



De'Armond, Jasmin M

A00423280

Last, First Middle

Student ID

TRANSFER CREDIT:

Start	End	Credits	Title
09/2010	06/2016	79	Pierce College
09/2010	06/2016	11	Pierce College

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/2019	06/2020	48	Cycle Makers and Cycle Breakers: Transitional Studies 6 - <i>Research Methodologies</i> 9 - <i>United States History</i> 3 - <i>Project Management</i> 3 - <i>Autobiographical Literature and Expository Writing</i> 5 - <i>Adolescent Literature</i> 2 - <i>Political Theory</i> 5 - <i>Descriptive and Inferential Statistics</i> 2 - <i>Human Biology</i> 3 - <i>Urban Sociology</i> 3 - <i>Public Health</i> 2 - <i>Environmental Justice Policy</i> 3 - <i>Biology: Macro and Micro</i> 2 - <i>Environmental Studies</i>
09/2020	06/2021	39	The Power in Community: Pathways to Resourcefulness 3 - <i>Autobiographical Literature and Expository Writing</i> 3 - <i>American Studies</i> 4 - <i>United States Electoral Politics</i> 3 - <i>Public Health</i> 2 - <i>Algebra</i> 3 - <i>Research Methodologies</i> 3 - <i>United States History</i> 3 - <i>Human Biology: Genetics and Virology</i> 2 - <i>Legislative Process</i> 3 - <i>Project Development</i> 3 - <i>Research</i> 5 - <i>Writing, Science, and Human Development</i> 2 - <i>Human Ecology</i>
06/2022	09/2022	16	Therapy Through the Arts-Eve 6 - <i>Art Therapy & Counseling</i> 6 - <i>Art Therapy & Education</i> 4 - <i>Art Therapy & Written Expression</i>

Cumulative

193 Total Undergraduate Credits Earned



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The words she dropped were so educated, inviting, intense, Black. "Who is she?"

As she approaches me she reaches her hand out so softly and holds my face. "Aren't you just beautiful?"

"Thank you, also smart," I whisper. I immediately learned that Dr. Sheppard taught at Evergreen. Evergreen?

This introduction encouraged me to pursue my degree at Evergreen State College which has given me a solid foundation of studies in my future career and area of emphasis in Leadership, Community Organizing and Public Health. My time here has further grounded me in the dynamic process of community healing that Evergreen so passionately creates through an interdisciplinary learning style. Realizing how important lived experiences are I became a Peer Counselor and worked with youth in high risk crises. I shared my journey to build on relationships and connect with youth on ways to heal from trauma. I assisted youth by maintaining a focus on strengths, needs and creative solutions by working independently toward common goals, problem solving and solution seeking practices, skills I found came in handy at Evergreen.

During my time here I have grown as a student and storyteller. In the program Cycle Maker, Cycle Breaker I explored my generational journey and gained a better understanding of myself through exploring ways to address social justice by applying positive change. Having Dr. Mosqueda and Dr. Sheppard as professors together transformed my way of viewing the world. I was awoken to how race directly affects one's exposure to inequitable distributions of resources and burdens that disproportionately impact vulnerable populations like mine on the Hilltop.

In the Power in Community Pathways program I explored the capacity and strengths of communities working together to develop resources in order to critically explore societal narratives. I developed the skills necessary to interrogate and develop values, strategies, and tactics that inspire hope and encourage justice and equity. I gained methods of improving citizens' knowledge and problem solving skills. Practicing communication, decision-making skills and viewing multiple angles were integrated into our program.

The first day of class during my last year began in my son's birthing room. The Literacies of Transformation program started preparing me immediately for professional advancements and directed my passion in community leadership. I developed skills in research, critical and creative thinking. I examined multiple social constructions of knowledge and theory, and de-colonial approaches to various literacies. I studied theories and practices of community engagement, movements, and disruptions which allowed for each discipline to be learned within the context of the others. I ended my journey with Dr. Sheppard's Therapy Through the Arts program awakening creative processes and artistic expression that communicated my feelings through art, movement and music.

First Spring Fair Project I immersed myself in research on the effectiveness of art as therapy in adolescents and how it played a positive role in healing trauma and enhanced self-esteem. Second year my Spring Fair Project focused on community collaborations with police officers in relation to decriminalizing mental health. This project helped highlight the gap between communities and police officers by bringing awareness of how laws over the



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years have oppressed people of color and ingrained long standing disparities which promote racial and social biases.

My first year on the Services and Activities Board was as a board member. Next two years I was able to build a solid foundation and improve my ability to support my learning community while filling the position of Librarian. I supported students during the Covid-19 pandemic by providing every student access to free books. I organized and made space for students by hosting events each quarter. This experience was enriching during isolation and really rooted me in my learning journey. During my second year I worked on the Dean's Outreach Team connecting with alumni by supporting meetings, the Sankofa News and started an alumni directory. In addition, I used my position as the Community Engagement Liaison at the Hilltop Action Coalition to collaborate with Evergreen Tacoma on a Black History Month series event and news article featuring Evergreen staff and students.

