



Ragona, Christina Marie

A00272237

Last, First Middle

Student ID

Former Name(s): Ragona, Christina ;

DEGREES CONFERRED:

Bachelor of Arts

Awarded 18 Mar 2022

TRANSFER CREDIT:

Start	End	Credits	Title
09/2006	06/2009	51	William Rainey Harper College
09/2010	03/2012	35	South Puget Sound Community College

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/2012	06/2013	24	Chanoyu: Traditional Japanese Culture and the Way of Tea 16 - <i>Japanese Cultural Studies</i> 8 - <i>Japanese Architecture and Building Practice</i>
09/2012	12/2012	3	American Sign Language I 3 - <i>American Sign Language I</i>
01/2014	03/2014	6	Exploring Furniture Design 4 - <i>Design History</i> 2 - <i>Artisan Furniture Making</i>
01/2014	03/2014	4	Fabrication of Form in Metal 4 - <i>Intermediate Metalworking</i>
03/2014	06/2014	6	Construction: Working with Wood 3 - <i>Architectural Drawing</i> 3 - <i>Conceptual Modeling</i>
03/2014	06/2014	4	Living Art 4 - <i>Design History</i>
03/2014	06/2014	4	Woodworking 4 - <i>Artisan Woodworking</i>
06/2014	09/2014	8	Architectural Design Studio 5 - <i>Architectural Design Studio</i> 3 - <i>Architectural Design and Presentation Drawing</i>
06/2014	09/2014	8	Tools of the Trade: Master, Journeyman, Apprentice, and Guild 2 - <i>Labor History</i> 6 - <i>Artisan Woodworking</i>
09/2014	12/2014	4	Engineering Beauty: The Architecture of the Renaissance 4 - <i>Architectural History</i>
09/2014	12/2014	4	Writing as Thinking: The Power of Reflection 4 - <i>Expository Writing</i>



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EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/2014	12/2014	3	Metalworking <i>3 - Metalworking</i>
09/2021	03/2022	16	Psychology of Mind Body Medicine <i>6 - Health Psychology</i> <i>2 - Abnormal Psychology</i> <i>2 - Social Science Writing</i> <i>3 - Integrative Health Practice</i> <i>3 - Integrative Health, Creativity and Education Independent Study</i>
09/2021	12/2021	4	EastWest Psychology: Cultivating Mental Well Being <i>4 - East-West Psychology: Cultivating Mental Well Being</i>
01/2022	03/2022	8	The Alchemy of Witness: Integrative Skills for Psychology and the Helping Professions <i>4 - Applied Psychology</i> <i>4 - Theory of Art Therapy</i>

Cumulative

192 Total Undergraduate Credits Earned



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My experience at Evergreen encompassed my commitment to personal growth. Critical learning, communication and engaging with the community facilitated a diverse interdisciplinary learning experience. Throughout the last few years my critical thinking skills guided me to write my own curriculum, with both internships and independent learning contracts. This helped me to get in touch with self-discipline, time management, and become fully immersed in the process of my education. My consistent communication and active listening skills allowed me to articulate my needs, build trust, and be a productive team member. The communication skills I learned throughout the years at Evergreen impacted my capacity to be constructive, collaborative, and transformed my sense of belonging, which made the learning experience at Evergreen life changing and impactful.

What I love about Evergreen's curriculum is that you can take classes that emphasize one subject, take a program that intertwines several subjects, or build your own curriculum by interning or creating an independent learning contract. I started my journey at Evergreen taking a program titled, Chanoyu, which focused on Japanese history, culture and architecture. In this class I was reintroduced to woodworking, developed a substantial understanding of the traditional practices of architectural design, and contributed to the construction of the Japanese tea house on campus. Working with wood inspired me to learn technical skills, and gain hands-on experience with different mediums. I took a metalworking class where I became familiar with welding with oxy acetylene and MIG welding. I fabricated sculptures with different types of metal and welding techniques. I also created an internship with a local woodworker, Linden Toney, where I assisted him in making functional art and helped sell these items at the Olympia Farmers market. Working alongside Linden sparked my interest in furniture making and inspired me to spearhead my own business.

After taking a few more programs in architecture design, writing, furniture design and history I decided to take a break from Evergreen. During that break, I worked with a few ceramic artists, and eventually took over my friend's business. During this time, I experienced what it was like to be an entrepreneur and sold wholesale ceramic pieces. What I learned at Evergreen helped me get in touch with my self-discipline and time management skills. I learned what it was like to be both the maker/marketer; I managed the finances and communicated with customers. Doing this work was crucial for me; it gave me the hands-on experience I was craving. During the pandemic I had the opportunity to reevaluate my life, and I realized that during this time of uncertainty that I wanted to learn more about mental health. I wanted to look into a career that participated more for the common good of our community, which is why I eventually decided to go back to school. Ultimately, I want to be a part of something that is more fulfilling.

