escort across campus or to your car, if you’ve locked yourself out of your car, or if you need a jump-start.
- Lost your phone? Most on-campus areas will immediately turn over valuables to Police Services.

ONLINE RESOURCES

The Evergreen Help Wiki

Navigate our online systems at Evergreen, such as:
- my.evergreen.edu
- Email and Forwarding
- Canvas
- Lynda.com
- Greener Commons
- Schedule Evergreen

Learn more at helpwiki.evergreen.edu.

Changing or Updating Personal Information

Set an Email Forward

Important messages are sent to your evergreen.edu email address, but you can forward them directly to your personal email. To do so, go to the “Profile” link in the upper right corner of my.evergreen.edu, and click “Edit Email” under Settings.

Your Name & Gender Identity

Evergreen provides multiple options to give you as much control as possible over how you are identified on our data systems.

You can change your chosen first name, legal name, online display name, my.evergreen username, and/or gender designation. Go to evergreen.edu/registration/changing-personal-info for complete info on how to proceed with making any or all of these changes.
Academics

Academic Standing
If you earn less than 75% of the credits for which you registered (“attempted credit”) in two consecutive quarters, or earn zero credits in a single quarter, you will be placed on Academic Warning (AW). While on AW status, you can continue to register and take classes. If you earn 75% or more of your credits in the next two quarters you’re enrolled, you will return to good standing.

If you earn less than 75% of attempted credits while you’re on Academic Warning, you will be placed on Required Leave. This means you need to sit out for a year before registering again at Evergreen. Learn more at evergreen.edu/registration/policies.

Incompletes
Faculty have the option to offer you an incomplete at the end of the quarter, rather than posting credits and an evaluation at that time. In general, faculty will issue an incomplete if you’ve been doing work of good quality, but at the end of the quarter you are missing some of the coursework, and the faculty believes it is realistic for you to make up the missing work.

You and the faculty should talk about what specific work you will complete and create a timeline for getting everything turned in. If work is still missing by the deadline, the faculty will submit credits and an evaluation for all the work that has been completed. You can request an incomplete from the faculty, but it is up to them whether to issue one.

Academic Integrity & Honesty
Academic honesty is essential in a learning community. It makes discourse possible and is a necessary condition for sharing, sincere dialogue, and evaluation. All forms of academic dishonesty, including cheating, fabricating, facilitating academic dishonesty, and plagiarism, are violations of the Social Contract.

Your program covenant should include information on expectations about academic honesty, which may include possible penalties and procedures for appeal to the deans. Penalties for violation of the standards of academic honesty may be severe, such as expulsion from programs.

You may be pretty sure you’re doing everything correctly with regards to academic honesty, but if you have even the slightest shadow of a doubt, it is essential that you check with your faculty. Please don’t accidentally stumble into a situation where your integrity is in question. Staff at the Writing Center and in the Library can also help you from going astray in doing citations or referencing others’ work.

Appealing Credit Loss or Dealing with Conflicts with Faculty
Students should always try to resolve disagreements about evaluations, loss of credit, or situations that arise within the program or course by first talking to faculty. If you’re uncomfortable or unsure about how to have those conversations, your academic advisor can help you.

If your conversations with faculty have not resolved the situation, you can meet with an Academic Dean. Learn more at evergreen.edu/deans/conflictresolution.
Registration

Changing registration

All forms mentioned below for changing registration can be found at evergreen.edu/registration, or by going to the Registration office at Library 1101.

Questions about changing registration? Please call (360) 867-6180.

Dropping Programs/Courses

- You have to proactively take steps to drop a program or course. Not going to class doesn’t automatically drop you. Telling your faculty doesn’t automatically drop you.
- You can drop online until 4 p.m. on the Friday of Week 1. You’ll get a 100% tuition refund if you drop by that deadline. You will need to refund any financial aid you’ve received.
- Starting the Monday of Week 2, through the Tuesday of Week 5, you can drop using a paper add/drop form and will receive 50% of tuition. If you were in a total of 10 to 18 credits and will still be in 10 to 18 credits after you drop, you will have no refund, as tuition is the same for 10 to 18 credits (except in summer).

If you receive financial aid, contact the Financial Aid office about repayment of your aid. Financial Aid locks in your registered credits for satisfactory academic progress at the end of Week 2.

If you drop after Week 2, your total credits will still be used to determine satisfactory academic progress for financial aid purposes.

- After the Tuesday of Week 5, you must petition to drop and demonstrate circumstances beyond your control (illness, family emergency, etc.).

Adding Programs/Courses

- Just as with dropping, you have to proactively take steps to get registered—simply showing up for class, or getting a verbal “okay” from your faculty isn’t enough.
- Until 4 p.m. Friday of the Week 1, you can add a program or course online if faculty enter an override, or by using a paper add/drop form with faculty signature.
- Starting Monday of Week 2 through Friday of Week 2, you can only add using a paper add/drop form with faculty signature. You’ll be charged a $50 late registration fee.