My journey at Evergreen Tacoma has shaped me into an ambitious scholar, an avid learner who absorbs knowledge for fun and growth. My time at Evergreen gave me invaluable insights into how to work well independently and as a part of the community. I grew from managing life as a full-time student and mother of four sons. Evergreen has empowered me to amplify my story, I will no longer silently witness the disparities in my community.



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June 2022 - September 2022: Therapy Through the Arts-Eve

16 Credits

DESCRIPTION:

Gilda Sheppard, Ph.D.

Throughout history, art has served to awaken creative processes. Artistic expression has proven to have the ability to communicate human feelings that cannot be expressed by words alone. The course will explore the role that movement, visual art, music and media can play in problem solving and in the resolution of internalized fears, conflicts or blocks. In addition, we will examine the importance of archetypes in our lives. Through a variety of hands-on activities, field trips, readings, films/video and guest speakers, students will discover sources of imagery, sound and movement as tools to awaken their creative problem solving from two perspectives-as creator and viewer. Engaging in the practice of creative cognition is a central element in this program. Furthermore, students will investigate their construction of identity in multiple contexts, real and imagined: work, family, online, friends etc. Students interested in human services, media, education, and the arts will find this course valuable and engaging. This course does not require any prerequisite art classes or training.

Required texts:

The Art Therapy Sourcebook (updated & revised) by Cathy Malchiodi, 2007.

Vice by Ai, 1999.

Selected Readings from: Art Therapy Techniques and Applications by Susan I. Buchalter, 2009

EVALUATION:

Written by: Gilda Sheppard, Ph.D.

Jasmin De'Armond was enrolled in Therapy Through the Arts during both summer terms, 2022. Jasmin's responses to the readings and class activities effectively met the program's requirements and distinguished themselves among their peers. Jasmin's responses to class activities and discussions consistently added to the learning process in the class. Oftentimes Jasmin brought added depth to class discussions extending the learning and a cohesive learning community where peers can feel comfortable being challenged with self and community. Jasmin's written response to the *Art Therapy Sourcebook* provided a very good overview. In addition, their application of theories from Art Therapy to intervene in difficult cases was focused and practical, thoughtfully keeping emotions in mind.

For the final, interactive presentation Jasmin titled "Sankofa Smile" where students used visual art therapy modality to explore strength in the symbolic representation of a tree as their strength.

Utilizing insights gained by applying learning in the program, Jasmin demonstrated productive learning to receive full credit for an effective summer.

In this class we examined some of the key ideas and processes involving therapy through the arts. This interdisciplinary study included reading, application, and the use of a variety of materials in the class in order to experience different methods of art therapy. Students used writing, class discussion, and active demonstration in order to examine, analyze, and interpret topics in art therapy, both in theory and practice. Students were asked to apply art therapy to difficult subjects written about in contemporary poetry. In response to our studies, students individually planned and presented a project that reflected insights about themselves, including an expanded self-understanding and ability to communicate. For these projects, they combined several different methods of art therapy. The methods included, among



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others: music, movement, mask making, drawing, psycho-drama, guided poetic writing, spontaneous drawing, video camera, collage, and mandalas.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

6 - Art Therapy & Counseling

6 - Art Therapy & Education

4 - Art Therapy & Written Expression



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September 2021 - June 2022: Literacies of Transformation

32 Credits

DESCRIPTION:

Faculty: Marcia Tate Arunga, Ph.D. (Leadership and Organizational Change, Human Development), Peter Bacho, J.D., LL.M. (Literature, Writing, Law, Political Science); Tara Hardy, M.F.A. (Creative Writing, Sociology, Literature, Gender, Sexuality, and Queer Studies, Cultural Studies); Mingxia Li (Zhang Er), Ph.D. (Biology, Public Health, Bioethics, Chinese Poetry), Gilda Sheppard, Ph.D. (Media Literacy, Sociology, Cultural Studies); Tyrus Smith, Ph.D. (Environmental Science, Ecology, Environmental Policy); Paul McCreary, Ph.D. (Mathematics and Social Justice, 3D Modeling, Life Science)

The Tacoma campus program was designed for students who are preparing for professional advancement, completing their Bachelor of Liberal Arts degree, preparing for graduate or professional school, and interested in community leadership. This year's studies addressed multiple ways of thinking, learning, and doing in the midst of a rapidly changing world. Our faculty and staff have designed a curriculum to develop skills in research, analysis, and critical and creative thinking. In our 2021-22 academic program, we applied a variety of knowledges while focusing on issues, challenges, and emergent solutions within students' professional lives and communities.

In fall quarter, students researched and critically examined multiple intelligences and the social construction of knowledge and theory, and de-colonial approaches to various literacies. These included but were not limited to the following types of interdisciplinary literacies: textual, linguistic, numeric, scientific, financial, media, logical, statistical, sociological, environmental, technological, legal, theories of knowledge, and cultural responsiveness.

