



Beck-Atkinson, Sherwanda Sherrill

A00410949

Last, First Middle

Student ID

Former Name(s): Beck, Sherwanda Sherrill; Atkinson, Sherwanda Sherrill Beck;

DEGREES CONFERRED:

Master of Public Administration

Awarded 17 Dec 2021

EVERGREEN GRADUATE CREDIT:

Start	End	Credits	Title
09/2019	12/2019	6	The Context of Public Administration Tacoma 4 - History and Context of Public and Nonprofit Administration 2 - Public Policy
01/2020	03/2020	6	Doing Democratic Public Administration 3 - Organization Theory 3 - Management and Leadership
01/2020	03/2020	4	Strategic Planning 4 - Strategic Planning, Leading Strategic Change
03/2020	06/2020	6	Policy, Finance and Budgeting for Public Administration Tacoma 3 - Public Policy 3 - Public and Nonprofit Finance and Budgeting
03/2020	06/2020	4	Managing Organizations 2 - Organization Theory, Development, and Behavior 2 - Leadership and Management
03/2020	06/2020	2	The Ins and Outs of Indian Law 1 - Law 1 - Cultural studies
06/2020	09/2020	4	Grant Writing 4 - Grant Writing and Social Enterprise Development
06/2020	09/2020	4	Mastering Leadership in Nonprofit and Public Organizations 4 - Leadership Studies
09/2020	03/2021	12	Analytical Techniques for Public Service I and II 6 - Quantitative and Qualitative Methods 4 - Research Theory and Design 2 - Presentation for Public Service
09/2020	12/2020	2	Social Equity in Public Administration 2 - Public Administration
09/2020	12/2020	2	Washington State Budget Process 2 - Public Administration
03/2021	06/2021	6	Capstone 6 - MPA Capstone



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EVERGREEN GRADUATE CREDIT:

Start	End	Credits	Title
06/2021	09/2021	2	Procurement Management <i>2 - Procurement Management</i>
09/2021	12/2021	4	Nonprofit Finance and Development <i>2 - Nonprofit Development and Fundraising</i> <i>2 - Nonprofit Finance and Budgeting</i>

Cumulative

64 Total Graduate Credits Earned



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I enrolled at The Evergreen State College, Tacoma in 2017 when I learned of Dr. Maxine Mims and her accomplishment of starting an institution of higher learning in Tacoma's Hilltop community. Her legacy left a lasting impression on me and inspired me to earn my Bachelor of Arts degree, with an emphasis in Social Science.

While attending Evergreen I learned about equity, inclusion, gentrification, law, and how to advocate for those that believe they have no voice. In my Social Science course I read the book, *Beautiful Trouble* by, Naomi Klein, which informed me on the necessary tools required to organize, obtain attention and successfully apply tactics to initiate change

In my role as Student and Activities, Event Coordinator for the Tacoma Program I participated in establishing the campus food bank and an onsite food pantry giving students access to food according to public health regulations. Weekly donations from a local church allowed us to provide hot cooked meals for day and evening students. These food donations allowed students to take fresh and frozen foods home on a weekly basis.

I facilitated the first blood drive on the Tacoma campus after learning about the wide spread shortage of blood supplies. I partnered with BloodWorks to raise awareness among students and the community on the importance of blood donations. The drive demonstrated that there are a variety of ways to give back. Furthermore, it invited community members and neighbors to meet students and learn about our organized efforts to serve our communities.

As Student and Activities, Event Coordinator, my goal was to increase confidence of incoming students, raise morale of current students, and to advocate for anyone requiring assistance. I listened to student requests and worked to secure locations and dates that best accommodated student schedules. Some of the activities I coordinated at no cost to students were admission to the ballet performance - Ailey II, Tacoma Rainiers baseball games, and skate night at the local rink. I learned that many students have never attended these kinds of events due to finances, lack of exposure, or lack of awareness that these opportunities could be part of their education.

In the Cooperative Entrepreneurship course, my group project on Resources for Formerly Incarcerated Students was recognized by the college and will soon be integrated into the Evergreen, Tacoma program. With the help of the software planning program, *Live Plan*, my group successfully collaborated to create a campus improvement project. We facilitated a focus group with students who are formerly incarcerated to learn what barriers they currently face in pursuing higher education, as well as barriers to successful re-entry. In response to what we learned we provided updated tools and references to ensure students would avoid interruption in their education. We engaged local community groups and staff to gather support for students, and designed a brochure full of resources available to all students.

During the Cooperative Entrepreneurship course I had the privilege of meeting members of the Mondragon Cooperative in Spain. I learned that this cooperative was started more than fifty years ago to provide jobs, reduce homelessness and unemployment rates. The Mondragon Cooperative is operated by the workers and all shares are equal. The members assisted us in working with our assigned groups to determine the needs of our community and how to solve issues plaguing our community. Through this experience I discovered ways to identify achievable resolutions to local problems.

The Evergreen Tacoma program has a tradition of hosting an annual prom. The student body is primarily comprised of adult learners, many may not have had the opportunity to attend a high school prom or even a school dance. I planned and coordinated the event held at the Tacoma Hotel Murano at no cost to students to be sure that finances would not be a barrier to attendance. I was able to secure sponsors and donations from alumni to assist with the cost of the event. To ensure students could dress in the attire they may have dreamed of, I arranged for campus staff to donate a variety of gowns and dresses.

During my education at Evergreen I have significantly increased my knowledge of social issues. Through both my studies and collaborative work, I am more culturally aware and recognize the importance of advocacy and



ACADEMIC STATEMENT

The Evergreen State College - Olympia, Washington 98505

OFFICIAL TRANSCRIPT DOCUMENT

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inclusivity. The education I received has allowed me to emerge as a leader, confident in my goal to earn a Master's in Public Administration Degree.



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September 2021 - December 2021: Nonprofit Finance and Development

4 Credits

DESCRIPTION:

Faculty: Eric S. Trevan, Ph.D.

Throughout the course, the learning community discussed methods, techniques, and directed experiences in fundraising and resource development practices that served as the foundation for nonprofit development. The class also highlighted theories of fundraising, donor motivation, leadership, and ethical considerations. This was accomplished through an exploration of the theories and practice of philanthropy, non-profit operations, and leadership. The students focused on a deeper sense of abundance and scarcity of resources as well as the historical significance of philanthropy in society.

Students had the opportunity to work through many of the issues impacting the development, finance and management of nonprofit organizations. It provided a context to help students more clearly understand the conditions observed either working in a nonprofit organization today, in the future, or in studying or interacting with nonprofit organizations. The course helped students consider possible appropriate courses of action in ambiguous and complex situations specific with nonprofit, fundraising, and philanthropy. Non-profit development combined applied readings on issues affecting nonprofit organizations with case exercises and activities. Also, students had the opportunity to interact with a nonprofit organization to gain experience applying these concepts and skills.

Classes were structured as conversational, challenging, and dynamic, and changes in class occurred based on the discussion, passion, current events as well as focused debates. Disagreement was encouraged and using an advocacy platform for issue discussion was encouraged.

Current issues of nonprofit development, fundraising, or philanthropy were selected and discussed. This included the understanding nonprofit finance and development issues from a broad theoretical level as well as a practical deeper discussion and debate. There were many discussions on the topics described in the learning objectives and based on these discussions and current issues students provided a presentation and paper specific to their specific nonprofit issue and opportunity.

EVALUATION:

Faculty: Eric S. Trevan, Ph.D.

Sherwanda met all the learning objectives and fulfilled all requirements of this course.

Sherwanda was prepared for class, provided a high quality of work, and participated throughout the entire time. Sherwanda provided a comfortable atmosphere with the fellow learning community class as well as during class discussions. This quarter, Sherwanda gained new knowledge with foundations of development, strategic planning, network analysis, fundraising, relationship management, finance non-profit operations and management. Sherwanda's attendance was consistent and had solid participation in the individual presentation.

Sherwanda participated as an active participant throughout the entire class. Sherwanda provided a unique understanding and participation and provided a balance with the readings as well as tacit knowledge with life experiences and career. In seminar, Sherwanda listened well and balanced individual contributions to the discussion that were grounded in the assigned readings. Sherwanda was considerate and respectful to others in class and processed information while engaged in conversation.

Sherwanda successfully completed the final project titled, the USO Northwest. The major assignment for this course involved an individual presentation and paper focusing on the selection of an organization,



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based on the preference of Sherwanda, and developing a funding proposal for this organization. Sherwanda researched the organization's vision, mission and overall purpose in order to align possible funding strategies. The components of this proposal included the summary of an organization, a summary of the project, the funding amount requested and an overview of the entire project. These presentations were directed at potential donors and funding organizations (government, foundation, individuals and other potential partners). Elements included in the presentation included the credibility of the mission and agency, the stated need of the project, the impact of the funding Sherwanda wanted to provide, the importance of obtaining additional funding, the emotional parallels with the organization and potential funders and the focused package of appreciation and how that may influence potential donors. The question-and-answer period was well organized.