- If you add programs or courses which take you to more than 10 credits, you must pay the additional tuition before you can get registered. If you receive financial aid or some other form of tuition assistance, go to Student Accounts and have them sign your form before taking it to Registration.

- If adding your program or course brings you over 16 credits, you need to have a petition to take on a credit overload approved by the Deans. This is because you will already have missed part of the class, and so you are at risk of setting yourself up for too much work. To increase your chance of having it approved, your petition should demonstrate your ability to successfully complete a credit overload in a shortened amount of time.

- Starting Monday of Week 3, you can only register by petition with a faculty statement supporting your ability to earn full credit, and will be charged $100 late registration fee. Your petition is more likely to be approved if you demonstrate extenuating circumstances which prevented you from adding your program or course before Week 2.

Registration Credit Totals

- Tuition will be the same if you’re registered for anything from 10 to 18 total credits. If you go up to 20 credits, your tuition will increase—see evergreen.edu/financialservices/tuition for details.
- You will not be able to register for more than 20 credits in a quarter (this includes combining courses from Evergreen and another school in a single quarter). Keep in mind that 16 credits is regarded as a full-time course load equaling 48 hours of work a week, including class time.
- If you want to take a 16-credit program but would also like to add a 4-credit course, please talk with your advisor about whether this makes sense in your situation.
- You can also talk with your faculty about whether taking their program for a reduced (12 instead of 16) credit—dropping some of the coursework—is an option. It’s up to the faculty whether this will be feasible.

There’s more information on planning how many credits to take, and how going over 16 credits affects your tuition and financial aid, at evergreen.edu/registration/policies.
Transfer Credit Limits
You can transfer in up to 90 quarter credits of lower-division work (usually 100 or 200 level), up to 15 of which can be vocational-technical. You can also transfer in up to 45 credits of upper-division work (300 or 400 level). Contact Admissions if you have questions about transferability of credit.
If you’re transferring in semester credits, multiply credits by 1.5 to get a quarter credit equivalency.

Credit by Exam
In addition to AP and IB credit, you can earn credit from the College Level Examination Program (CLEP). This counts toward your 90-credit lower division limit, and you should check with Admissions before taking a CLEP exam to make sure your particular exam will count for credit.

Financial Aid & Academics
Financial Aid can be complex, and the cost of doing things wrong can be really high. Always take any questions about your award directly to Financial Aid staff—don’t rely on advice from faculty, classmates, or even your academic advisor.

Below are a few pointers, but in each case, there is much more detailed information in specific PDFs linked from evergreen.edu/financialaid/policies.

- Keeping your financial aid is contingent on maintaining satisfactory academic progress toward your degree, which, in most cases, means earning at least 75% of attempted credits. If you drop below 75%, please talk with Financial Aid and with your Academic Advisor about your options for petitioning to have your aid restored.

- On the tenth day of every quarter, your enrollment status is “locked.” If you’re not registered by this time, your financial aid is at risk of being canceled and you need to contact Financial Aid right away.

- If you’re registered full-time (12 or more credits) and then drop below 12 credits, you may have to pay back some of your “excess funds”—that is, aid intended for living expenses rather than tuition and fees.

- If you completely drop all your courses or your program, you may have to pay back some or all of your financial aid. Before doing a complete drop, it’s essential that you talk with Financial Aid to understand the consequences. If you have extenuating circumstances (medical/mental health crisis, family emergency) you may be able to petition this.

Other Policies

FERPA
Family Educational Rights & Privacy Act (FERPA) is a federal law that protects the privacy and confidentiality of your student records. It means that Evergreen can’t release your information to anyone without your written permission (except in certain cases, e.g. for a study the Secretary of Education might conduct).

So, for example, if your parent (or anyone else) calls Academic Advising and wants to know how you’re doing in class, the advisor can’t tell them anything unless you’ve signed a release saying that they can.

More information on FERPA, and a link to the release form, can be found at evergreen.edu/ferpa.

Faculty Responsibilities
The college holds your faculty to a host of obligations and responsibilities in order to support you. Amongst other things, they are obliged to:

- Abide by the Social Contract and the Family Educational Rights and Privacy Act (FERPA);
- Demonstrate expertise and the ability to teach the curricular material, foster students’ intellectual and cognitive development and communication skills;
- Develop a syllabus/covenant and attend the Academic Fair for each quarter they teach;
- Evaluate each student, including award of credit or an official report of no credit or incomplete status; meet student eval responsibilities and timelines;
- Meet team-teaching requirements, provide information needed for student evals to teaching partners in a timely way, and write evaluations of colleagues;
- Write a yearly self-evaluation, including self-assessment regarding teaching well, meeting commitments, professional development, and service.