In winter quarter, based on work done in the fall, students identified, explored, and developed topics for further research and study using their acquired knowledge and literacies in situations designed to transform themselves and their communities. An introduction of a strategic process for applying methods of restorative and transformative community practices was critically examined.

In spring quarter, students continued to research and use various communications media to demonstrate the transformations that they have analyzed and interrogated throughout the program.

EVALUATION:

Written by: Tara Hardy

Ms. De'Armond was enrolled in the Lyceum and Seminar series, *Literacies of Transformation*.

During fall's Lyceum and Seminar series, *Literacies of Transformation* Jasmine De'Armond's written work and contributions to discussions demonstrated solid critical thinking skills. Comments addressing the subject matter were consistently thoughtful and reflective. Jasmine De'Armond has demonstrated good writing skills. The work completed is evidence of the ability to communicate clearly and coherently and demonstrated a proficient understanding of how past political, economic, social, and cultural narratives in United States history shaped the present. Overall, this work demonstrated the ability to think critically by analyzing and evaluating historical events and question and rethinking preconceived notions regarding United States history. Jasmine De'Armond also developed a well-written memoir/academic history paper that demonstrated her reflexive understanding and coherency in her academic progress in an interdisciplinary liberal arts curriculum. Overall, the work completed in this section of the program is exemplary and is evidence of a strong foundation for their' professional and academic success.



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Ms. De'Armond's work in the winter Lyceum and Seminar series *Literacies of Transformation* convincingly met expectations, by demonstrating a strong ability to analyze course content and articulate her understanding in both discussions and writing assignments. Her in-depth understanding was demonstrated through critical thinking about readings, presentations, and ideas put forth by classmates. Additionally, she engaged in visioning work related to possibilities and pathways for social change. Her arguments were insightful, nuanced, and realistic. Furthermore, Ms. De'Armond's visioning was not rigid, and she remained open to the influence of her classmates. Overall, Ms. De'Armond's work has demonstrated an excellent ability to examine issues and topics from multiple cultural models and worldviews, and that she can effectively communicate and work across significant personal and cultural differences.

During the spring Lyceum and Seminar series, *Literacies of Transformation*, Ms. De'Armond's work met expectations. Through assignments and during discussions, she demonstrated her strong ability to analyze program content and synthesize her understanding of multiple world views. She honed her critical thinking skills. Ms. De'Armond has grown her skills in the areas of communication, research, academic writing, critical thinking, and working across significant differences. Overall, her work is very good, and she has demonstrated consistent engagement and growth throughout her time in this program.

In addition to *Literacies of Transformation*, Ms. De'Armond completed coursework in other areas of the program.

In *Intersectionality of Peach Through Violence*, Ms. De'Armond's final project was a resin chess peace interpretation of violence. The board reflected the ocean, red and black pieces represent people stolen from slavery, and white pieces represented Europeans. The bottom represented money and blood. The game of chess was violence and symbolisms. Jasmine's final piece and presentation was powerful on a multitude of levels, bringing forth everything that she learned this quarter. She brought forth brilliance and reliance in her submissions throughout the quarter. She exhibited excellent scholarship and work throughout the quarter. Her creativity and small group discourse was so valuable.

Jasmin was an excellent student during both quarters who consistently attended our synchronous classes prepared to participate in class discussions. In both winter and spring, Jasmin's discussion board and annotation assignments demonstrated a careful understanding of asynchronous presentations and seminar readings along with a thoughtful engagement with class peers on these materials. For the fermentation project, Jasmin took a major leadership role by organizing a "Sankofa Fermentation" workshop in the Tacoma campus for students to work on their fermentation projects together. Jasmin did all the logistical organizing work to make this workshop happen—including action like writing a grant to secure funding, purchasing all supplies, and researching recipes. Jasmin's efforts ensured that all the students in our course were able to access the foods and supplies needed to complete their fermentation project. In the spring, Jasmin facilitated a lively discussion on one chapter from the White text (on 'Intellectual traditions in Black agriculture') and integrated audiovisual materials on the life's work of W.E.B. DuBois. For the community project, Jasmin created an extensive community resource (in PowerPoint format) of various social services for low-income people in the Pierce County area. These services included financial assistance to cover rent or mortgage payments, utility bills, technological devices, home renovations, free youth educational courses, re-entry programs, food access, and many other needs. Jasmin ensured that the contact information for each of the agencies and nonprofit organizations offering these various services was up-to-date and accurate. This resource would be a valuable resource to future Evergreen Tacoma students, hence demonstrating the far-reaching impact of Jasmin's work this quarter. In sum, Jasmin went far, exceeded expectations, and was a pleasure to work with in this course.