Overall, Sherwanda built knowledge through the completion of the *Nonprofit Finance and Development* course this quarter. Sherwanda broadened the understanding of finance issues that pertained to development, operations and organizations and their social mission.

GRADUATE LEVEL CREDIT**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4**

2 - Nonprofit Development and Fundraising

2 - Nonprofit Finance and Budgeting



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June 2021 - September 2021: Procurement Management

2 Credits

DESCRIPTION:

Faculty: Lachezar (Lucky) Anguelov, Ph.D.

The *Procurement Management* class was 100% remote offering, using asynchronous (online/videos/readings) and synchronous (live participation using Zoom) options throughout the quarter. The class incorporated (1) asynchronous pre-class learning activities, (2) synchronous meetings, and (3) asynchronous post-class learning activities.

Public sector organizations form working relationships with communities, other governments, nonprofit, and for-profit firms through purchases and contracts. The course discussed the tools managers need to form, operate, terminate, or transform these contracts and purchasing agreements. Students examined contracting environments of their own interests and explored the dynamics, technical, and political aspects of purchasing and contracting with different types of vendors in public service delivery networks.

Through presentations and discussions, students engaged the public procurement process. Students developed Request for Proposals (RFPs) and analyzed contracts to become familiar with the roles of public managers.

Students used Cohen & Eimicke's (2008) *The responsible contract manager: protecting the public interest in an outsourced world* to meet the following learning objectives:

1. Describe the roles, organization and functions of public procurement and contracting. 2. Explain the steps in the procurement and contracting cycles, and analyze the stakeholder relationships inherent in each of these steps. 3. Be able to understand and evaluate how cultural, social, political, economic, and legal environments impact public contracting. 4. Be able to understand and explain the importance of ethics and professionalism in public service contracting.

EVALUATION:

Written by: Lachezar (Lucky) Anguelov, Ph.D.

Sherwanda Beck-Atkinson successfully completed the Procurement Management course in the summer quarter of 2021. As part of the requirements for successful completion of the course, Sherwanda submitted all written assignments. Sherwanda consistently provided quality written work and was an active seminar member.

Over the weekend, Sherwanda actively engaged in all of our hands-on exercises and discussions. For the contract analysis assignment, Sherwanda focused on an agreement between a for-profit vendor and the city of Black Diamond (Washington). Sherwanda outlined the vendor's tasks as listed in the agreement's scope of work, and reviewed the payment schedules for the exchange. Sherwanda also reviewed the contract timeline (duration), renewal provisions, and reporting requirements.

As a member of a team, Sherwanda drafted a Request for Proposals (RFP) for Long COVID-19 support through the CARES Act. Sherwanda's team was the only one in our class to submit multiple drafts and worked really hard towards creating an excellent RFP. The drafts submitted by the team incorporated all suggested revisions and improved substantially. This demonstrated genuine desire for improvement and true passion for learning by Sherwanda's team. In the RFP, the team provided a succinct summary of the COVID pandemic's impact, as well as the brief outline of the CARES Act application. The RFP, drafted from the perspective of a city manager, presented clear objectives and scope of work, compensation, and timeline. In the request for proposals, Sherwanda's team also clearly communicated the evaluation



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criteria and procedures to potential bidders by outlining the weighting rationale for project methodology, work plan, project schedule, the outcomes and performance measurements as well as the project deliverables.

GRADUATE LEVEL CREDIT**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2**

2 - Procurement Management



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March 2021 - June 2021: Capstone

6 Credits

DESCRIPTION:

Faculty: Tyrus Smith, Ph.D. and Doreen Swetkis, Ph.D.

Students “capped off” their studies in the MPA program by completing a Capstone project. In the *Capstone* course, students engaged in an applied demonstration project of their own design (demonstrating the knowledge, skills, and abilities gained in the MPA program) as related to the MPA mission statement: demonstrating the ability to think critically and creatively, communicate effectively, work collaboratively, embrace diversity, value fairness and equity, advocate powerfully on behalf of the public, and imagine new possibilities in order to accomplish positive change in our workplace and communities.

The learning objectives for MPA Capstone were: demonstrate KSAs (knowledge, skills, and abilities) as competent transformational analysts of data, information, and decision making; exhibit an understanding of the practical applications of analytical techniques in public and nonprofit administration; integrate the concepts of social science, public service, governing, and leadership into course discussions, writings, and Capstone projects focused on practical issues in public and nonprofit administration; utilize exemplary presentation skills to explain individual learning reflection and how this is integrated and demonstrated throughout Capstone projects.

EVALUATION:

Written by: Tyrus Smith, Ph.D.

This course was taught completely remotely due to the COVID-19 pandemic.

Sherwanda did an excellent job of fulfilling all the learning objectives of MPA Capstone. First, Sherwanda reflected upon the MPA Program experience through the completion of a learning inventory, which chronicled courses taken, knowledge, skills, and abilities gained, and resources accumulated throughout the journey. Sherwanda's learning inventory was excellent; it was well-organized, visually engaging, and presented relevant takeaways and resources.

Second, Sherwanda submitted a set of talking points and presented to the group a book of Sherwanda's choice examining why this book was significant to Sherwanda's learning as a public administrator. Sherwanda did a great job sharing the main takeaways of the text, *Tough Love: My Story of the Things Worth Fighting For*, and linking the author's argument to public administration.

Sherwanda's third assignment was to craft a response to three diversity, equity, and inclusion questions as if they were supplemental questions requested as a part of a job posting. Sherwanda's responses were well-formulated, and professional.

Sherwanda's Capstone project reflected all aspects of the MPA mission (in Description, above). Sherwanda's Capstone, *Mental and Behavioral Health Support for Black and Brown Women and Children*, was an excellent demonstration of the knowledge, skills, and abilities gained during the time in the MPA program.

Sherwanda's presentation of the Capstone project to the learning community was outstanding. Sherwanda's visual aides were engaging. Sherwanda did an excellent job fielding questions and walking the audience through the project. It was clear that Sherwanda developed expertise regarding how to mobilize community resources to address the unmet needs of marginalized populations.



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I have enjoyed working with Sherwanda over this past year, and wish Sherwanda the best in future endeavors.

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SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 6

6- MPA Capstone



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September 2020 - December 2020: Washington State Budget Process

2 Credits

DESCRIPTION:

Faculty: Michael Crow, Ph.D.

More than any other arena of state policymaking, budget policy invites conflict. Budget policy consists of decisions on how governments will raise revenues and how those revenues will be distributed across different policy goals, agencies and programs. In short, budgets determine who will bear the costs of state government and who will receive its benefits and thus invariably creates winners and losers.

As future public sector professionals, you will be an active participant in budgetary decision-making. In many cases, you may need to make decisions between different program priorities. In others, you may need to advocate for resources for a particular program or agency. And in still others, you will need to determine what resources are needed to achieve particular outcomes efficiently and effectively. In this course, you will develop analytic skills for each of these types of policy decisions. By the end of this course, you will have demonstrated your ability to:

- Evaluate the economic and political constraints on state government budgets
- Analyze the economic and social impact of tax and spending proposals at the state level
- Compare the process of state budget development in Washington to that in other states
- Evaluate alternative arrangements for intergovernmental finance between federal and state governments and state and local governments

Students in this course demonstrate competency in meeting these objectives in three ways:

- 1) Course participation: Engage in activities such as discussion and group work that call on the student to apply new ideas from the reading to policy problems. This encompasses attendance at class sessions, collegiality, preparation for the class session by completing the course readings, and out-of-class engagement.
- 2) Book review: Students prepared a scholarly review of one of the two books assigned for this course. Forsythe and Boyd's *Memos to the Governor* or Newman and O'Brien's *Taxing the Poor*.
- 3) Analytic essay: Following the course's weekend session, students write an essay of 1500 – 3000 words (5 – 10 pages double spaced) in response to an essay question that I will provide for you in class. This essay evaluates the student's ability to integrate course readings, discussions, assignments, and analytic skills in order to apply them to ongoing dilemmas in state budgeting.

EVALUATION:

Written by: Michael Crow, Ph.D.

Sherwanda met the main course objectives, as demonstrated through her writing and her course participation. Sherwanda actively participated in the class discussions, often raising questions that advanced the conversation productively. Sherwanda's participation in the main discussion and in small groups reflected good faith effort at advance preparation for the class session.

In addition, Sherwanda's book review assignment demonstrates competence in the course objectives. Sherwanda's review focused on Newman and O'Brien's book, *Taxing the Poor*. The review indicates



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capacity to analyze impact of state and local tax policies through an equity lens, and particularly with respect to the relationship between sales taxes and poverty. It also sought to examine the policy implications of this book's conclusions, and attempts to connect it with other literature on state budgetary policy and poverty (particularly Joe Soss' book *Disciplining the Poor*).