Parking Policy
Parking passes are required Monday through Friday, 7 a.m. – 9 p.m. A valid parking decal or parking permit must be displayed on the vehicle during these times. There is no charge to park on Saturdays or Sundays, however, all other parking rules apply. All decals expire at 9 p.m. on the first day of the following quarter.

Learn more at evergreen.edu/parking.
Social Contract & The Student Code of Conduct

Social Contract

When you make the decision to come to Evergreen, you are also making the decision to become closely associated with its values. A central focus of those values is freedom—freedom to explore ideas and to discuss those ideas in both speech and print; freedom from reprisal for voicing concerns and beliefs, no matter how unpopular. This freedom is necessary to create a vibrant, dynamic learning community.

Our Social Contract is an agreement; a guide for civility and tolerance toward others; a reminder that respecting others and remaining open to others and their ideas provides a powerful framework for teaching and learning. The contract addresses individual and institutional rights, the relationship between the college and society, prohibition against discrimination, rights to privacy, intellectual freedom and honesty, maintaining open forums and access to information, and the college’s position on political activities.

Learn more at evergreen.edu/about/social.

Student Code of Conduct & Conflict Resolution

The Student Code of Conduct defines specific examples of Social Contract violations and the appropriate corrective action. It also defines the role of the grievance officer and describes the processes for informal conflict resolution, grievances, and appeals procedures.

See evergreen.edu/student-affairs/studentconduct for the Student Code of Conduct and other important information on:

- Campus safety, including suggestions for crime prevention and a summary of campus crime statistics for the past three years.
- Campus sexual assault response policy and information about the prevention of sexual assault.
- Graduation rates and links to crime statistics.
- The college’s policies on drug and alcohol use, and chemical dependency counseling and referral resources.

Did you know that Evergreen is a state institution, and its policies are, to some extent, state policies? The Student Code of Conduct and many of Evergreen’s policies are not just rules designed by administrators, they are Washington Administrative Code (WAC).
POLICIES

Discrimination

A **hate crime** is an actual criminal offence motivated in whole or in part by the offender’s bias toward the victim’s protected group status. A **bias incident** is conduct, speech, or expression that is motivated by bias based on the person’s group status which does not involve criminal behavior.

Hate crimes and bias incidents can occur in living communities, in classrooms, at co-curricular activities, in employment situations, and at off-campus college-related activities. Evergreen has a zero tolerance policy and will act swiftly and effectively when discrimination is reported. This protocol is specific to addressing hate crimes or bias incidents, particularly those directed at persons identified as protected under the college’s Non-Discrimination Policy and Procedures, and local, state, or federal civil rights laws and regulations.

Protected group status is afforded based on race, color, religion, creed, national origin, gender expression, sex, sexual orientation, gender identity, genetic information, marital status, age, disability, pregnancy, or status as a disabled veteran, a Vietnam-era veteran, or other covered veterans.

**Reporting Bias Incidents**

Students, staff, faculty members, visitors, vendors, and contractors who experience or become aware of a possible hate crime or bias incident are asked to report the crime or incident immediately to a designated college office or official:

<table>
<thead>
<tr>
<th>Role</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vice President for Equity &amp; Inclusion</td>
<td>(360) 867-5133</td>
</tr>
<tr>
<td>Police Services</td>
<td>(available 24/7) (360) 867-6832</td>
</tr>
<tr>
<td>Director of Residential &amp; Dining Services</td>
<td>(360) 867-6132</td>
</tr>
<tr>
<td>Director of Student Conduct &amp; Conflict Resolution</td>
<td>(360) 867-6298</td>
</tr>
<tr>
<td>Director of Academic &amp; Career Advising</td>
<td>(360) 867-6312</td>
</tr>
<tr>
<td>Director of First Peoples, Multicultural, Trans, &amp; Queer Support Services</td>
<td>(360) 867-6467</td>
</tr>
<tr>
<td>Affirmative Action &amp; Equal Opportunity Officer</td>
<td>(360) 867-5371</td>
</tr>
<tr>
<td>Provost's Office</td>
<td>(360) 867-6400</td>
</tr>
<tr>
<td>Academic Deans</td>
<td>(360) 867-6810</td>
</tr>
<tr>
<td>Title IX Coordinator</td>
<td>(360) 867-5224</td>
</tr>
</tbody>
</table>

After reporting bias incidents, the process starts with attending to the immediate needs of the student(s) affected, then into an evaluative process for the situation to determine the best course of action.

More information can be found at [evergreen.edu/studentaffairs/biasincidentprotocol](http://evergreen.edu/studentaffairs/biasincidentprotocol).