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Ms. De'Armond was also enrolled in *Healthspan, the Biology of Aging*. Collaboratively with peers and under the faculty's guide, Jasmin eagerly studied the biology of aging to expand literacy in biology and health-wellness. Jasmin's individual work and active class participation contributed to the success of our exploration into new discoveries in gerontology, as well as public health and societal consequences of aging. Jasmin maintained a high level of intellectual curiosity and demonstrated an ability to think critically and to communicate effectively in writing and in oral presentation. Jasmin teamed up with peers and successfully applied newly gained knowledge and literacy into the research on a topic related to aging. The team's final presentation demonstrated a greatly enhanced understanding on the effects of health food disparity on senior populations in Tacoma, using reliable sources to support this understanding. It was an accumulation of knowledge gained and insights developed throughout the quarter. In fulfilling the learning expectations of the class, Jasmin convincingly demonstrated depth, breadth, and synthesis of learning and the very good ability to reflect on the personal and social significance of that learning.

In *Dynamics of Identity and Culture*, Jasmine De'Armond completed requirements for this section of the fall 2021 academic program. Jasmine distinguishes herself among her peers. Jasmine completed all required readings, research, film screenings, online lectures from noted scholars in the field and the construction and presentation of a creative project that demonstrated her learning. Jasmin's seminar discussions oftentimes brought more depth to seminar discussion as she successfully used sociological and legal concepts to explore historical forces that involve the role of race and racism in voting practices, law and public policy formations, and social interactions among diverse individuals and groups. Jasmine critically explored ideas and practices of "zero sum" perspectives and practices. Jasmine's final project developed an informative and well-researched infographic on the important role of the library in communities and the history of libraries connected to media literacy, gentrification, and literacy in the presence and the history of discriminatory practices of access to libraries in poor and people of color neighborhoods and districts. Jasmine used images of her children and their joy of visiting the library and the present feasibility study in their neighborhood of access to a library. She included quotes from scholars such as Doris Lessing, Einstein, and more as well as references from our text on the role of libraries historically.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 32

- 2 - Contemporary Social Issues
- 2 - Contemporary Social Issues
- 3 - Psychology of Violence
- 2 - Sociology
- 3 - Human Biology
- 4 - Sociology of Culture and Identity
- 3 - Autobiographical Literature and Expository Writing
- 3 - Topics in United States History
- 3 - Sociology of Food Justice
- 3 - Black Agrarian Traditions
- 2 - Fermentation Project
- 2 - Community-Based Learning: Pierce County Services and Resources for Low-Income People



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September 2020 - June 2021: The Power in Community: Pathways to Resourcefulness

39 Credits

DESCRIPTION:

Faculty: Marcia Tate Arunga, Ph.D. (Leadership and Organizational Change, Human Development), Peter Bacho, J.D., LL.M. (Literature, Writing, Law, Political Science); Mingxia Li (Zhang Er), Ph.D. (Biology, Public Health, Bioethics, Chinese Poetry), Gilda Sheppard, Ph.D. (Media Literacy, Sociology, Cultural Studies); Tyrus Smith, Ph.D. (Environmental Science, Ecology, Environmental Policy); Paul McCreary, Ph.D. (Mathematics and Social Justice, 3D Modeling, Life Science); Anthony Zaragoza, Ph.D. (Political Economy, History, Cultural Studies).

"Beloved community is formed not by the eradication of difference but by its affirmation, by each of us claiming the identities and cultural legacies that shape who we are and how we live in the world." bell hooks

This year's program was designed to help students explore the history, theories, strategies, and practices of how diverse communities have contributed to the construction of the material world around us and shaped the environment, which in turn has molded our own consciousness. Our 2020-21 program's focus was on the power within diverse communities to develop resources for fundamental transformation, a transformation that sustains and grows a healthy, just, and compassionate community - personally, collectively, across differences, within institutions, and other enumerable diverse contexts. The construction, design, and sustaining of resources developed through initiatives, strategies, and practices initiated in diverse communities has been a linchpin in the transformation of our world.

This program explored the capacity and power of communities working together to develop resources in order to critically explore societal narratives, and interrogate and develop values, strategies, and tactics that inspire hope and encourage justice and equity. Social and environmental policies, economic and political institutions, structures/systems, neighborhoods, classrooms, public health entities, jobs, professions, families, and digital and social media were the micro and macro contexts for this exploration. Understanding the role of community agency as pivotal in how people's power can develop and sustain resources for healthy coexistence and co-creation was also critically examined. Methods of improving citizens' knowledge and skills in problem solving as well as an ability to see multiple sides of the problem and practice communication and decision-making skills were integrated into our program.

The courses designed in this year's program gave students the opportunity to become acquainted historically with local, national, and global models of social change and the role that community initiated resources have played in providing reform as well as attempts at fundamental revolutionary transformations leading to equity and justice, particularly for those who live in the margins. Impact of race, class, gender, sexuality, and ideological factors was examined to understand possibilities and contradictions in social interactions in the development of community resources.

We were able to not only imagine a society where communities provide leadership in the direction of transformation, but also practice and apply our learning in interdisciplinary ways. We examined theories and practices of community engagement, movements, and community disruptions (pandemics), etc. in humanities, social sciences, mathematics, natural sciences, media, and technology that simultaneously represent and influence community resources developed with individuals, groups, and organizations to change our society and environment locally, nationally, and globally throughout the ages.