Sherwanda's analytic essay reviews the second assigned book for this seminar, Forsythe and Boyd's *Memos to the Governor*. This review identified some of the key arguments the authors make in *Memos to the Governor*, as well as critically responding to those arguments. This review discussed economic and political constraints on state budget process, including the economic imperative to produce balanced budgets in state government and political pressures related to public communication about the budget. Both this review and the review of *Taxing the Poor* indicate that Sherwanda is reading public finance literature effectively, and making progress towards greater analytic depth in evaluating that literature.

GRADUATE LEVEL CREDIT**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2**

2 - Public Administration



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September 2020 - December 2020: Social Equity in Public Administration

2 Credits

DESCRIPTION:

Faculty: Meghan Doughty, PhD

This course covered the fourth pillar of public administration: social equity. Compared to the three other pillars of public administration (efficiency, economy and effectiveness), social equity is often perceived as an afterthought in the study and practice of public administration. This course examined the contested beginnings of social equity as a concept in public administration through its current form as a neglected, yet present, pillar. Students critically analyzed the various ways in which social equity has been operationalized in practice.

Learning Objectives

1. Define and understand the concept of social equity
2. Analyze the strengths and weaknesses of social equity as a concept and in practice

Skill Objectives

1. Improve analytical and formal writing skills
2. Learn and/or improve ability to write a formal policy brief
3. Practice critical thinking skills

EVALUATION:

Written by: Meghan Doughty, PhD

Sherwanda fulfilled the learning objectives for Equity and Public Administration. Sherwanda is an extremely engaged and thoughtful student with a skill for group facilitation.

Sherwanda demonstrated the first learning objective, understanding of the concept of social equity, through an Op-Ed and policy memo on the topic of holiday gatherings during the time of Covid-19; Sherwanda practiced writing for different audiences on the same equity topic. Sherwanda's Op-ED, "How to Lose Weight this Holiday Season," was funny, concise and provided a concrete, pragmatic recommendation. Sherwanda's policy memo, "Holiday Gathering" illustrated a change in tone from the Op-Ed and practiced strong rhetorical and persuasive writing skills.

Sherwanda demonstrated a grasp of the second learning objective, analyze the strengths and weaknesses of social equity as a concept and in-practice, through active seminar and workshop participation. Sherwanda excelled at asking clarifying questions that deepened Sherwanda's classmates understanding of the text. Sherwanda also demonstrated a strong ability to relate equity theory to praxis through discussion.

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SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2

2 - Public Administration



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September 2020 - March 2021: Analytical Techniques for Public Service I and II
12 Credits

DESCRIPTION:

Faculty: Tyrus Smith, Ph.D. and Doreen Swetkis, Ph.D.

Analytical Techniques for Public Service is a two-quarter core program for second year MPA students. Each quarter focuses on specific approaches and components for applied research in public administration, public policy, non-profit administration, and communities. Via praxis (combination of theory and applied practice), our goal is to practice research design, data gathering, and analysis to gain a better understanding of how to approach, critique, use, analyze, and communicate research in public service.

Learning objectives include:

- Develop knowledge, skills, and abilities as competent, critical, and ethical consumers and producers of data, information, and analysis.
- Understand the practical applications of analytical techniques in public service.
- Develop the critical ability to situate social science concepts and techniques within the practice of public service.
- Develop the skill of presenting data as information for decision making.
- Competency in quantitative, qualitative, and mixed methodologies.
- Understand how research can maintain the status quo or change our social, economic, and political decisions.
- Understand various research methods.
- Develop skills in communicating about data.

EVALUATION:

Written by: Doreen Swetkis, Ph.D.

It should be noted that this two-quarter program was completed entirely remotely due to the COVID-19 pandemic.

Sherwanda's two individual assignments for fall quarter were well done. Sherwanda's research topic concept paper was engaging, and Sherwanda submitted a good critique of a research design with thoughtful responses.

A majority of the work completed for this course was comprised of a large two-quarter group research project. Sherwanda, as part of a group, developed four iterations of a research proposal that included a detailed team work plan, problem statement, significance of proposed research, research question, paradigmatic lens, glossary of key terms, methodology, method, and potential participants. In addition Sherwanda, as part of a group, completed three drafts of a Human Subjects Review application for Evergreen's Internal Review Board.

The research proposal, as well as the HSR application, were well done overall. From the first draft, the proposal and HSR application moved toward complete and useful final products. It appeared that considerable time, talent, and collaborative effort were invested in producing the final products.

Continuing with data collection and analysis in winter quarter, Sherwanda as part of a group, produced two well done drafts and final research report. The literature review was good by being comprehensive and organized in a logical and useful way. It was recommended to include more literature on mental health and people of color, and historic racism in the medical/mental health field. The research analysis



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and presentation plan was well done. The first draft of the final report was also well done. The second draft included an excellent analysis of the qualitative interview data; it was recommended that Sherwanda and the group supplement the qualitative data with secondary quantitative data to provide context for their study. The draft visual presentation was well on its way to being informative and visually engaging.

The final report was well done and addressed concerns from previous drafts. One recommendation would be to include visualizations of the quantitative data, both in the final report and in the presentation slide deck. Specific to the final draft the executive summary and conclusion were well written and useful. The group's final presentation was well done overall. The slide deck was excellent with clean, understandable slides and good use of visuals. The presentation did a great job of explaining the data collection limitations faced by the group.

There was only one individual assignment for winter quarter, which was another critique of a research article. This critique was on an article pulled from the literature review the group completed for the research project. In addition, the critique was to include a visually engaging one-page briefing paper, following the format from a GAO Highlights example provided. Sherwanda's one-page briefing paper and accompanying research critique were very well done. Sherwanda's briefing page was visually engaging and substantive, and the critique contained a good analysis.

GRADUATE LEVEL CREDIT**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12**

- 6 - Quantitative and Qualitative Methods
- 4 - Research Theory and Design
- 2 - Presentation for Public Service



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June 2020 - September 2020: Mastering Leadership in Nonprofit and Public Organizations
4 Credits

DESCRIPTION:

Faculty: Dariush Khaleghi, MS, MBA

Public and nonprofit organizations serve the most vulnerable members of their communities. Public and nonprofit leaders face significant pressures (i.e., fiscal, structural, political, legal, etc.) that strain their cognitive, emotional, moral, and leadership capabilities. This course teaches these leaders the knowledge, skills, and behaviors to become more creative, positive, inspiring, reflective, resilient, and adaptive. This class is in an online format where class meetings are conducted via Zoom, and learning activities take place on Canvas. The faculty will offer alternative assignments if conditions or illness prevent students from accessing our synchronous meetings, which will allow students to earn comparable credits.

EVALUATION:

Written by: Dariush Khaleghi, MS, MBA

Sherwanda was an excellent student. She completed the course objective and received full credit. Sherwanda brought a great deal of experience to this course. She was excited about learning and developing herself to increase her impact as a social change leader and advocate. Sherwanda was highly motivated and engaged. She was expressive and open to new learning and insights. Sherwanda communicated comfortably across significant differences. She demonstrated exceptional interpersonal communication skills. Sherwanda was a reflective and deep thinker who led with purpose and passion. She left no doubt she was ready to excel in this field of inquiry.

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SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Leadership Studies



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June 2020 - September 2020: Grant Writing

4 Credits

DESCRIPTION:

Faculty: Don Chalmers, B.S., J.D.

This online course introduced students to the fundamentals of grant writing. Early on students were polled in breakout rooms and the offering was customized to best meet their needs. After an orientation to contemporary philanthropy and trends, students learned how to increase the capacity of an organization to be competitive for grants and donations. We shared ways to plan realistic projects, identify promising funding sources and write clear and compelling components of a grant, based either on guidelines for a specific funder or a generic one. Working individually or in small groups, students developed their project idea, outlined the main components of a grant and prepared a brief Common Application.

EVALUATION:

Written by Don Chalmers, B.S., J.D.

Sherwanda attended and actively participated in five of five classes and completed many of several in-class and out-of-class assignments. She was an active participant in one of the project teams that formed during the five-week summer session. She showed good imagination in helping develop her team's project focus, Kiakili Mental Health Services. Their final assignment, a good Common Application, was developed based on their personal experiences and demonstrated an understanding of many of the concepts we discussed in the sessions on grant writing. Sherwanda's comments and questions indicated she sought a good grasp of and had a strong interest in the issues facing social enterprises. She would be well suited to take additional coursework in non-profit management and resource development.

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SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Grant Writing and Social Enterprise Development



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March 2020 - June 2020: The Ins and Outs of Indian Law

2 Credits

DESCRIPTION:

Faculty: Peter Boome

In this course, Ins and Outs of Federal Indian Law, we covered Federal Indian Law from contact through contemporary issues. We explored the foundational material such as papal canons and treaties, following veins of philosophical and legal theory regarding the Federal Government's treatment and interactions with Indigenous peoples.