I finished my degree taking psychology classes that focused on somatic and integrative health practices. I have actively demonstrated awareness of sociocultural and diversity issues and bettered my understanding of psychology. I gained knowledge and skills for witnessing and tending others (as in counseling, psychology, or social work) using guided principles of social and disability justice through a trauma-informed lens. My consistent progress in developing an applied understanding of the biopsychosocial model of health and wellness has helped my passion for art and psychology to be integrated with both physical and emotional aspects. Finishing my degree, I realized my ability to make assignment deadlines exceeded my expectations. I am walking away with my degree knowing that I will be a great member of any work environment because of my dedication and compassion to be an active team player that continuously expands my communication, critical thinking, and problem solving skills.



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January 2022 - March 2022: The Alchemy of Witness: Integrative Skills for Psychology and the Helping Professions

8 Credits

DESCRIPTION:

Faculty: Penelope Partridge, MA, LMHCA, LMFTA

This eight-credit, quarter-long interdisciplinary program was designed to give students a foundational understanding of applied psychology skills while studying art therapy techniques and theory. Learning in the program fell into two central categories: knowledge and skills for witnessing and tending to others (as in counseling, psychology, or social work), and practices for witnessing and tending to the self. Students sought to answer the questions: Why does it add value to the human experience to be heard and witnessed? How can we develop the senses of our “third ear” (as named by Theodor Reik in his psychoanalytic practice) and listen to others without rushing to fill the silence between us? How can we hear the voices of our deepest inner well more clearly? Using Jung’s theories as a frame, a portion of the program was devoted to artistic mediums of self-exploration through process-oriented pinhole photography and watercolor painting.

Students engaged in workshops designed to promote skills and awareness regarding different types of listening as well as the development of an understanding of “joining” as a therapeutic technique. Through small group work, students reflected on their relationship to silence in conversation as a foundation for witnessing others, and underwent an intensive assessment of their own communication skills. Students’ final projects were to create a “Witness Synthesis Reflection” showcasing their new insight into communication techniques, and a “Resiliency Toolkit,” which will serve as a self and community care tool for students as future practitioners, teachers, and helping professionals.

EVALUATION:

Written by: Penelope Partridge, MA, LMHCA, LMFTA

Christina brought presence and kindness to our program this quarter and has been a pleasure to share community with. From the very first moments of the program, they showed a readiness to participate and engage with other students as well as engage in the work of becoming a helping professional.

Christina exceeded my expectations by completing assignments with a level of integrity and depth that set them apart as a model student. They wrote more than was required of them during weekly seminar preparation and shared well-thought-out responses to quotes from assigned readings. They communicated well and had great attendance, including the participation in an optional in-person activity day which was community building and generative for students in the program.

Christina reflected on new techniques for becoming a stronger communicator through practicing a new awareness and understanding of their own and others’ body language. Christina also made interesting inquiries connected to the work such as: “How many people are in their careers now because of discovering life themes?” Christina also created a breathtaking video for the final synthesis portion of the class. In the video, they poignantly laid out important communication techniques they intend to carry forward into their life and career such as paraphrasing, and appropriate use of silence.

Christina excelled in completing the winter curriculum of the Alchemy of Witness program, showing personal responsibility and a commitment to our learning community through regular attendance, active participation, and excellent quality of work. I look forward to seeing where Christina’s wonderful gifts take them, and hope that we become future collaborators in the world of the helping professions.



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SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

- 4 - Applied Psychology
- 4 - Theory of Art Therapy



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September 2021 - December 2021: EastWest Psychology: Cultivating Mental Well Being
4 Credits

DESCRIPTION:

Faculty: Jamyang Tsultrim, M.A. Loppon Degree

The emphasis of this course was the analysis of positive cognition/emotions, their influence on our psychological well-being, and methodologies for cultivating and improving constructive experiences and understanding their function in daily life domains. Students synthesized their learning experiences into a final paper on developing mental well being program either for personal care or as a foundation for work in the helping professions. Student evaluation was based primarily on student achievement of class learning objectives, attendance, in-class participation, and completion of mid-term, final 5-week well being program, seminar preparedness discussions, mindful self-compassion workbook exercises and developing compassion profile paper. The main textbooks for this fall quarter were: *A Fearless Heart* by Thupten Jinpa; *Altered Traits: Science Reveals How Meditation Changes Your Mind, Brain, and Body* by Goleman Et al; and *The Mindful Self-Compassion Workbook* by Neff Et al. This course was taught remotely both through mainly synchronous meetings and asynchronous activities in this quarter due to COVID-19.

