



Davis, Tamara

A00407346

Last, First Middle

Student ID

**DEGREES CONFERRED:**

Bachelor of Arts

Awarded 11 Jun 2021

**TRANSFER CREDIT:**

Start	End	Credits	Title
09/2001	06/2018	75	Tacoma Community College
09/2001	06/2018	15	Tacoma Community College

**EVERGREEN UNDERGRADUATE CREDIT:**

Start	End	Credits	Title
09/2019	06/2020	48	<b>Cycle Makers and Cycle Breakers: Transitional Studies</b> 3 - <i>Autobiographical Literature and Expository Writing</i> 9 - <i>United States History</i> 2 - <i>Political Theory</i> 3 - <i>History</i> 2 - <i>Literature</i> 6 - <i>Research Methodologies</i> 3 - <i>Project Management</i> 5 - <i>United States Politics</i> 3 - <i>Biology</i> 2 - <i>Urban Sociology</i> 5 - <i>Adolescent Literature</i> 2 - <i>Biology: Macro and Micro</i> 3 - <i>Environmental Studies</i>
09/2020	06/2021	47	<b>The Power in Community: Pathways to Resourcefulness</b> 3 - <i>Autobiographical Literature and Expository Writing</i> 3 - <i>United States History</i> 5 - <i>United States Politics</i> 4 - <i>Environmental Policy</i> 3 - <i>Migration Studies</i> 3 - <i>Research Methodologies</i> 5 - <i>United States Electoral Politics</i> 5 - <i>Discrete Mathematics</i> 3 - <i>Research</i> 3 - <i>Project Management</i> 5 - <i>Asian American Literature</i> 5 - <i>Math History</i>

**Cumulative**

185 Total Undergraduate Credits Earned



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I am an Evergreen graduate. My areas of interest are the civil law, women's studies, social justice, public policy, and environmental justice.

I have gained wisdom from my professors at The Evergreen State College Tacoma.

Dr. Sheppard provided information on toxic chemicals and environmental injustice and instilled in me an understanding of the biological and emotional impact of toxins and toxic public policy on public health. This information has given me a guide on how to access environmental protection agencies, environmental nonprofit organizations, and advocacy groups. I will use this information to help educate the public in my role as a human services professional and advocate for social justice.

I have learned so much from Dr. Smith. He really pushed me to do better, and I am glad he did. Dr. Smith has educated me on environmental policy in the context of policy alternatives, instruments, and strategies based on federal, state, and local data. I now have some awareness and experience in the formulation and execution of environmental policy.

Dr. McCreary has given me a great opportunity to enjoy the art inherent in the history of math. I was intrigued with the methods that were used, and I have learned more than I ever could have imagined.

Dr. Bacho, through his different classes, stoked my passion for law, public policy, and human services. I have learned so much about politics from him. I have also learned so much about Asian Literature. I learned that many of our fellow Americans living in the margins have given away power because they think they are powerless. My goal is to help the people I intend to serve to realize that power is in their hands.

I hold an AAS degree in the field of human services. I am a human services professional. My community involvement is through Cornerstone Community Outreach Ministries as the president of Sack Attack Outreach, a program that serves the disenfranchised.

I have continued my service of outreach through the COVID pandemic that erupted in 2020. My heart is for all people, but especially women who were victimized and fell victim to the sex trade of human sex trafficking and also those who were devastated by the spiral of domestic violence and drug addiction. My goal is to bring opportunity to the women and children whose livelihoods have been compromised, especially those who are homeless.

I am working toward a concrete goal: to open a housing facility and a business specially designed to help this population break free from their current situation and form a better life. This is my way of giving back to my community and to Evergreen Tacoma, an institution that has taught me so much.

Through my education at Evergreen, doors have opened for me that in my wildest dreams I never thought would. I am profoundly grateful to have been able to experience the encouragement and support of my academic advisor Dr. Bacho and the faculty at The Evergreen State College Tacoma. In conclusion, I will use my academic knowledge to further champion the cause of the disenfranchised.

The Evergreen State College is a great educational institution, and I am honored to have been a student here.



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

**47 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: Peter Bacho, J.D., LL.M.

Ms. Davis has satisfied all of the requirements for The Power in Community: Pathways to Resourcefulness program.

In Lyceum and Seminar, she completed assignments analyzing and reflecting on the content presented in assigned readings, lectures, and other program related materials. This work convincingly demonstrated her understanding of the assigned materials.

In fall, she attended program sessions regularly, participated effectively in discussion, and submitted all of her written work.

In winter, she continued doing good work and began researching her Spring Fair project.