Students were assigned specific court cases as well as Congressional Acts, Treaties, and other laws. They researched these documents and gave class presentations on their findings.

The final course requirement was a research paper on a topic of student's choice relating to Indian law.

EVALUATION:

Written by: Peter Boome

Ms. Sherwanda Beck-Atkinson wrote her paper on land status and the legalities or illegalities of title and acquisition. In class Sherwanda did an excellent job communicating her point and asking relevant clarifying questions. Overall very good work.

GRADUATE LEVEL CREDIT

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2

1 - Law

1 - Cultural studies



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March 2020 - June 2020: Managing Organizations

4 Credits

DESCRIPTION:

Faculty: Amy Gould, Ph.D.

To manage or not to manage; is this the question? Perhaps it is better to ask how to manage, when to manage, who to manage, where to manage, what to manage, and why manage? It is both a calling and job for managers to recognize and manage the multiple facets of any organization; especially the human components. In this course each student had the opportunity to study organization and management theories and practiced their studies with hands on application of their own unique management style in teams. Students also analyzed key management concepts in seminar through the following readings:

- *The Starfish and The Spider: the unstoppable power of leaderless organizations*
- *The Age of Overwhelm: Strategies for the Long Haul*
- *Living Indigenous Leadership: Native Narratives on Building Strong Communities*
- *Fierce Conversations: Achieving Success at Work and in Life One Conversation at a Time*

Each student recognized the strengths and weaknesses of different types of management skills with the know how to implement recommendations for moving forward and developed the skills of active listening, online public speaking, and technical writing.

EVALUATION:

Written by: Amy Gould, Ph.D.

Through assembling a resume and cover letter to conduct job interviews, assessing management associations and their organizational structure, multiple reviews of management and leadership tools and theories via readings, managing a meeting and writing an effective e-mail, and by conducting a team webinar with a visual aid about an essential management skill, Sherwanda successfully exhibited the following knowledge, skills, and abilities.

Sherwanda has an understanding of what organizations are, how they develop and change, and why it is essential for leaders to recognize the human capacity of organizations. Sherwanda has a grasp of essential leadership and management skills both on personal and academic levels. In addition, Sherwanda exhibited an applied understanding of the linkages between organizational decision making and management style. Sherwanda demonstrated the sincere ability to communicate and share information across cultural, organizational, and contextual differences.

Through a team led webinar, it was apparent Sherwanda possesses the applied critical thinking, emotional intelligence, empathy, delegation, communication skills and the inherent curiosity for what is possible; all of these attributes are essential to managing any organization. Sherwanda is also able to synthesize complex information while communicating in a clear and concise manner. Sherwanda is an asset to the field of public service. In sum, Sherwanda exhibited observable growth in skill and knowledge related to the study and practice of managing organizations.



Beck-Atkinson, Sherwanda Sherrill

A00410949

Last, First Middle

Student ID

GRADUATE LEVEL CREDIT

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

2- Organization Theory, Development, and Behavior

2- Leadership and Management



Beck-Atkinson, Sherwanda Sherrill

A00410949

Last, First Middle

Student ID

March 2020 - June 2020: Policy, Finance and Budgeting for Public Administration Tacoma **6 Credits**

DESCRIPTION:

Faculty: Lianna Shepherd, MPA and Doreen Swetkis, Ph.D.

The final class in first year core provided an introduction to policy analysis, policy-making, budgeting, and financial management. These topics and related skills are fundamental to public administration. We engaged in policy analysis to rigorously examine public problems and critique possible solutions; try to craft our preferred solutions into effective laws and programs through a mastery of the policy-making process; generate (through taxes) then allocate public funds to these programs and track how these funds are spent. Ultimately, budgets reflect a society's policy choices and values—or at least the choices made on behalf of society. As public administrators, we may be pulled in at any point in this process, so it is necessary to have reasonably strong skills in each of these areas.

EVALUATION:

Written by: Lianna Shepherd, MPA

Sherwanda has successfully fulfilled the requirements of the first year core MPA course, "Policy, Finance and Budgeting for Public Administration" and demonstrated the essential skills of the course. Sherwanda successfully pivoted to a remote learning environment due to COVID-19 pandemic.

Sherwanda examined, placed in context, and evaluated contemporary ideas about, and practices in the policy processes. This was demonstrated in the policy dilemma where students picked a paradox identified in the assigned readings and linked it to their own organizational experience. Sherwanda chose a really intriguing premise for the policy dilemma paper, utilizing the literature well and demonstrating good critical thinking and creative synthesis of seemingly disparate concepts.

Students were introduced to financial management for public and nonprofit administration and demonstrated that when they were asked to analyze a budget case and write a paper that 1) defined what students believed was the major problem presented by the case; 2) discussed the budgetary decision that had to be made; 3) assessed the options; and 4) linked the case to the assigned readings. Although Sherwanda's budget case analysis demonstrated high levels of critical thinking, Sherwanda did not focus the paper on the budgetary aspects of the case. Sherwanda's memo on reducing the (pre-pandemic) budget of the Tacoma-Pierce County Health Department by 10% was well organized, but underdeveloped. Sherwanda's organizational budget was well reasoned and clear.

As part of improving skills in critical thinking and writing, students were asked to create a literature review that should demonstrate an understanding of the history and background of an issue; analytical ability; ability to critique a complex issue; and the ability to synthesize information from diverse sources into a holistic product. Sherwanda's literature review on public servant motivation had a clear narrative that covered a wide breadth of information, although it had periods of over summarizing the authors. Overall the paper was a wonderful example of Sherwanda's writing.

Sherwanda has successfully developed an understanding of differing approaches to policy analysis. Sherwanda produced a thorough analysis of the Texas state budget and overall operations. This well researched summation of the state has a good narrative flow. Paired with the evaluation, students were asked to produce a professional visual aid summarizing the results of their analysis. Sherwanda's poster was very clear and easy to read. Sherwanda provided a good visual depiction of higher education spending.

I have enjoyed working with Sherwanda, and offer my congratulations on the completion of the first year.



Beck-Atkinson, Sherwanda Sherrill

A00410949

Last, First Middle

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GRADUATE LEVEL CREDIT

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 6

- 3 - Public Policy
- 3 - Public and Nonprofit Finance and Budgeting



Beck-Atkinson, Sherwanda Sherrill

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Student ID

January 2020 - March 2020: Strategic Planning

4 Credits

DESCRIPTION:

Faculty: Larry Seaquist, Adjunct, Former Washington State Legislator

KEY PROFESSIONAL GOAL: LEAD STRATEGIC CHANGE. Our goal was to enable each student to equip her/himself with a personal repertoire of ready-to-use strategic planning leadership skills across a broad range of public policy issues.

This first-of-its-kind class in Strategic Planning enabled graduate students in the first Tacoma cohort of Evergreen's Master of Public Administration program to prepare for strategic leadership in the public sector of tomorrow. Recognizing that rapidly evolving political, economic, and social dynamics will continue to transform our society and challenge public sector organizations, students explored a wide range of the complex strategic planning issues and leadership opportunities which lie ahead in the working careers of our MPA graduates.

Seminar work used real-world problems to develop a core repertoire of the strategic planning principles and methods needed to tackle our society's next-generation problems. Senior guest practitioners augmented that repertoire with personal illustrations of major strategic planning projects underway today. To gain familiarity working with community leaders and subject matter experts on our most complex public policy issues, the class ran a lengthy simulation of a real-world problem. The students capped their experience with personal presentations of their proposed solutions to a specific, personally-compelling public sector problem.

More than half the class time was invested in student presentations, case study clinics, and the strategy lab simulation. Overall, students explored more than thirty different strategic policy problems now gripping public sector organizations across the full spectrum of issues facing state and local government, non-profits, and the new hybrid, whole-community organizations being created to tackle our most urgent public policy needs.

KEY LEARNING OBJECTIVES

The seminar classwork aimed to enable each student to develop the art and craft of organizing, directing, and completing strategic planning efforts in public-sector agencies and in community-based organizations. Through their active participation, students developed a personal repertoire for leading change in public sector organizations. To that end, seminar participants:

- Practiced the diagnosis of real world strategic planning problems and the design and leadership of rapid, effective strategic planning responses;
- Considered the constantly changing dynamics likely to require strategic plan resets by public sector leaders in the years ahead;
- Learned from the experiences and advice of selected public service leaders directly involved in current strategic change problems;
- Explored a variety of strategic planning methods across a range of looming public problems, including lessons from recent planning successes and failures;
- Planned and conducted, with participants invited from the community, a live strategic planning exercise on an urgent public policy problem; and
- Refined their ability to translate the diagnosis of a strategic planning problem into oral and written presentations of the problem and a proposed plan of practical, concrete action.