EVALUATION:

Written by: Jamyang Tsultrim, M.A., Loppon degree

Christina Ragona successfully achieved all the learning objectives and fulfilled all the requirements of this class. She showed particular strength in applying class learning activities for personal well being and helping others in clinical settings. She was very responsible in completing all the assignments and attending all the classes. Christina achieved a broader understanding of the core concepts and skills of mental well being from the East West psychological perspectives through completing a mid-term paper, developing compassion profile paper, maintaining active in-class participation during breakout room discussion and turning in seminar preparedness discussions.

In particular, Christina's mid-term paper showed a solid understanding of the theory of multiple well being models and methods for cultivating mental well being both from familiarity with the contents of the assigned readings and direct experiences. This paper showed clear insight in the theory of well being both from the PERMA five elements of well being, and three elements of Mindful Self-Compassion (MSC) and their clinical application for dealing with the symptoms of mental health conditions. To develop practical experience in cultivating mental well being, she completed both the practices and integration of all the mindful self-compassion formal/informal exercises, reflections and kept a good documentation of them throughout the quarter.

In addition, Christina accomplished designing effective methods to develop a five-week mental well being program primarily based on PERMA (positive psychology) and mindfulness for cultivating mental well being. This final paper demonstrated her in-depth insight in Positive emotion, Engagement, Positive relationship, Meaning and Accomplishment PERMA, and the three elements (mindfulness, kindness and common humanity) of Mindful Self-Compassion (MSC). She then developed an effective five-week program initially establishing a stable foundation practice and gradually expanded to the following week's program. She thoughtfully synthesized themes and exercises across these two models and created an integrated approach for her five-week program. She also reviewed her reliable sources and appropriately supported the contents of her program. Standard academic writing utilizing APA style and format was appropriately applied in the final paper.

In brief, Christina clearly achieved core concepts and developed skills in cultivating mental well being for this class. She also outlined the achievement of the course learning objectives in her evaluation and



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stated that she had a transformative experience through this course. Because of her development in understanding and direct experiences in core skills of well being, she was inspired to maintain and expand them in her academic field. She has shown genuine enthusiasm and is prepared to advance to further studies in these topic areas.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - East-West Psychology: Cultivating Mental Well Being



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September 2021 - March 2022: Psychology of Mind Body Medicine

16 Credits

DESCRIPTION:

Faculty: Mukti Khanna, Ph.D.

Psychology of Mindbody was a three-quarter program that explored how psychology is being integrated in the theory and practice of Mind Body Medicine in diverse health care settings nationally and internationally. The program studied the fields of health through both evidence-based medicine and traditional holistic medical models from civilizations including China, India, and Japan. Students had the option to participate in an International Symposium with universities from India, China, and Vietnam. The program explored the need to develop integrative health practices to promote immune system support, emotional resilience, and prevention in the face of public health needs.

The fall and winter quarters of the program introduced integrative health models from both the field of health psychology and Mindbody medicine from multicultural medical perspectives that are based on seasons, diet, and interpersonal neurobiology to promote health and wellness. The program explored multicultural perspectives from the traditional world medical systems of the Medical Qigong and Jin Shin Jyutsu. Students explored interdisciplinary ways of promoting health, including communication, health care practices, Jin Shin Jyutsu self-care practices, and engagement with social issues through the American Psychological Association resolutions to address health equity. Students read diverse texts on integrative health and abnormal psychology including works by Brannon, Siegel, Sue, Redvers, Brink, Jahnke, and Davis.

Students completed weekly online learning on health psychology and abnormal psychology with quizzes and conceptual integration modules and wrote ten Deepening Reflections on integrative health practices and theory. Students worked on social science writing through writing resumes, academic statements, and a prospectus based on peer-reviewed literature on an area of integrative health they wanted to further explore or work within the community. Students applied diverse health care practices to case studies through a Grand Rounds integrative health presentation each quarter and created an integrated wellness plan for diverse physical and mental health cases.

Learning goals for the program included developing a theoretical and applied understanding of the knowledge base of psychology through studying health psychology, social science writing, and integrative health practices.

Student evaluation was based primarily on achievement of program learning objectives, participation, and completion of required assignments.

EVALUATION:

Written by: Mukti Khanna, Ph.D.

Christina successfully completed the fall and winter quarters of the *Psychology of Mindbody Medicine* program. Christina has been an integral member of the learning community throughout the program. Christina continued to actively demonstrate applied and theoretical awareness of sociocultural and diversity issues throughout the program in both academic and applied work.