The goal of this interdisciplinary program was to engage students in extensive research and in-depth textual analysis of individuals, institutions and communities in transition. Thus, students were expected to use their research and analysis to respond to the changing needs of communities, environments, and society.



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Each quarter, students participated in the weekly lecture/seminar series and attend two additional courses of their choice. These courses were taught by one or two faculty in their field of discipline and academic interest. They were designed to contribute to the program's overall theme and further students' learning in depth.

In fall quarter, students studied the importance and models of resources developed and designed by community members; societal values discovered in social interaction, and the emerging intended and unintended consequences in human history and in current times. They had an opportunity to evaluate their own work to analyze how working together in community has shaped their worldview and contributed to the betterment of their life and the lives of their communities.

In winter quarter, students researched possible causes and potential solutions to identified problems. This included collaboratively researching and examining the pros and cons of a specific action. The major focus was to develop the skills and knowledge to bring forth social change that values working hands.

Finally, in spring quarter, students presented their community projects, based on their winter research, to the public at our annual Community Fair. These projects were developed throughout the year and built on the knowledge and skills gained in each quarter. Typically, students identified a topic connected to their areas of interest in fall quarter and began enhancing their understanding of this subject through in-depth research and analysis. Their study and research in the winter quarter explored strategies to remedy or address pressing social, economic, or environmental problems. They carried out their research and action plan in spring quarter, presenting their work at the Community Fair and evaluating the process of their project before we celebrate the graduating class.

EVALUATION:

Written by: Gilda Sheppard, Ph.D.

Jasmin De'Armond constructed an excellent foundation in this liberal arts, interdisciplinary academic program. Her academic excellence in the theories and practices of public health, quantitative and qualitative analysis and research, mathematics, the humanities, media arts, the social sciences, particularly history and sociology, and science, specifically human biology were demonstrated in a consistently exemplary manner that distinguished herself among her peers.

Ms. De'Armond consistently brings depth to seminar discussions and works excellently across significant differences. Her studies indicated an in-depth understanding of how various models of engagement have created pathways for systemic change. Her work in completing writing assignments demonstrated her ability to critically evaluate and assess ideas and arguments while citing evidence from assigned materials and other sources to draw her well-developed and insightful conclusions about the meaning and relevance of this content. She will do well in her academic studies including her plans for graduate study and professional development. In addition, she is an excellent student leader.

Ms. De'Armond's performance in a study of human biology with an emphasis on genetics and virology, met program expectations and demonstrated the enhanced knowledge of viral life cycles and their role in causing human diseases and the newly gained ability to apply scientific theories and knowledge to human health and community wellness. Through active participation in discussions, and individual and group presentations, Ms. De'Armond cultivated her ability to communicate scientific ideas and information with clarity and confidence. She significantly enhanced her knowledge of fundamentals in genetics and molecular virology through readings, discussions and research activities. She maintained an intellectual engagement in this study. She was part of a team that conducted research on a topic in the field of virology and epidemiology. Ms. De'Armond demonstrated the great ability to collaborate with peers through remote connection successfully in the final project. Her final presentation was an



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impressive demonstration of thorough understanding of the biological theories and their application in specific diseases in real life. The team's well-practiced understanding of effective and inclusive communication and a superb ability to work collaboratively were evident. She actively assisted the faculty and supported her peers, demonstrating a leadership quality beyond what is expected.

Ms. De'Armond was challenged with the task of examining personal preparedness for being a steward in the learning community. She considered her role in the social environment through the lens of experiential and site based learning, through interaction with alumni, community presenters, authors, etc. whose lived experience offers models and builds comprehensive proficiencies in writing, science, communication and human development

Ms. De'Armond completed a series of oral assignments, written analyses, and journals that adhered to four of Evergreen's six expectations:

1. Articulated and assumed responsibility for your own work

Ms. De'Armond submitted oral assignments and a well-constructed PowerPoint presentation that explained the themes of her learning through visuals, most notably in communication and nutrition through exploring organic microgreens.

2. Participated collaboratively and responsibly in our diverse society

Ms. De'Armond was active and engaging during program sessions. She participated in group discussions with thought provoking contributions.

3. Communicated creatively and effectively

Ms. De'Armond demonstrated an impressive PowerPoint presentation in addition to the submission of her assignments. It was gratifying to have her in this study.

4. Demonstrated integrative independent, critical thinking

Ms. De'Armond displayed proficiencies in processing complex ideas and sharing them with her peers. Overall, she showed both potential and growth this quarter as a participant in this study.

Ms. De'Armond examined the history of United States electoral politics, with a particular emphasis on the history of presidential elections. She investigated the reasons for a candidate's success, the significance of incumbency, the impact of the Citizens United decision, and other relevant factors. She investigated and tracked other electoral contests that have local, statewide, and national import.