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EVALUATION:

Written by: Larry Seaquist, Adjunct, Former Washington State Legislator

SUMMARY. Through her applied strategic planning project, her contributions to in-class clinical case studies, and her participation in seminar discussions, Sherwanda Beck-Atkinson more than fully demonstrated outstanding creative thinking skills and strategic planning capabilities. Her work showed she is ready now to design and lead public sector strategic planning efforts in public agencies, in community-based organizations, and in the hybrid collaborations which increasingly deliver key public services.

STRATEGIC PLANNING MASTERY. Through her active class participation and her ability to connect the theories of the course materials to real-world problems, Sherwanda consistently demonstrated the capabilities of an unusually strong public sector leader. In her culminating class project she completed an exceptionally strong examination of the need for rapid changes in middle class housing. Connecting her own experiences with recent national policy changes, she made a powerful case for new approaches to creating housing opportunities for the working middle class.

Sherwanda was actively engaged in all the class discussions and clinics dissecting real-world strategic planning problems. She showed excellent collaborative skills across a wide range of public policy issues and a valuable capacity to work with a broad spectrum of colleagues and citizens. Of special note was her remarkable ability to communicate complex ideas orally, in writing, and with presentation graphics. In this class Sherwanda showed truly standout strategic planning capabilities.

In sum, Sherwanda showed that she is fully ready right now to thrive as one of our most capable strategic planners, to lead major strategic planning efforts, and to emerge as one of our strongest future community leaders.

GRADUATE LEVEL CREDIT

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Strategic Planning, Leading Strategic Change



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A00410949

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January 2020 - March 2020: Doing Democratic Public Administration

6 Credits

DESCRIPTION:

Faculty: Lianna Shepherd, MPA and Doreen Swetkis, Ph.D.

This quarter we explored what it takes to administer for the public good in a democracy. This quarter was in part a "Public Administration-Management 101" survey of the challenges faced by administrators in the public, nonprofit or private sectors, and the knowledge and skills needed to administer/manage in diverse organizations that work toward the public good.

Our focus was on governing in a democracy. Aspects to governance such as leadership, management, theories of organization, and ethical considerations when governing were some of the topics emphasized this quarter.

Key questions:

1. What are the different ways in which we effectively organize ourselves?
2. How do we understand and adapt to an organization's culture, biases, and resistance to change?

Learning Objectives

- Examine, place in context, and evaluate contemporary ideas about, and practices in, democratically administering for the public good in a world facing fundamental paradigm shifts.
- Understand the special role of public administrators within the complex environment of politics and civic engagement.
- Develop and improve organizational analysis skills and capacities, including developing leadership skills in ourselves and others.
- Gain an understanding of a variety of frameworks and models for sense-making of and in organizations, and the ability to use them as analytical tools.
- Develop capacities to work effectively in diverse environments and with diverse populations.
- Improve skills in critical thinking, writing, speaking, presenting and working effectively in teams.

EVALUATION:

Written by: Lianna Shepherd, MPA

Sherwanda did well this quarter, and successfully fulfilled the expectations and learning objectives of the course.

Sherwanda has demonstrated a commitment to self-improvement that is admirable. After needing to resubmit the first organization theory and public administration paper, Sherwanda integrated the corrections flawlessly, and avoided any of the same mistakes again throughout the quarter. Sherwanda always endeavored to make the theoretical principals into practical tools. This was well demonstrated in the design thinking critical thinking paper where Sherwanda used the theory to examine an alumni conversation about homelessness. Although it is recommended Sherwanda continue to work on using APA style rules in academic writing, each piece gets consistently better.

Sherwanda participated in class discussions and seminar discussions. Sherwanda was highly engaged with colleagues in workshop settings during class. In seminar and in writing, Sherwanda shared some particularly relevant examples from Sherwanda's work experience that informed the discussion among



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colleagues and represented thoughtful explorations of the themes this quarter. It is recommended that Sherwanda continue to work on integrating the assigned reading into seminar discussion.

The major assignment for this course involved students working in teams to complete an organizational analysis of a tribal or public agency, or nonprofit organization. Teams delivered a 10-page paper outlining a variety of organizational factors, and that was informed by an interview of a director or someone else with significant decision making authority in the organization.

Sherwanda's team focused on Tacoma's Office of Equity and Human Rights. This organizational analysis was detailed and comprehensive, and built upon work done throughout the course. The reader gained an understanding of the organization's history, mission, structure, financials, and challenges. The team provided a balanced critique of what worked and what did not in the organization, and the team's recommendations were sound and grounded in what was learned about the organization as well as the course material. There were a few grammatical and word choice problems throughout the piece, and it is recommended that in the future they should analyze the implications of the financial information. Sherwanda's team also submitted a PowerPoint presentation that was well organized and clear, summarizing the key points of the analysis effectively. Overall, it was very well done.

Sherwanda has been a superb student and a joy to have as part of this learning community.

GRADUATE LEVEL CREDIT

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 6

3 - Organization Theory

3 - Management and Leadership



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September 2019 - December 2019: The Context of Public Administration Tacoma

6 Credits

DESCRIPTION:

Faculty: Lianna Shepherd, MPA and Doreen Swetkis, Ph.D.

The purpose of 1st year Core is to identify and explore the fundamentals of governing and administering for the public good. In the fall quarter, the class examined the foundations of democracy and public service by investigating the enduring issues for public administrators.

Students increased their understanding of the political, social, cultural, and economic contexts of public administration, with the goal of gaining an understanding of how practitioners can apply theories of public administration through praxis. Students analyzed the roles and responsibilities of public administrators and their institutions at all sectors of governing.

Key questions:

- What is public administration as a field of study?
- Who are public administrators and who is the public?
- Why does public administration matter? What are the enduring issues and why?

Learning objectives:

- Develop the foundations of critical analysis and critical thinking
- Understand the history and tradition of public administration
- Recognize systemic inequity in the public sphere
- Develop the ability to work effectively in teams

EVALUATION:

Written by: Doreen Swetkis, Ph.D.

Sherwanda did well this quarter, and successfully fulfilled the expectations and learning objectives of the course.

Sherwanda's writing was very good overall. Sherwanda's critical thinking paper on a selection of classic readings in public administration was a good effort, although a better explanation of how the chosen quotes were linked to the analysis was needed. Sherwanda had to revise the op-ed assignment, which resulted in a really good revision that kept the audience engaged. Sherwanda's Washington data book analysis contained a good analysis of the chosen data set. One recommendation was to explain measures of central tendency in a more meaningful way.

Sherwanda's policy memo on an environmental justice issue was excellent, making connections to the readings explicit and relevant to a current issue. Sherwanda's nonprofit decision memo had to be revised to reflect a nonprofit issue, rather than a public/private sector issue. The revised decision memo was very well done, advocating for a collaboration between nonprofit organizations and public schools regarding school lunches. The longest assignment this quarter was an annotated bibliography. Sherwanda's annotated bib on a perennial "big question" in public administration was excellent and the best writing of the quarter by Sherwanda.

Sherwanda's attendance and participation in seminar was excellent. Sherwanda was engaged both as an active listener as well as speaker. Sherwanda's respect for colleagues was obvious in Sherwanda's thoughtful responses. Moreover, Sherwanda agreed with faculty that there was the possibility for



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Sherwanda to dominate in seminar, and was completely amenable to self-regulation and successfully made space for other members of the group to have meaningful participation. Sherwanda also completed a series of online assessments around topics related to group development (e.g., leadership, conflict management, peer review of group participation, etc.). Although these assessments were not reviewed by faculty because of the personal nature of the results, suffice to say Sherwanda participated in completing and debriefing the assessments.

The final work products of the quarter were participation in a debate as part of a team, submitting a portfolio of debate materials, and completing score sheets of the other debate teams. Sherwanda did well presenting the dissenting team's rebuttal that churches should not be tax-exempt, highlighting that churches should not be given preferential treatment and be required to file 990s. The handout produced by Sherwanda's debate team was visually engaging and informative. The portfolio of debate materials was organized and well done with excellent references cited. Sherwanda's scoring of the other debate teams was thorough and well done.

I wish Sherwanda the best and look forward to continuing our work together winter quarter.