Christina demonstrated a very good understanding of health psychology and an excellent understanding of abnormal psychology through theoretical assessments and online curriculum. Christina also demonstrated a very good applied understanding of health psychology and abnormal psychology theory and application participating in Grand Rounds Integrative Health case presentations and creating team Wellness Plans. Christina created impactful visual components for the presentations. Christina made



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excellent progress in describing and differentiating among the major psychological and world medical approaches to understand health in both theory and integrative practice. Christina made consistent progress with social science writing and APA style writing throughout the program and made significant progress in oral presentation skills. Christina demonstrated a good interdisciplinary understanding of the biopsychosocial model of health and wellness.

Christina completed an independent study in the program on how creativity and integrative health practices can be applied in an educational setting. Her presentation and paper demonstrated the ability to take personal responsibility for learning, successfully integrate interdisciplinary concepts, and apply theory to future educational practice.

The very good work that Christina completed in the program was foundational for future studies in psychology, integrative health and education.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 6 - Health Psychology
- 2 - Abnormal Psychology
- 2 - Social Science Writing
- 3 - Integrative Health Practice
- 3 - Integrative Health, Creativity and Education Independent Study



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September 2014 - December 2014: Metalworking

3 Credits

DESCRIPTION:

Faculty: Robert Woods, M.F.A.

In this introductory course, students learned about the characteristics of ferrous and non-ferrous metals, how they are formed and ways to put them together. Through demonstration, study, and hands on practice, they experienced the use of tools and machines commonly employed in the processes of sheet metal fabrication, oxy-acetylene and MIG welding, hot forging and metal finishing, among others. These methods of metalworking were used in the construction of a series of projects that required basic proficiency, informed students of their own working process, and encouraged student-centered design.

EVALUATION:

Written by: Robert Woods, M.F.A.

Christina furthered her metalworking practice primarily in the areas of fitting, forming, and oxy-acetylene welding of steel. She took considerable time in the ideation and planning phase of her project work. She fabricated a hollow steel cube suspended within an open cube frame of steel rod. She made a table top frame of steel angle iron. Her sculptural piece was well done and she is prepared for more advanced work in metal fabrication.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 3

3 - Metalworking



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September 2014 - December 2014: Writing as Thinking: The Power of Reflection

4 Credits

DESCRIPTION:

Faculty: Emily Lardner, Ph.D

This course was designed to help students develop their understanding of the dynamic relationship between writing and thinking, and to consider of power of reflection within that context. Three books--*Language in Thought and Action*, by S.I. Hayakawa and Alan R. Hayakawa; *Rapt: Attention and the Focused Life*, by Winifred Gallagher; and *The Faraway Nearby*, by Rebecca Solnit--informed our exploration of these topics. Drawing on key ideas in these texts and their own experiences, students drafted and revised a series of three essays. The first focused on articulating the relationship between language and thinking; the second invited students to consider Evergreen's emphasis on reflection as a key component of their learning here; and the third invited students to integrate ideas from several texts and use those ideas to analyze a public issue. Students participated in workshops and exercises during class that were intended to help them develop or strengthen their skills in analytical reading and integrative and critical thinking.

EVALUATION:

Written by: Emily Lardner, Ph.D

Christina Ragona's focus at Evergreen is art, but because she wants to develop both breadth and depth as she earns her liberal arts degree, she chose to take a writing course. Through the process of working on assignments and exercises in and out of class, and by talking with other students about their experiences with writing, Christina developed strategies that will help her continue to develop as a writer. She discovered the value of making time for writing. By using writing as a process tool, Christina was able to explore making lists and webs of ideas. She also worked with the concept of identifying key terms in readings, which helped her focus on the texts and be more intentional about the ideas she worked with in her essays. Now that Christina has broken the ice on developing her academic writing skills, a good next step would be to find opportunities to continue practicing them.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Expository Writing



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September 2014 - December 2014: Engineering Beauty: The Architecture of the Renaissance

4 Credits

DESCRIPTION:

Faculty: Daryl Morgan

The course was imagined as a general introduction to the Italian Renaissance as seen primarily through the lens of architecture, focusing particularly on the work of Brunelleschi, Alberti, Bramante, Michelangelo, and Palladio. Coursework included work in Classical Design Theory, Ancient Principles of Proportion, Scholasticist vs Humanist Thought, Architectural Design Drawing, and Conceptual Model-making. Focusing on the work of a particular architect, students worked in teams to produce a three-dimensional conceptual model of one of their architect's iconic structures. On the final day of class teams presented their finished models along with a thoroughly researched report on their architect's life and work.