One of Ms. De'Armond's major assignments was to develop an academic history paper where she reflected on major lessons learned during her tenure at The Evergreen State College and the value of her learning to her personal, academic, and professional life. In completing this assignment she worked very diligently revising and editing drafts of this story while effectively demonstrating her ability to utilize strategies and techniques appropriate to the memoir/fiction writing style. Her work on this assignment met expectations with distinction. Her seminar facilitation and discussion has consistently brought more depth to learning among her peers and her faculty. She constructs an environment in seminar where her peers feel comfortable challenging and being challenged to expand their learning. Ms. De'Armond is confident, speaks with clarity, and is very kind and patient with herself, and with her peers. She is an excellent facilitator of group seminars and collaborative leader.

Ms. De'Armond's performance in a study of public health and mathematics convincingly met program expectations and demonstrated her ability to integrate the fields of mathematics and public health. She



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actively participated in individual and group presentations of ideas and activities about mathematics and public health. She actively helped her peers focus on and evaluate their presentation skills for effectively communicating about mathematical ideas and public health. Ms. De'Armond did an excellent job collaborating with her team homework group members on the problems and gained an excellent understanding of the mathematics concepts and problem-solving skills emphasized in each assignment. She significantly enhanced her knowledge of fundamentals in public health through readings, discussions, and research activities. She maintained a high level of intellectual engagement with both mathematical and public health topics in this study. She successfully collaborated with fellow students to creatively arrive at solutions to challenging problems. She was part of a team that conducted research on topics in the field of public health and their relationships with mathematics. Ms. De'Armond demonstrated her ability to integrate her learning of public health and mathematics by collaboratively producing a final project. Her final presentation was a creative and impressive demonstration of interdisciplinary application of mathematics and public health.

Ms. De'Armond's work in human ecology demonstrated her ability to apply ecological principles to study and evaluate the effects and consequences of human activities on communities, ecosystems, landscapes, and the Puget Sound Bioregion. Overall, Ms. De'Armond's work indicates that she has increased her understanding of the relationships between humans and the more than human world. Ms. De'Armond's written work and contributions to discussions demonstrated a satisfactory understanding of content. Overall, her work indicated a proficient ability to articulate her understanding of the human dimensions of ecology, especially the ecological effects of human activities. This included demonstrated her familiarity with different levels of organization within the field of ecology and how organisms interact with the abiotic environment and each other. Specifically, she has substantially increased her understanding of the ecology, behavior, natural history, and taxonomy of selected area plant and animal species. For her final presentation, Ms. De'Armond shared her observations and analyses of a site located on the remnants of a forested ecosystem. She extended content by synthesizing her research on the environmental history of this site and discussed how anthropogenic activities impact the local ecology and ecosystem services connected to environmental quality and human well-being. Her presentation was a good example of how to apply a place-based approach to examine the ecological, social, and physical components of her local environment.

Ms. De'Armond refined her skills in research design by developing an action research proposal in a manner that indicates proficiency with the APA format and style. This proposal titled "Police Partnerships for Cultural Awareness: Cultural Competence in Policing" met expectations by formulating a researchable question that may also contribute to the body of knowledge on this topic, synthesizing empirical research focusing on this problem, and proposing a methodology to collect and analyze data. Ms. De'Armond played a pivotal role in the completion of this research as project manager, editor, and writer of the literature review.

Ms. De'Armond will go far in her academic work in and in her professional development.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 39

- 3- Autobiographical Literature and Expository Writing
- 3- American Studies
- 4- United States Electoral Politics
- 3- Public Health
- 2- Algebra
- 3- Research Methodologies
- 3- United States History
- 3- Human Biology: Genetics and Virology



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- 2- Legislative Process
- 3- Project Development
- 3- Research
- 5- Writing, Science, and Human Development
- 2- Human Ecology



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September 2019 - June 2020: Cycle Makers and Cycle Breakers: Transitional Studies
48 Credits

DESCRIPTION:

Faculty: Peter Bacho, J.D., LL.M.; Mingxia Li (Zhang Er), M.D., Ph.D.; Lawrence (Larry) Mosqueda, Ph.D.; Gilda Sheppard, Ph.D.; Tyrus Smith, Ph.D.; Arlen Speights, M.M., M.A., M.F.A.; Anthony Zaragoza, Ph.D.

This upper division program examined cyclical patterns across a wide spectrum, ranging from the existence of these patterns in the natural world to their presence in human activities and institutions. We emphasized creation of new cycles that facilitate social justice practices, in local to global contexts. We further explored how businesses founded on tenets of cooperative social entrepreneurship can address issues of social justice and be a force for positive social change. The goal of this interdisciplinary program was to engage students in extensive research and in-depth textual analysis of individuals, institutions, and communities in transition. Thus, students were expected to use their research and analysis to respond to the changing needs of communities, environments, and society.

Each quarter, students participated in the weekly lecture/seminar series and attended two additional courses of their choice. These courses were taught by two or one faculty in their field of disciplines and academic interest. Additionally, the courses were designed to contribute to the program's overall theme and further students' in-depth learning.

In fall quarter, students studied the prevalence of cyclical patterns and researched situations with such patterns. Students also had an opportunity to examine recurring cycles in their own lives – and their decisions to maintain them or to create a new paradigm.