GRADUATE LEVEL CREDIT**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 6**

4 - History and Context of Public and Nonprofit Administration

2 - Public Policy



Beck-Atkinson, Sherwanda Sherrill

A00410949

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Student ID

Former Name(s): Beck, Sherwanda Sherrill; Atkinson, Sherwanda Sherrill Beck;

DEGREES CONFERRED:

Bachelor of Arts

Awarded 14 Jun 2019

TRANSFER CREDIT:

Start	End	Credits	Title
07/1994	07/2001	6	Military Training
01/1995	06/1996	21	Oakton Community College
09/1996	08/2006	21	Malcolm X College
06/2002	08/2002	4	Truman College
04/2005	06/2005	5	Pierce College
09/2006	12/2006	11	Joliet Jr College
01/2010	12/2010	18	Saint Philips College
01/2011	06/2011	4	Lamar State College - Port Arthur
10/2013	12/2013	6	Trident University

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/2017	06/2018	48	With Liberty and Justice for Whom? <i>3 - Autobiographical Literature and Expository Writing</i> <i>3 - American Studies</i> <i>3 - Applied Community Research</i> <i>3 - Fundamental Social Topics: Contemporary and Historical</i> <i>3 - Health and Wellness through Diet and Nutrition</i> <i>3 - Project Management</i> <i>5 - United States Foreign Policy</i> <i>5 - History of Law and Justice</i> <i>5 - Mathematics in Society</i> <i>3 - Public Health</i> <i>2 - Quantitative Analysis</i> <i>5 - Pacific Northwest History</i> <i>3 - Euclidean Geometry</i> <i>2 - Art of Photography</i>
06/2018	09/2018	8	Dangerous Ladies in Changing Times: An Investigation of Significant Women of American Identity in the 20th and 21st Centuries <i>5 - Women's History</i> <i>3 - Law</i>
06/2018	09/2018	6	Statistics <i>6 - Descriptive and Inferential Statistics</i>



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EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/2018	03/2019	32	Global/Local Realities and Alternative Visions <i>3 - Autobiographical Literature and Expository Writing</i> <i>3 - Social Entrepreneurship and Urban Development</i> <i>5 - United States Electoral Politics</i> <i>3 - Global Health</i> <i>2 - College Algebra</i> <i>3 - Applied Community Research</i> <i>3 - Fundamental Social Topics: Contemporary and Historical</i> <i>5 - Social Psychology</i> <i>5 - Project Management</i>
04/2019	06/2019	11	Guidance Practicum <i>11 - Guidance Practicum</i>
04/2019	06/2019	5	Embracing Young Adult Literature <i>5 - Young Adult Literature</i>

Cumulative

206 Total Undergraduate Credits Earned



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I enrolled at The Evergreen State College, Tacoma in 2017 when I learned of Dr. Maxine Mims and her accomplishment of starting an institution of higher learning in Tacoma's Hilltop community. Her legacy left a lasting impression on me and inspired me to earn my Bachelor of Arts degree, with an emphasis in Social Science.

While attending Evergreen I learned about equity, inclusion, gentrification, law, and how to advocate for those that believe they have no voice. In my Social Science course I read the book, *Beautiful Trouble* by, Naomi Klein, which informed me on the necessary tools required to organize, obtain attention and successfully apply tactics to initiate change

In my role as Student and Activities, Event Coordinator for the Tacoma Program I participated in establishing the campus food bank and an onsite food pantry giving students access to food according to public health regulations. Weekly donations from a local church allowed us to provide hot cooked meals for day and evening students. These food donations allowed students to take fresh and frozen foods home on a weekly basis.

I facilitated the first blood drive on the Tacoma campus after learning about the wide spread shortage of blood supplies. I partnered with BloodWorks to raise awareness among students and the community on the importance of blood donations. The drive demonstrated that there are a variety of ways to give back. Furthermore, it invited community members and neighbors to meet students and learn about our organized efforts to serve our communities.

As Student and Activities, Event Coordinator, my goal was to increase confidence of incoming students, raise morale of current students, and to advocate for anyone requiring assistance. I listened to student requests and worked to secure locations and dates that best accommodated student schedules. Some of the activities I coordinated at no cost to students were admission to the ballet performance - Ailey II, Tacoma Rainiers baseball games, and skate night at the local rink. I learned that many students have never attended these kinds of events due to finances, lack of exposure, or lack of awareness that these opportunities could be part of their education.

In the Cooperative Entrepreneurship course, my group project on Resources for Formerly Incarcerated Students was recognized by the college and will soon be integrated into the Evergreen, Tacoma program. With the help of the software planning program, *Live Plan*, my group successfully collaborated to create a campus improvement project. We facilitated a focus group with students who are formerly incarcerated to learn what barriers they currently face in pursuing higher education, as well as barriers to successful re-entry. In response to what we learned we provided updated tools and references to ensure students would avoid interruption in their education. We engaged local community groups and staff to gather support for students, and designed a brochure full of resources available to all students.

During the Cooperative Entrepreneurship course I had the privilege of meeting members of the Mondragon Cooperative in Spain. I learned that this cooperative was started more than fifty years ago to provide jobs, reduce homelessness and unemployment rates. The Mondragon Cooperative is operated by the workers and all shares are equal. The members assisted us in working with our assigned groups to determine the needs of our community and how to solve issues plaguing our community. Through this experience I discovered ways to identify achievable resolutions to local problems.

The Evergreen Tacoma program has a tradition of hosting an annual prom. The student body is primarily comprised of adult learners, many may not have had the opportunity to attend a high school prom or even a school dance. I planned and coordinated the event held at the Tacoma Hotel Murano at no cost to students to be sure that finances would not be a barrier to attendance. I was able to secure sponsors and donations from alumni to assist with the cost of the event. To ensure students could dress in the attire they may have dreamed of, I arranged for campus staff to donate a variety of gowns and dresses.

During my education at Evergreen I have significantly increased my knowledge of social issues. Through both my studies and collaborative work, I am more culturally aware and recognize the importance of advocacy and



ACADEMIC STATEMENT

The Evergreen State College - Olympia, Washington 98505

OFFICIAL TRANSCRIPT DOCUMENT

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inclusivity. The education I received has allowed me to emerge as a leader, confident in my goal to earn a Master's in Public Administration Degree.



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Student ID

April 2019 - June 2019: Embracing Young Adult Literature

5 Credits

DESCRIPTION:

Faculty: Prof. Peter Bacho

During spring quarter, Sherwanda Beck-Atkinson successfully carried out an Individual Learning Contract, titled **Embracing Young Adult Literature**, that was designed for her to analyze the themes and quality of work in five young adult novels. She assessed which works were the most effective for younger readers, and why. The novels were Lake's In Darkness, Yang's American Born Chinese, Oliver's Before I Fall, Hinton's The Outsiders, and Bacho's Leaving Yesler.

EVALUATION:

Written by: Prof. Peter Bacho

Ms. Beck-Atkinson has earned full credit for this contract.

Under the contract, she read and wrote critical reviews of Before I Fall and four other classics of the genre. The critiques were concise but on point. They addressed the artistic merit of the different works as well as the concerns of younger readers (such as bullying) and the different themes that appeal to them. She demonstrated a good understanding of the genre and what distinguishes it from adult fiction.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 5

5- Young Adult Literature



Beck-Atkinson, Sherwanda Sherrill

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Student ID

April 2019 - June 2019: Guidance Practicum

11 Credits

DESCRIPTION:

Faculty: Paul McCreary, Ph.D.

For this contract titled **Guidance Practicum**, Ms. Beck-Atkinson learned how to identify needs and provide resources to help facilitate academic success for adult learners. She discussed and put into practice a variety of possible outreach possibilities and strategies with her sponsor. She also produced a list of resources and experiences to make resources available.

EVALUATION:

Written by: Paul McCreary, Ph.D.

Ms. Beck-Atkinson learned how to perform individual career, academic, and development advisement and also gained a better understanding of undergraduate/graduate education, vocational certification, and professional development opportunities at various levels. She attended webinars, community outreach workshops and meetings, and submitted weekly reports on advisement development.

Ms. Beck-Atkinson also learned about outreach opportunities and how to perform a variety of duties involving reports, testing, and special projects. She put into practice techniques and strategies for reaching out to students and submitted weekly reports on her progress in this area.

Finally, Ms. Beck-Atkinson learned how to incorporate educational theories, and principles, procedures, and practices of adult and continuing education programs. She read articles suggested by the sponsor on various techniques and educational strategies and submitted a summative analytical paper on this research.

All of Ms. Beck-Atkinson's submitted work was of very good quality.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 11

11 - Guidance Practicum



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Student ID

September 2018 - March 2019: Global/Local Realities and Alternative Visions

32 Credits

DESCRIPTION:

Faculty: Peter Bacho, J.D., LL.M.; Barbara Laners, J.D.; Mingxia Li (Zhang Er), M.D., Ph.D.; Paul McCreary, Ph.D.; Gilda Sheppard, Ph.D.; Anthony Zaragoza, Ph.D.

The world is undergoing massive transformations in the 21st century in its environment, economy, politics, culture, societal structure, aesthetics, and more. How can we understand these changes on both a local and global level? How can we respond to and help shape these changes? How do we view human migration around the world? How do we connect our neighborhoods to other parts of the world? How do we share resources equitably in an increasingly crowded and automated world? How do we relate to one another in an increasingly digitally mediated world? How shall we prepare ourselves and our children to face these new challenges? These are some of the questions this program examined and explored. The global/local reality of the 21st century and beyond was our intellectual playground and imagination laboratory. Drawing on an interdisciplinary perspective, we considered various definitions and theories of globalism and humanism. By the end of the program we were able to offer concrete recommendations to develop global and local connections that can overcome nationalism, sectarianism, and tribalism and help us to embrace alternative visions of global/local reality.