EVALUATION:

Written by: Daryl Morgan

Christina is a serious student whose work, in both classroom discussion and as part of a group project team, added an important dimension to the quarter's academic conversation. I particularly appreciated the effort and expertise she brought to her project team's design and construction of a scaled architectural model of the famous dome structure of Filippo Brunelleschi's Santa Maria del Fiore in Florence. As Christina's research revealed, and as the teams nicely constructed architectural model clearly illustrated, the cathedral and its monumental dome are iconic representations of the creative thinking of the preeminent master of early Renaissance architectural design and building practice. Christina's work met my expectations for the class and satisfied all course requirements.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Architectural History



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June 2014 - September 2014: Tools of the Trade: Master, Journeyman, Apprentice, and Guild

8 Credits

DESCRIPTION:

Faculty: Daryl Morgan

The course was comprised of an investigation into the rise of the great medieval artisan craft guilds of Europe and Japan, during which students were asked to examine not only the transformative effect of the guilds on the ways in which things were made and the ways craftsmen were trained to make them but on the fundamental relationship between capital and labor. Using two woodworking guilds, The Worshipful Company of Dublin Cabinetmakers and Joiners and the Kyoto Society of Master Builders, as representative of the European and Japanese guild traditions, students engaged in learning about the men, methods, tools, and materials the guilds employed and their lasting effect on the cultures they inhabited. During the studio component of the course, students made and learned to use a variety of traditional woodworking hand tools including an English bowsaw, a "coffin smoother" (European handplane), a Hira-kanna (Japanese wooden finishing plane), and a wooden mallet.

EVALUATION:

Written by: Daryl Morgan

Throughout the quarter Christina provided a valuable contribution to classroom discussion of the history of both European and Japanese labor practice and the rise of the skilled artisan guilds. Her comments could be relied on to provide thoughtful analysis and deliberative appraisal of each topic under discussion.

She took her emerging familiarity with the traditional artisan's working world and attitudes toward the practice of skilled craft into the studio and applied it to the training of her mind, hand, and body in the often bewildering array of skills and technique necessary to engage fine woodworking at the level of a typical 17th or 18th century craftsman. As would have been typical of the period, her training began with the fashioning of tools, in this case an English bowsaw and striking mallet, each constructed of wood in the traditional manner. I was pleased not only with the result of her toolmaking effort but with the beginnings of what was clearly a new appreciation for the inherent wisdom and technical sophistication of our artisan forebears. Christina's work met my expectations for the class and satisfied all course requirements.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

2 - Labor History

6 - Artisan Woodworking



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June 2014 - September 2014: Architectural Design Studio

8 Credits

DESCRIPTION:

Faculty: Anthony Tindill

Architectural Design Studio introduced students to intensive architectural design practices and principles. This program was studio based and students investigated and applied their ideas about buildings and architecture through comprehensive design projects. Students participated in conceiving, designing, and presenting their projects in an open class forum. They were given the opportunity to learn best design practices and develop their own design process as well as gain experience in idea generation, application of architectural theory and principles, design development, design drawing and presentation practices. The students were tasked with three main design projects that successively asked them to think and design on increasing scales and scopes. The first project was to redesign the main bus waiting shelter on this campus. The second project asked the students to visualize and design a city pool for the city of Olympia, Washington. The third and final project challenged the students to design a mixed-use, infill building, again in Olympia. The first project had strict presentation requirements in terms of scaled drawings and as they progressed to the final project, the presentation requirements were lessened – prompting the students to determine the necessary drawings to effectively convey their design ideas. For each project, the students presented to and were critiqued by their faculty, peers, and in some cases invited guests.

EVALUATION:

Written by: Anthony Tindill

Christina Ragona fully attended all program activities, engaged all the program work with intelligence and insight, and was an actively engaged member of the program learning community.

Christina applied critical thinking in design process toward effective responses to the assigned challenges. She successfully addressed concepts of practical function, sustainable methods, and aesthetics. Her projects were well thought out and clearly executed. She employed a manageable amount of challenge in her designs that allowed her to thoughtfully work toward and produce effectively executed design solutions.

Christina demonstrated clear and real progression in her ability to use drawing to explore, develop, and communicate design ideas. Her project drawings increased in clarity in each successive project. This was highlighted in her final project presentation that gave the viewer a good, comprehensive understanding of her design. In addition, Christina also improved in her approach toward design process. Each of her projects was successively more comprehensive; building on lessons learned along the way. In routine desk critiques, Christina showed increasing attention to detail and a growing ability to incorporate an iterative approach to testing design ideas.

Christina demonstrated a cordial and sometimes reserved approach in peer critique sessions. She showed a willingness to ask pertinent questions of her peers in reference to their designs and received or responded to critique or questions from her peers with respect and honesty. This is evidence of her ability to communicate creatively and effectively with his peers regarding their academic work.