In winter quarter, students researched possible causes and potential solutions to identified problems. This included collaboratively researching and examining the pros and cons of a specific action. The major focus was to develop the skills and knowledge to renew and sustain self, family, community, and humans as a species in harmony with the environment.

Finally, in spring quarter, students presented their community projects, based on their winter research, to the public at our annual Community Fair. These projects were developed throughout the year and built on the knowledge and skills gained in each quarter. Typically, students identified a topic connected to their areas of interest in fall quarter and began enhancing their understanding of this subject through in-depth research and analysis. Their study and research in winter quarter explored strategies to remedy or address pressing social, economic, or environmental problems. They carried out their research and action plan in spring quarter, presenting their work at the Community Fair and evaluating the process of their project before we celebrated the graduating class.

This offering prepared students for careers and advanced study in: law and public policy, political economy, history, literature, writing, community and environmental studies, human development and biology, public health, bioethics, social science research, research methodology, statistics, quantitative reasoning, media literacy, computer studies, education, instructional technology, social work, and project management.

EVALUATION:

Written by: Gilda Sheppard, Ph.D.

Ms. De'Armond is distinguished among her peers in our liberal arts interdisciplinary academic program. This academic year, her studies expanded from an integration of the social sciences, particularly history, sociology, public health, law, and public policy; the humanities including fiction and nonfiction literature;



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statistics; the sciences, particularly biology and environmental science; as well as all stages of qualitative research. In addition, her collaboration with her peers demonstrated her ability to work across significant differences, present ideas in a succinct and clear manner, add depth and lead seminar discussions, as well as be organized and practice excellent time and project management skills. Her writing also reflects the clarity and engagement that is present in her verbal communication skills. She has developed an excellent foundation for graduate study in the human and social services and related fields.

Ms. De'Armond completed solid work in each component of a study of food, health, and environment focused in the human microbiome. She demonstrated a good understanding of the interrelationships between the human microbiome, the underlying biological/ecological systems that support it, and implications for human health and the environment. Her work of completing required readings and assignments was evidence of her learning. Her group's final project shared research on a biological process related to the role that microbes play in food production, preparation, and preservation. Her group chose the topic of making kombucha tea. The presentation of their research introduced background information on the history of this beverage, the biological processes of fermentation, and detailed the role that symbiotic culture of bacteria and yeast, or (SCOBY) plays in the process of making kombucha tea. They also shared a recipe and discussed the health benefits associated with kombucha tea as a part of the final presentation. Ms. De'Armond demonstrated a proficient understanding of the key biological and ecological processes related to diet, nutrition, and human health.

Ms. De'Armond successfully completed a study of public health and environmental justice policy. She demonstrated a proficient understanding of the principles and concepts that underlie the fields of public health and environmental justice and the roles of public health officials and policymakers in supporting efforts to improve community health and well-being. Her work of completing required readings and assignments was evidence of her learning. This also included collaborating with fellow students to create a research poster project that investigated a specific topic related to health equity and/or environmental justice.

Ms. De'Armond participated in weekly discussions of materials raising the level of analysis and inclusion of more members of the learning community. Her seminar preparation and participation revealed an intellectual engagement with the readings. Her contributions to discussions showed thoughtful reflection on our assigned readings as her comments made and questions asked about the required texts were insightful and relevant. Ms. De'Armond's group research poster project was titled "Not All Homeless Sleep Outside." This project focused on factors that contribute to homelessness and social inequity and disproportionate health impacts faced by homeless populations. In the various exercises related to the research poster assignment and the final version of it, Ms. De'Armond demonstrated her ability to apply an environmental justice and health equity lens to examine the distribution of environmental and public health risks and the implications for vulnerable populations. She highlighted the key points of the research poster in a nicely done presentation.

For a study of statistics, Ms. De'Armond analyzed quantitative information. This included demonstrating that she can correctly calculate and interpret descriptive statistics and selected inferential techniques. For her final project, she worked collaboratively with a team of students to complete a statistical report analyzing General Social Survey (GSS) data. This observational study investigated a socially or environmentally relevant research question by extracting and analyzing variables operationalizing concepts central to their area of inquiry. To this end, they performed a Chi-Square analysis to investigate gender differences in responses to questions about mental health status. The discussion of their results drew logical conclusions from the evidence gained from their statistical analysis and addressed the limitations of their study design. This project demonstrated a satisfactory understanding of the fundamental principles of quantitative research design and statistics. Overall, her work reflects substantial growth in her quantitative reasoning skills and an enhanced understanding of descriptive and inferential statistics.