Our fall theme was identifying problems and clarifying questions. This quarter was used to lay the foundation for the rest of the year, both substantively and in terms of the tools necessary to operate effectively in a learning community. We explored how entrepreneurship can be employed to further goals of social justice. Guest speakers shared their stories of entrepreneurship - goals, challenges, and successes - to give us a window into the possibilities for socially responsible entrepreneurship, and what it can look like globally, nationally, locally, and individually. In seminars we read and analyzed documents, artifacts, and secondary texts to decipher in what ways connectivity has existed and persisted throughout human history. Students examined their personal experience with human connectivity by constructing an autobiographical memoir. Our work was supplemented with a series of activities designed to assure literacy with words, numbers, and images. Students had the opportunity to hone their skills in critical reasoning, research, and the use of multimedia and computers.

Our winter theme was researching roots, causes, and potential solutions. We looked at specific contemporary societal issues in human connectivity from a variety of institutional perspectives, most notably in trade, migration/immigration, public health, law, education, government, and domestic and foreign politics. Students investigated specific issues of interest with the purpose of identifying a particular problem, defining its dimensions, determining its causes, and establishing action plans for its remedy.

Topics included social and environmental justice, political and economic fairness, geography, foreign policy, public/global health, historical and artistic representations of various parts of the world including local regions in media, as well as concepts of equity, cultural competence, and diplomacy.

EVALUATION:

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

Ms. Beck-Atkinson has satisfied all of the requirements for the Global/Local Realities and Alternative visions program.

In Lyceum and Seminar, Ms. Beck-Atkinson 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.



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Ms. Beck-Atkinson attended program sessions regularly, participated effectively in discussion, and submitted all of her written work. She also researched and worked collaboratively with group members on her spring fair project.

In Lyceum and Seminar, Ms. Beck-Atkinson'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.

In all aspects of the program, Ms. Beck-Atkinson 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. Beck-Atkinson 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. Beck-Atkinson 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.

She 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 an outstanding adult learner and has compiled an excellent academic record during her time in this program.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 32

- 3- Autobiographical Literature and Expository Writing
- 3- Social Entrepreneurship and Urban Development
- 5- United States Electoral Politics
- 3- Global Health
- 2- College Algebra
- 3- Applied Community Research
- 3- Fundamental Social Topics: Contemporary and Historical
- 5- Social Psychology
- 5- Project Management



Beck-Atkinson, Sherwanda Sherrill

A00410949

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Student ID

June 2018 - September 2018: Statistics

6 Credits

DESCRIPTION:

Faculty: Tyrus Smith, Ph.D.

During summer quarter, Sherwanda Beck-Atkinson successfully carried out an Individual Learning Contract titled **Statistics**, designed for her to explore the interdisciplinary use of quantitative reasoning and statistics to analyze social and environmental data. She analyzed and critiqued quantitative information presented in scholarly research articles, news reports, and popular media. She also completed a final project that demonstrated her understanding of quantitative research design, specifically the methods and procedures for data analysis. Within this context, she demonstrated the ability to analyze quantitative information presented in research articles and media publication, and correctly calculate and interpret descriptive and inferential statistics. This included learning how to select and apply appropriate statistical tests. The statistical techniques introduced in this contract include Chi-Square, correlation and regression analysis.

EVALUATION:

Written by: Tyrus Smith, Ph.D.

Ms. Beck-Atkinson's participation in class discussions and completed work have met contract expectations and demonstrated her ability to analyze quantitative information. This includes demonstrating that she can correctly calculate and interpret descriptive statistics and selected inferential techniques. For her final project, she worked collaboratively with another student 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 regression analysis to model the causal relationship between socio-demographic variables and self-reported views about firearms. 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. Ms. Beck-Atkinson's engagement with content was good. She is a very thoughtful and hardworking student. Overall, her work reflects substantial growth in her quantitative reasoning skills and a proficient understanding of descriptive and inferential statistics.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 6

6- Descriptive and Inferential Statistics



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A00410949

Last, First Middle

Student ID

June 2018 - September 2018: Dangerous Ladies in Changing Times: An Investigation of Significant Women of American Identity in the 20th and 21st Centuries

8 Credits

DESCRIPTION:

Faculty: Prof. Barbara Laners

This class examined the role of women in the development of America's social, economic, legal, and political history. More particularly, the class focused on women from slavery, suffrage, the civil rights movement, and new issues raised by a contemporary interpretation of the 14th Amendment. All aspects of the gender equity gap were explored, including new definitions and the impact of who is included therein.

EVALUATION:

Written by: Prof. Barbara Laners

Ms. Beck-Atkinson had an excellent quarter. She convincingly met course expectations. Her written work and participation in class discussions were evidence of this. Her analyses and reflections upon readings and course related materials indicated a strong understanding of women's legal, social, and political histories. She was able to apply notions of women's rights and equality to local, national, and global issues. This work also demonstrated a very strong improvement in her ability to write clear, articulate responses to and evaluations of reading materials. We ended the course with a vibrant roundtable discussion about our learning for the quarter. Ms. Beck-Atkinson contributed significantly to the discussion; her participation effectively demonstrated her learning and insights gained over the quarter.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

5 - Women's History

3 - Law



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September 2017 - June 2018: With Liberty and Justice for Whom?

48 Credits

DESCRIPTION:

Faculty: Peter Bacho, J.D., LL.M.; Barbara Laners, J.D.; Mingxia Li, Ph.D.; Paul McCreary, Ph.D.; Gilda Sheppard, Ph.D.; Tyrus Smith, Ph.D.; Arlen Speights, M.M., M.A., M.F.A.; Anthony Zaragoza, Ph.D.

The faculty and students embarked on a thorough study of the origins and current status of justice in American society. Drawing from an interdisciplinary perspective, we considered various definitions and theories of justice, reviewed the way justice is carried out in different settings and historical periods, and examined the possibility of achieving truly just social institutions. Topics considered included social and environmental justice, just political and economic systems, criminal justice, just healthcare and educational access, representations of justice in media, as well as concepts of equity, fairness, and equality. By the end of the academic year, we were able to offer concrete recommendations as to the steps necessary to achieve justice for all in our society.

The theme for fall quarter was *identifying the problem and clarifying the question*. The first quarter of the program was used to lay the foundation for the rest of the year, both substantively and in terms of the tools necessary to operate effectively in the learning community. We explored the concept of justice as it is explicated in theory, history, and practice. The concept was analyzed from both the perspectives of the legal system and moral teachings. In seminars, we read and analyzed texts dealing with issues that have historically raised questions of whether justice was achieved. Students examined their personal experience with justice issues by constructing an autobiographical memoir. Our work was supplemented with a series of emphases designed to assure literacy with words, numbers, and images. Students had the opportunity to hone their skills in critical reasoning, research, and the use of multimedia and computers.

Winter quarter's theme was *researching roots, causes, and potential solutions*. We looked at specific contemporary societal issues in justice viewed from a variety of institutional perspectives, most notably justice in education, health care, law, science, government, and politics. Students investigated specific justice issues of interest with the purpose of identifying a particular problem, defining its dimensions, determining its causes, and establishing action plans for its remedy.

In the spring, the theme progressed to *implementation*. The final quarter of the program was devoted to the design and implementation of projects aimed at addressing the issues of injustice identified in the winter quarter. Seminar groups combined their efforts to undertake actual programs aimed at assisting the community in righting a current injustice or providing greater justice for the community. The projects may have taken the form of educational events, publications, multimedia presentations, or art installations to help the community find higher levels of justice. Emphases assisted in the successful implementation and evaluation of student group activities.

EVALUATION:

Written by: Paul McCreary, Ph.D.

Sherwanda Beck-Atkinson had a successful academic year in The Evergreen State College-Tacoma program. She participated in activities, submitted thoughtful analytic essays, and made contributions to group projects. Ms. Beck-Atkinson demonstrated growing abilities in interdisciplinary work across the liberal arts curriculum. Her individual work was very good and she made important contributions to the groups with whom she worked. Ms. Beck-Atkinson has been extremely effective in group settings. She collaborates well and has a very positive influence on others. Whenever engaged in a conversation with Ms. Beck-Atkinson, the other person is always left feeling empowered and energized.



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In fall's Lyceum and Seminar series, Ms. Beck-Atkinson's completed work indicated a good understanding of how individuals and groups can access power with the intent of empowering justice for all. As evidenced by her work, she possesses an enhanced understanding of how one might respond to and promote powerful actions on personal and institutional levels. Her work on her personal memoir and synthesis writing assignments demonstrated very good progress over the quarter. Overall, Ms. Beck-Atkinson's performance exceeded program expectations. Her contributions to discussions demonstrated critical thinking skills, as her comments were analytical and reflective.