Christina leaves this program with a solid understanding of architectural design conventions (plan, section, elevation, and single view drawings). Christina has gained a budding, foundational design process and she is ready to apply it toward a more detailed study in architectural design or other design-focused disciplines.



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SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

5- Architectural Design Studio

3- Architectural Design and Presentation Drawing



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March 2014 - June 2014: Woodworking**4 Credits****DESCRIPTION:**

Faculty: Daryl Morgan

The course provides an introduction to the basic principles of designing in wood, the physical properties of the material, and the fundamental skills necessary to shape timber to a purpose. Students learn the safe and appropriate use of hand and power tools through observation and use and explore various methods of joinery, layout, fabrication techniques, and the application of finishing materials. Acquired skills are used to build a small-scale furniture project.

EVALUATION:

Written By: Daryl Morgan

Christina is a student whose genuine enthusiasm for the work of artisan craft and commitment to engaging in work of consequence provided an important addition to the quarter's artistic conversation. I particularly appreciated her willingness to accept the challenge of learning to use the time-honored tools and techniques of the artisan furniture maker's trade. The result of her effort was a handsome, Shaker-inspired occasional table made in the traditional manner from locally sourced hardwood. Christina met my expectations for the class and satisfied all course requirements.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Artisan Woodworking



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March 2014 - June 2014: Living Art

4 Credits

DESCRIPTION:

Faculty: Daryl Morgan

The individual learning contract, **Living Art**, is a 1-quarter inquiry focusing on the life and work of Charlotte Perriand. Using the texts, *Charlotte Perriand: An Art of Living* by Mary McCleod, *Charlotte Perriand* by Elizabeth Vedrenne, and *Le Corbusier* by Kenneth Frampton as a framework for research, the student planned to investigate the work of the great French architect and designer. In order to more fully understand Perriand's work as a furniture designer, the student was to produce four design sketches per week inspired by the Perriand's own designs. The student was to summarize her research and conclusions in a 6-8 page research paper.

EVALUATION:

Written by: Daryl Morgan

As a fledgling female furniture designer, Christina's career will inevitably be inspired and informed by the work of pioneering women designers of the past. In choosing to investigate Charlotte Perriand's struggle for professional respect in the male-dominated world of architecture and design as it existed in the 1920's, Christina is acknowledging both the remarkable movement women designers have made toward full acceptance and the unfortunate roadblocks that remain to this day. Perriand's application to work with Le Corbusier was famously rejected with his quip, "We don't do needlepoint here." Many women working as designers today would not be unfamiliar with that kind of casual dismissal. But Christina reports in her paper that Perriand's enormous talent and refusal to be dissuaded were finally recognized and rewarded when she was hired by the firm, going to become one of its most respected designers, considered by many to be the equal of Le Corbusier himself. The message of Perriand's life is not lost on Christina who is more determined than ever to pursue her dream.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Design History



Ragona, Christina Marie

A00272237

Last, First Middle

Student ID

March 2014 - June 2014: Construction: Working with Wood

6 Credits

DESCRIPTION:

Faculty: Daryl Morgan

This internship with a local professional woodworker, titled **Construction: Working with Wood**, was designed to be a continuation and expansion of previous, more preliminary work around the discipline of designing and building in wood. Rather than focusing on technical tool skills and small, shop-made objects, the student will focus her efforts on the construction of more substantial structures. The project to be undertaken under the field supervisor's guidance is a small, stick-frame building. The student will produce a blue print of the structure and, using the print as a guide, will construct a small framing model of the structure. The student will also assist the field supervisor in all aspects of the project's construction.

EVALUATION:

Written by: Daryl Morgan

Christina is a determined student with a strong desire to engage the work of designing and building. Her work with Internship supervisor Lindon Toney this quarter on the construction of a small, traditionally-framed structure has been both frustrating and rewarding. Many craftspeople would agree that frustration and reward are often twin aspects of work as a designer/maker and Christina's experience has been invaluable in the demonstration of that lesson. After completing a blueprint of the structure in order to guide on-site work Christina produced a scaled model of the building showing the framing plan of all walls, doors, windows, and roof. As sometimes happens, though, the client withdrew support just as construction was about to begin. The frustration is obvious but the reward must also be recognized.

Christina did not previously possess a solid understanding of the theory behind the fabrication of engineered structures. By producing detailed drawings coupled with an equally detailed framing model, she now has a more thorough understanding of the relationship between the various constructional elements that comprise a built structure. Her furniture design work will no doubt benefit greatly from the things she has learned this quarter.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 6

3 - Architectural Drawing

3 - Conceptual Modeling



Ragona, Christina Marie

A00272237

Last, First Middle

Student ID

January 2014 - March 2014: Fabrication of Form in Metal

4 Credits

DESCRIPTION:

Faculty: Robert Woods, M.F.A.