In spring, she was part of a group that successfully presented its research results at the Spring Fair.

In all aspects of the program, Ms. Davis turned in weekly analyses and reflections on the assigned readings. Overall, the work she completed convincingly demonstrated her ability to write clear, articulate responses to and evaluations of reading materials and effectively communicate ideas in writing.

In Lyceum and Seminar, Ms. Davis's written assignments included revising and editing her writing to produce an academic statement that demonstrated her ability to use clear and concise language and produce writings with few spelling, grammar, or syntax errors. Her overall body of work - and her willingness to improve - demonstrated her commitment to significantly improving her writing skills.



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Ms. Davis turned in weekly analyses and reflections on the assigned readings. Overall, the work she completed convincingly demonstrated her ability to write clear, articulate responses to and evaluations of reading materials and effectively communicate ideas in writing.

Ms. Davis has refined her skills in critical reading and textual analysis. Her written work and contributions to discussions convincingly demonstrated her ability to critically evaluate arguments formulated from different cultural models and worldviews.

Ms. Davis participated in discussions where she convincingly demonstrated her ability to articulate her thoughts and clarify her understanding of program materials. She was friendly, outgoing, diligent, and collaborative - an ideal team member. She also convincingly increased her ability to engage in discussions that require communication across differences in culture, social location, and personal experiences.

Ms. Davis attended program sessions regularly, and consistently completed her work and submitted it on time. Her academic performance at The Evergreen State College-Tacoma strongly showed the following traits: intelligence, discipline, focus. She is a very good adult learner and has compiled a solid academic record during her time in this program.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 47**

- 3- Autobiographical Literature and Expository Writing
- 3- United States History
- 5- United States Politics
- 4- Environmental Policy
- 3- Migration Studies
- 3- Research Methodologies
- 5- United States Electoral Politics
- 5- Discrete Mathematics
- 3- Research
- 3- Project Management
- 5- Asian American Literature
- 5- Math History



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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: Peter Bacho, J.D., LL.M.

Ms. Davis has satisfied all of the requirements for the Cycle Makers and Cycle Breakers: Transitional Studies program.



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In Lyceum and Seminar, Ms. Davis completed assignments analyzing and reflecting on the content presented in assigned readings, lectures, and other program related materials. This work convincingly demonstrated her understanding of the assigned materials.

Ms. Davis attended program sessions regularly, participated effectively in discussion, submitted all of her written work, and helped with the spring fair project.

In all aspects of the program, Ms. Davis turned in weekly analyses and reflections on the assigned readings. Overall, the work she completed convincingly demonstrated her ability to write clear, articulate responses to and evaluations of reading materials and effectively communicate ideas in writing.

In Lyceum and Seminar, Ms. Davis's written assignments included revising and editing her writing to produce an academic statement that demonstrated her ability to use clear and concise language and produce writings with few spelling, grammar, or syntax errors. The quality of her work improved significantly over her time in this program. Her overall body of work – and her willingness to improve – demonstrated her commitment to improving her writing skills.

Ms. Davis has refined her skills in critical reading and textual analysis. Her written work and contributions to discussions demonstrated her ability to critically evaluate arguments formulated from different cultural models and worldviews.

Ms. Davis participated in discussions where she convincingly demonstrated her ability to articulate her thoughts and clarify her understanding of program materials. She was friendly, outgoing, diligent, and collaborative – an ideal team member. She also convincingly increased her ability to engage in discussions that require communication across differences in culture, social location, and personal experiences.

Ms. Davis attended program sessions regularly, and consistently completed her work and submitted it on time. Her academic performance at The Evergreen State College-Tacoma strongly showed the following traits: intelligence, discipline, focus. She is a very good adult learner and has compiled a solid academic record during her time in this program.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 48**

- 3- Autobiographical Literature and Expository Writing
- 9- United States History
- 2- Political Theory
- 3- History
- 2- Literature
- 6- Research Methodologies
- 3- Project Management
- 5- United States Politics
- 3- Biology
- 2- Urban Sociology
- 5- Adolescent Literature
- 2- Biology: Macro and Micro
- 3- Environmental Studies



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## EVERGREEN TRANSCRIPT GUIDE

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

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

### **Educational Philosophy:**

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

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

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

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

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

### **Academic Program**

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

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

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

### **Evaluation and Credit Award:**

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

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

Credit is recorded by:

**Quarter Credit Hours:** Fall 1979 to present

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

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

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

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

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

The college academic calendar consists of four-eleven week quarters. Refer to the college website ([www.evergreen.edu](http://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.