Ms. Beck-Atkinson had a very successful quarter in winter's Lyceum and Seminar series. Her work convincingly met program expectations. Her written work and participation in seminar discussions were evidence of this. Her analyses and reflections on assigned readings and program related materials indicated a very good understanding of models that inform efforts to design pathways for future possibilities, especially with respect to historical and contemporary practices throughout the world that may shape and impact her academic area of interest and plans for the future. This work also demonstrated a well-developed ability to write clear, articulate responses to and evaluations of reading materials. Her work on writing assignments convincingly met program expectations by demonstrating her ability to reflect on, synthesize, and integrate her academic work. Ms. Beck-Atkinson collaborated in a group to design and research a project that provided help to community members.

Ms. Beck-Atkinson had a very successful quarter in spring's Lyceum and Seminar series. She attended program sessions regularly, participated insightfully and often in discussion, and submitted well-written and thoughtful analytic essays reflecting her reaction to the assigned readings. Ms. Beck-Atkinson participated in a series of peer editing exercises that helped improve her own written work. She also made substantial contributions, helping her peers improve their writing. Ms. Beck-Atkinson also developed a summative evaluation of her work for the academic year. This work was carefully written and demonstrated an ability to communicate about and analyze her academic work.

For a study of the influence of stereotypes of Asia and Asians on U.S. foreign policy, Ms. Beck-Atkinson demonstrated a thorough understanding of the historic and political issues raised. She also demonstrated an excellent grasp of the artistic and substantive issues raised in the assigned literary and film works. Her engagement with content was consistently high. She was very active during program sessions; her comments clearly demonstrated a thorough grasp of the issues. Ms. Beck-Atkinson maintained a high level of intellectual engagement and demonstrated a comprehensive understanding of the political, social, and economic issues raised and the literary or artistic quality of the assigned books and films. Her participation in discussions and completed writing assignments easily met program expectations. She was consistently well prepared. Her overall work demonstrated a grasp of both the literary quality of each book and film and the substantive issues raised. She demonstrated her ability to grasp the different substantive issues involved in foreign policy. In terms of the assigned literary and film works, she was able to articulate the artistic merits of each work. She has good and improving writing skills. Her final project was well done. As a speaker, she makes her points clearly and well. She is an outstanding adult learner and a pleasure to have in in this study.

Ms. Beck-Atkinson successfully integrated the fields of history, law, politics, and sociology. She critically examined the founding principles of each discipline and perversions thereof based on compromises that resulted in development of "isms" and "schisms" that are present historically and in contemporary times. She creatively and critically examined intended and unintended consequences, as well as models of resistance that appear to be resolved yet linger with the seeming protection of legislative policy. She examined the culture and legislation of justice and punishment. She demonstrated written and oral engagement with the assigned readings. In addition, she worked in small groups and facilitated a discussion based on assigned chapters. She successfully presented concepts and theories from sociology, law, and public policy in a manner that demonstrated her learning, and critical and creative thinking skills that stimulated broad and lively peer engagement. These presentations involved digital



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media, innovative pedagogy, collaborative planning, and communication skills. She also developed tactics, principles, case studies, and theories as practitioners to mitigate and call attention to social justice issues. In the form of an Appellant proceeding in the 9th Circuit Court of Appeals involving a question of first impression under the First Amendment of the U.S. Constitution, she conducted research and performed oral arguments before a judicial panel.

Ms. Beck-Atkinson's performance in a study of storytelling and mathematics convincingly met program expectations and demonstrated her ability to integrate the ideas of writing, storytelling, and mathematics. Ms. Beck-Atkinson actively participated in individual and group presentations of ideas and activities about mathematics and storytelling. She actively helped her peers focus on and evaluate their presentation skills for effectively communicating about these ideas. Ms. Beck-Atkinson did a very good job collaborating with her team homework group members on the problems and gained a good understanding of the mathematics concepts and problem solving skills emphasized in each assignment. She significantly enhanced her knowledge of fundamentals in mathematics through readings, discussions, and writing exercises. She maintained a high level of intellectual engagement with both mathematical and storytelling topics in this study. She successfully collaborated with fellow students to creatively arrive at solutions to challenging problems. Ms. Beck-Atkinson participated actively in online activities, posing questions and posting responses. She also communicated effectively about her weekly assignments by posting comments and analyses of a chosen problem each week. She was part of a team that created a series of short stories that facilitated deeper understandings of a number of mathematical ideas. Ms. Beck-Atkinson demonstrated her ability to integrate her learning of storytelling and mathematics by collaboratively producing an excellent final project. Her final presentation was a creative and impressive demonstration of an interdisciplinary application of mathematics and short stories, with short storytelling used to help facilitate the learning of mathematics. Her teamwork convincingly demonstrated a well-practiced understanding of effective and inclusive communication and a very good ability to work collaboratively.

Ms. Beck-Atkinson's performance in the study of public health and mathematics convincingly met program expectations and demonstrated her ability to integrate the fields of mathematics and public health. Ms. Beck-Atkinson 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. Beck-Atkinson did an excellent job collaborating with her team homework group members on the problems and gained a good 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 science lab exercises. 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. Beck-Atkinson 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. Her teamwork convincingly demonstrated a well-practiced understanding of effective and inclusive communication and a superb ability to work collaboratively.

For a study of history and sociology, Ms. Beck-Atkinson was introduced to multicultural aspects of historical developments of the Pacific Northwest of USA. Of particular emphasis were Native American Indian perspectives on history, culture, law, social organizations and social interactions. Treaties, the occupations of their lands by European imperialists, the origins and outcomes of competition among Europeans for the Pacific Northwest, and the challenges placed on non-European ethnic groups - such as African Americans, Mexican Americans, and Japanese Americans - during the 19th and 20th centuries were critically explored. The local historical development of Tacoma and an analysis of



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"company towns" were used to highlight the role of capitalism in creating government bodies and class differences among white European Americans who collectively discriminated against the aspirations of people of color. Each week, Ms. Beck-Atkinson completed brief, informal papers of notes related to assigned readings. Two focused academic essay assignments using APA format provided experience in synthesizing information from a social science justice perspective. Ms. Beck-Atkinson's papers demonstrated a satisfactory ability to examine her critical understanding of material. Her seminar participation made a positive contribution to interpretations of texts, films, and current events. She oftentimes brought added depth to seminar discussions. Ms. Beck-Atkinson did an exemplary job using her essays to develop ideas for productive and critical conversations with her peers. Her essays demonstrated an ability to recognize multiple perspectives from which Pacific Northwest history can be approached and interpreted. Ms. Beck-Atkinson demonstrated a more expansive understanding of this history from sociological, historical, law, and public policy analysis as well as through artistic representations. Ms. Beck-Atkinson studied the role of media, particularly oral history and podcast development, in mass communication and contemporary storytelling. She collaborated in a group to develop a podcast centered on the theme "then and now." Each group chose a style of podcast to convey and represent the relationships between a historical policy, practice, etc. from the past and its connection to the present. Using a conversational format in a local setting, Ms. Beck-Atkinson and her group conducted an informed yet casual conversation on gentrification bringing in quantitative and qualitative data to understand food sovereignty, food deserts, migrations, immigration, slogans, housing prices, displacement, detainment, protest, and modes of transportation. The podcast was insightful and engaging and demonstrated how learning goes beyond classroom context and the role of new media in this effort. Ms. Beck-Atkinson did satisfactory work on the essays, and facilitation and presentation of readings, and completed the study successfully. Ms. Beck-Atkinson developed an excellent scaffold for graduate study. She is distinguished among her peers with respect to her collaboration skills.

Ms. Beck-Atkinson demonstrated a high level of engagement with materials for a study of photography and geometry. She participated effectively in collaborative problem solving sessions. She demonstrated a great willingness to share ideas and support others in their problem solving efforts. Ms. Beck-Atkinson did a very good job working with her group members on weekly geometry problem sets and gained a good understanding of the math concepts and problem solving skills emphasized in each assignment. Ms. Beck-Atkinson actively participated in presentations of ideas and activities about geometry and photography and in discussions of the text and articles. Ms. Beck-Atkinson's photography entries demonstrated effort and growth over the course of the study. Her comments on peer work were supportive and showed very good insights into the assigned topics. She collaborated with a team on an interdisciplinary final project that combined math and photography concepts. Her presentation of mathematical ideas was helpful and clear. The group did a good job of integrating mathematics and photography in their final presentation.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 48

- 3 - Autobiographical Literature and Expository Writing
- 3 - American Studies
- 3 - Applied Community Research
- 3 - Fundamental Social Topics: Contemporary and Historical
- 3 - Health and Wellness through Diet and Nutrition
- 3 - Project Management
- 5 - United States Foreign Policy
- 5 - History of Law and Justice
- 5 - Mathematics in Society
- 3 - Public Health



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- 2- Quantitative Analysis
- 5- Pacific Northwest History
- 3- Euclidean Geometry
- 2- Art of Photography



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.