This was an intermediate-level studio course of direct metal fabrication for modern sculpture and design. Artists, ideas, structures and styles were studied. Metalworking processes of forming, fitting, oxy-acetylene, MIG and TIG welding were practiced and utilized in the composition of a series of different structural forms. Students presented a research paper on an artist or designer of their choice, and completed a final sculptural composition of their own design. Participants of this class also mounted a formal showing of their work at the end of the course.

EVALUATION:

Written by: Robert Woods, M.F.A.

Christina was engaged in material and process experimentation. She sink-formed and worked copper from both sides to create an amorphous organic form with a contrasting dark patina. Working with a heavy iron wire, Christina coiled, wrapped and tied it into a large hanging light shade. She learned to weld with oxy acetylene and MIG, and fabricated a striking circle bordered with dozens of fine radiating steel wires. She also wrote an informative paper on the French designer Charlotte Perriand. Christina met requirements for full credit and is prepared for intermediate work in metal fabrication.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Intermediate Metalworking



Ragona, Christina Marie

A00272237

Last, First Middle

Student ID

January 2014 - March 2014: Exploring Furniture Design

6 Credits

DESCRIPTION:

Faculty: Daryl Morgan

The internship, **Exploring Furniture Design**, was imagined as an in-depth inquiry into the history and practice of furniture design and furniture making in the West, from the mid-19th century to the present. Through extensive reading, research, and responsive writing the student sought to broaden her understanding of not only of the artistic characteristics of various design movements but to see them in their social, political, cultural, and economic context. While conducting this academic inquiry, the student worked alongside experienced professional woodworker, Linden Toney, in order to learn the practical daily realities of being a working craftsperson in contemporary culture. Her work with him was to include instruction in planning, design, material selection, wood joinery, wood finishing, and product marketing. The internship was to conclude with a 10 page summative essay.

EVALUATION:

Written By: Daryl Morgan

Christina's learning experience this quarter was an exercise in both the energizing effect of new learning and the frustration of things not going as planned. Her internship sponsor, though unfailingly helpful and well-intended, proved to be engaged in a kind of work that was quite different from what Christina imagined it would be. Rather than being the design and construction of serious furniture, the work was devoted almost exclusively to the making of small gift items and employed only rudimentary levels of skill and technique. Still, there was value in the experience if for no other reason than its demonstration of the difficulties and compromises that are sometimes necessary when one sets out to earn a living as an artisan.

Christina's academic investigation proved somewhat more fruitful, revealing as it did the broad aesthetic range of furniture design in the 19th and 20th centuries. Her exposure to designers/makers as technically sophisticated and stylistically diverse as George Nakashima, Charles and Ray Eames, and Le Corbusier, provided her with benchmarks for what furniture of consequence can and must be.

Though Christina's work fell somewhat short of the requirements for the Internship Contract, I feel the experience, on the whole, was a valuable one and provided the beginnings of a blueprint for her future work.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 6

4 - Design History

2 - Artisan Furniture Making



Ragona, Christina Marie

A00272237

Last, First Middle

Student ID

September 2012 - December 2012: American Sign Language I

3 Credits

DESCRIPTION:

Faculty: Anne M Ellsworth M.Ed.

The American Sign Language I student begins the basic study of grammar structure and syntax, numbers and finger spelling, working from the textbook: *A Basic Course in American Sign Language*, and *Signing Naturally*. For the study of Deaf culture, *Train Go Sorry* is used. Upon completion of ASL I the student is expected to be able to: 1.) have basic expressive and receptive skills with vocabulary, grammar, syntax, and finger spelling; 2.) be able recognize and use cardinal numbers up to 1,000,000; 3.) have a basic introduction on the use of classifiers and locatives; 4.) have acquired enough of the language to conduct a simple conversation; 5.) have an elementary knowledge of the complex elements of Deaf culture and history of the Deaf who use ASL to communicate.

EVALUATION:

Written by: Anne M Ellsworth M.Ed.

Christina has successfully completed most of the requirements for this first level of ASL. Her expressive skills are acceptable as are her receptive and comprehension skills. She participated in class activities. She exhibits a basic understanding of foundational grammar of ASL.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 3

3 - American Sign Language I



Ragona, Christina Marie

A00272237

Last, First Middle

Student ID

September 2012 - June 2013: Chanoyu: Traditional Japanese Culture and the Way of Tea 24 Credits

DESCRIPTION:

Faculty: Daryl Morgan and Tomoko Hirai Ulmer

The program was a yearlong interdisciplinary inquiry devoted to the understanding of traditional Japanese culture through the study of the tea ceremony and pre-modern architecture. All students shared participation in the core study of Japanese history, culture, aesthetics, philosophy, architecture and the practice of the Urasenke School tea ceremony which comprised two-thirds of total program content. For remaining program content students were given the opportunity to choose between a focus on traditional architecture and building practice or on language studies.