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For a study of science and the environment, Ms. De'Armond studied the role of toxic chemicals in urban areas. She worked with a team on a public education project to make findings accessible to urban neighborhoods. Her intellectual inquiries, rigorous research skills, written, social, and organizational skills are exemplary. Her work on the project management team to oversee the projects demonstrated her collaborative leadership skills. The project manager team translated the study's group projects into Vietnamese, Spanish, and English to give further access to the types of projects that were on display that will be displayed at our annual community fair. Their work facilitated a search and development of funding through grants, etc. Her project manager group positioned her to become particularly knowledgeable of the ten projects that students proposed. The team's learning was exponentially increased because of her role. The Project Manager group's presentation of the art installations was designed to embellish the objectives of the study. They used toxic chemicals from nail polish to present an overview of the learning community's research, production, annotated bibliographies, and processes of creation of each group's art installation. Ms. De'Armond was a major designer for the creation of the installation. In addition to her role in the overall development of the art installations, she was responsible for finding grants, writing proposals, attending workshops, and gathering resources for writing grants for individual students and groups. These tasks were pivotal in completing the final project and as a skill and resources for future projects. Ms. De'Armond worked collaboratively with a team of her peers to perform laboratory exercises that illustrated principles of toxicology that were discussed in the study. Her written response papers to the assigned readings and her research on an environmental organization or individual activist demonstrated very clear and engaging writing skills as well as critical and creative thinking skills.

Ms. De'Armond refined her skills in research design by developing an action research proposal and execution of the research in a manner that indicates proficiency with the APA format and style. This research proposal focused on the effectiveness of art therapy and self esteem in adolescents. This proposal met expectations by formulating a researchable question that may also contribute to the body of knowledge on this topic, synthesizing empirical research focusing on this problem, and proposing a methodology to collect and analyze data.

For a study focused on the humanities, Ms. De'Armond studied and read broadly in growing genre of popular adolescent literature. She was able to identify and interpret the elements of successful works of fiction aimed at teenage readers. She demonstrated a keener discernment of the similarities and differences between adolescent, adult, and other types of literature.

Due to the COVID-19 pandemic, much of our learning took place through online Zoom meetings. Students worked on taking our annual Spring Fair online, focusing on an area of their passion in which they developed vehicles to disseminate information, clarifying the nature and extent of a pressing social, economic, environmental, and/or public health problem. Research by student groups presented virtually expanded each group's interactions from local, to national, to global. Using an online platform, student groups presented their research in this virtual context, enhancing their digital literacy in addition to their textual representation of their rigorous work.

Ms. De'Armond chose to work with a team on color therapy. This rigorous collaborative research project examined the therapeutic functions of using color in art therapy. The research paper had seven different parts including an introduction, literature review, methodology, results, discussion, conclusion and a reference page. It was a successful collective effort; each group member contributed to the findings. Ms. De'Armond's focus was on the discussion and results portion of the research paper. Each group member contributed to the reference page, as well as put in the effort to bring the research into a cohesive body of work. The group successfully completed a Google slide presentation using the contents from their findings. They compiled a color art therapy YouTube video and a PowerPoint presentation that included a color breathing meditation as well as demonstrations on color painting, drawing, and mandala designing. The group hosted a live Zoom event as part of our interactive component, where they



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presented their study to the virtual spring fair community, and conducted a Q&A with the participants. The group designed a survey during this live event and attained data from participant's responses to complete the research project and paper. The project was a success due to their collaborative efforts. Ms. De'Armond demonstrated a deepened knowledge of the therapeutic functions of color, and she gained valuable experiences from hosting a live Zoom event that shared the therapeutic benefits of incorporating color into self-care practices with the public.

Ms. De'Armond successfully completed a study of power is constructed in the United States and its impact on world affairs as well as the intersections of U.S. policies on domestic affairs. Her work was exemplary. She developed a podcast, and media analysis paper where she examined how news stories were covered on a single day.

Ms. De'Armond developed an excellent draft representing a memoir/biography of her academic experiences. In completing this assignment, she worked diligently on revising and editing drafts of this academic story while effectively demonstrating her ability to utilize strategies and techniques appropriate to the memoir/fiction writing style.

Overall, Ms. De'Armond's work has demonstrated her excellent ability to examine issues and topics from multiple cultural models and worldviews and that she can effectively communicate and work across significant personal and cultural differences.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 48

- 6- Research Methodologies
- 9- United States History
- 3- Project Management
- 3- Autobiographical Literature and Expository Writing
- 5- Adolescent Literature
- 2- Political Theory
- 5- Descriptive and Inferential Statistics
- 2- Human Biology
- 3- Urban Sociology
- 3- Public Health
- 2- Environmental Justice Policy
- 3- Biology: Macro and Micro
- 2- Environmental Studies



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

EVERGREEN TRANSCRIPT GUIDE

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

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

Educational Philosophy:

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

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

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

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

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

Academic Program

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

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

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

Evaluation and Credit Award:

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

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

Credit is recorded by:

Quarter Credit Hours: Fall 1979 to present

Evergreen Units: 1 Evergreen Unit (1971 through Summer 1973) equals 5 quarter credit hours

1 Evergreen Unit (Fall 1973 through Summer 1979) equals 4 quarter credit hours

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

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

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

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

This record is authentic and official when the Record of Academic Achievement page is marked and dated with the school seal.

All information contained herein is confidential and its release is governed by the Family Educational Rights and Privacy Act of 1974 as amended.

If, after a thorough review of this transcript, you still have questions, please contact Registration and Records: (360) 867-6180.