**Sexual Harassment & Misconduct**

Evergreen strives for an educational environment free of sex- and gender-based discrimination, harassment, and violence, and is committed to providing response and support when these occur. The Office of Sexual Violence Prevention and Response (see page 31) is a confidential service for students affected by sexual assault, relationship violence, stalking, harassment, and related concerns. Call (360) 867-5221 to talk about your options if you have experienced any of these and to get connected to support.

Learn more at [evergreen.edu/violenceprevention](http://evergreen.edu/violenceprevention).

**Title IX**

Title IX offers remedies, and recourse to those who have experienced gender discrimination or harassment, sexual misconduct, or relationship violence, providing a mechanism for reporting sexual harassment or assault that requires to college to respond. Title IX reporting is private, but not confidential, however you can choose whether you want to report an incident.

More information can be found at [evergreen.edu/titleix/options](http://evergreen.edu/titleix/options).
Program/Course At-A-Glance  IMPORTANT INFORMATION & ASSESSMENT TOOL

This worksheet will help you assess how well you can commit to your program or course’s requirements and expectations as explained in the syllabus and covenant.

• The **syllabus** outlines what to expect from your faculty and what they will expect from you in terms of academic work and program requirements.
• The **covenant** generally covers the “ground rules” of the program, laying out what the faculty expect of students and what you can expect of them in terms of how participate in the learning community.

Name of Program/Course: ________________________________

Class Meeting Times & Locations: ____________________________________________________________

# of Days Missed Before Loss of Credit: ____________  Is a “day” all day or one session?: __________

Faculty Contact: ____________________________________________________________

Classmate Contact: ____________________________________________________________

Faculty expectations if I will miss class? ____________________________________________________

Obligations I have that might impact my attendance: __________________________________________

_________________________________________________  Discussed obligations with faculty? □ Yes □ No

What’s the plan if my obligations get in the way?: __________________________________________

__________________________________________________

**REQUIREMENTS TO EARN FULL CREDIT:**

__________________________________________________

__________________________________________________

__________________________________________________

__________________________________________________

**ASSIGNMENTS/MAJOR DEADLINES:**

__________________________________________________

__________________________________________________

__________________________________________________

__________________________________________________

**WHAT DO I EXPECT TO EXCEL AT?**

__________________________________________________

__________________________________________________

__________________________________________________

Is there anything in the covenant that I need to discuss with my faculty? ________________________

__________________________________________________

**WHAT DO I EXPECT TO STRUGGLE WITH?**

__________________________________________________

__________________________________________________

__________________________________________________

**CAN I COMMIT TO THIS?**  □ Yes □ No
Use the planning grid below to write down ideas for what you would like to study. Whether you are starting as a freshman, or transferring in with some credit, this chart will help guide you to graduation.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>FALL</th>
<th>WINTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>ONE</td>
<td>EXPLORE</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discover new subjects, gain breadth</td>
<td></td>
</tr>
<tr>
<td>TWO</td>
<td>REFINE</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Focus your interests, identify area of emphasis</td>
<td></td>
</tr>
<tr>
<td>THREE</td>
<td>DIG DEEP</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Add depth, and practical/field experience</td>
<td></td>
</tr>
<tr>
<td>FOUR</td>
<td>FOCUS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Apply what you have learned, capstone, internships</td>
<td></td>
</tr>
</tbody>
</table>

Capstone Experience  *Synthesize your knowledge and skills in an applied research or practical environment. While not required, many students find their capstone experience to be key in preparing for future career or graduate school opportunities. List some possible capstone ideas:*

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Area of Emphasis/Depth: Although you won’t declare a major at Evergreen, you can focus on a particular area or areas of study. If you have 40-50 credits in an area as you near graduation, you can state that it’s your area of emphasis. It’s not required, but your Academic Statement can describe what that area means to you, and how you developed it over your time at Evergreen.

# 1: ______________________________________

# 2: ______________________________________

<table>
<thead>
<tr>
<th>SPRING</th>
<th>SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

### Degree Requirements

BS and BA/BS require specific number of science credits and upper division science credits (plan for your junior and senior years). See page 27 for details.

<table>
<thead>
<tr>
<th>BACHELOR OF ARTS (BA)</th>
<th>BACHELOR OF SCIENCE (BS)</th>
<th>BACHELOR OF ARTS &amp; SCIENCE (BA/BS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>180 CREDITS + ACADEMIC STATEMENT</td>
<td>180 CREDITS (72 credits must be in math, science, or computer science and 48 of those must be upper division). SCIENCE CREDITS: _____ DIV. CR: _____ + ACADEMIC STATEMENT</td>
<td>225 CREDITS (72 credits must be in math, science, or computer science and 48 of those must be upper division). SCIENCE CREDITS: _____ DIV. CR: _____ + ACADEMIC STATEMENT</td>
</tr>
</tbody>
</table>