Students participated in seminar discussions, lectures, group presentations, and various workshops to further their understanding of the Way of Tea. Architecture emphasis students were also engaged in foundational skill development in artisan woodworking and traditional carpentry practice. The culminating activities of the program included the presentation of five unique, student-hosted tea ceremonies for invited guests and the construction of a *Soan*-style tea house.

During Fall quarter students gained a general knowledge of Japanese history and architecture along with the history of the Way of Tea in Japan and basic tea preparation and tea drinking protocols as practiced by the Urasenke School of Tea. Students submitted weekly worksheets cued to their study of Japanese history from prehistory to the modern period, were introduced through lecture and seminar to pre-modern Japanese architecture and building practice and their relationship to the broader culture, participated in discussions on selected historical and cultural topics, and mastered *ryakubon demae*, the initial stage of the tea presentation. Class activities included a calligraphy workshop in which students learned to write Chinese characters with brush and ink and field trips to the Seattle Japanese Garden and the Seattle Urasenke Tea Center. At the garden students observed the ways in which where tea houses and other structures are integrated into garden landscapes and at the Tea Center they participated in an authentic tea ceremony. Students also worked in groups to create a cultural and historical timeline and presented the result of their research to the class at the end of the quarter. As well, each student submitted an individual integrative research paper as part of their timeline project.

During winter quarter Japanese aesthetics as they relate to cultural and architectural studies formed the core part of the program during this quarter. Lectures and seminars explored a number of important aesthetic concepts as they exist in Noh Theater (chanoyu's artistic *cousin*), Shinto religious practice, and Zen Buddhism. Some of these concepts included the prominence of the moon in literature and the visual arts, *wabi* (desolate beauty), *ma* (empty space), and the distinctive influence of light and shadow in interior architecture. We examined the design of iconic medieval structures along with examples from classical literature, painting, and poetry in an effort to discover the ways in which they were representative of these important aesthetic concepts.

Class activities included designing and creating a conceptual model of a temporary tea space for use in the classroom, design and construction of shoji screens and low benches to be used in the tea ceremony, a workshop on making bamboo vases and tea scoops, hosting an actual ceremony for members of The President's Diversity Fund Committee, and participation in a field trip to a traditionally constructed Japanese house built in the *sukiya* style. Course work included six seminar papers on selected topics as well as an individual research paper on a topic of cultural or architectural significance. Students shared the results of their research with an in-class presentation. Students continued to refine their skills in the tea preparation method of *ryakubon demae* and the tea drinking etiquette of the Urasenke School.



Ragona, Christina Marie

A00272237

Last, First Middle

Student ID

During spring quarter the inquiry coalesced more comprehensively around *Chanoyu* during the final quarter of the program. Included in this study were examinations of the life of the tea master *Sen no Rikyu*, the *sukiya* style of architecture and interior design identified most closely with tea, Noh theater (the aesthetic cousin of the tea ceremony) and their shared aesthetic sources, and the early 20th-century arts and crafts movement as embodied in the work of *Yanagi Soetsu*. Course work included five seminar papers and an integrative research paper on a topic related to tea philosophy or architecture. Additionally, students attended a ceramics workshop and a traditional *Biwa* (Japanese lute) performance of a medieval epic. Architecture track students continued their work on the construction of the traditional tea house. The culmination of the year's study was the five tea ceremonies planned and performed by student groups. Each ceremony was conceived as a unique, one-time event organized around a particular theme and performed for a select audience. Students presented their year-end comprehensive research as part of each of these events.

EVALUATION:

Written by: Daryl Morgan

Christina has the potential to be a fine student. She possesses a good mind, a lively creative imagination, and desire to succeed in academic work. Unfortunately, due to personal circumstances her focus, self-discipline and work ethic were not all that they might have been. These circumstances resulted in disappointing class attendance, an inability to produce work in a timely fashion, and an inevitably negative general impact on her progress throughout the year. It should be noted, though, that when Christina was fully engaged her contribution to small group work was quite valuable and that her participation in seminar unfailingly provided insight, context, and direction to the conversation. Despite these personal challenges, and though she was without any background in architecture or the building arts at the beginning of the year, I was also very pleased to observe the way in which she developed a relatively substantial understanding of the traditional practice of architectural design and, when she was fully present and engaged, her contribution as a valuable member of the tea house construction team.

Christina's work unfortunately fell short of my expectations and of the program's academic requirements.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 24

16 - Japanese Cultural Studies

8 - Japanese Architecture and Building Practice



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.