



Flores Martinez, Jimena

A00436954

Last, First Middle

Student ID

TRANSFER CREDIT:

Start	End	Credits	Title
09/2020	06/2022	90	South Puget Sound Community College

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/2022	03/2023	32	The Social Construction of Brains and Behavior 8 - Social Psychology 2 - Academic Research 6 - Sociology and Social Justice 3 - Creative Writing 8 - Abnormal Psychology 2 - Academic Research 3 - Creative Writing
04/2023	06/2023	16	Children, Curriculum, and the Clinical View: Childhood Development and Psychopathology in the Education System 4 - Childhood Developmental Psychology 4 - Behavioral Disorders of Childhood 4 - Child Centered Interventions 4 - Elementary Education in the Public School System
04/2023	06/2023	2	Cultivating Voice: A Writing Tutor's Craft 2 - Liberatory Writing Pedagogy
06/2023	09/2023	4	Children's Literature and the Politics of Identity, Gender, and Race 4 - Children's Literature
06/2023	09/2023	4	Ecopsychology 4 - Psychology
06/2023	09/2023	4	The Justice of Fermentation 2 - Food Justice 2 - Fermentation Project
09/2023	03/2024	16	What is Education for at This Moment in Time and Place? 5 - Foundations of Education 5 - Learning in Community 2 - Qualitative Research Methods 4 - Making Meaning through Writing and Arts
09/2023	12/2023	4	Environmental Justice: History and Sociology 4 - Environmental Justice: History and Sociology
01/2024	03/2024	8	Alchemy of Witness: Relating Through the Camera 2 - Introduction to Counseling Skills 2 - Multimedia Art Skills 2 - Communication through Community Based Learning 2 - Black and White Photography
04/2024	06/2024	12	Community-Based Learning: Internships and Community Projects 6 - Community Studies 6 - Internships: Hummingbird Studio and Lincoln Elementary School Garden



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EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/2024	12/2024	4	Drawing: Foundations <i>4 - Drawing Foundations</i>
09/2024	12/2024	4	Fiber Preparation and Spinning Yarn <i>4 - Fleece Preparation and Spindle Whorl Spinning (Certificate Sequence)</i>

Cumulative

200 Total Undergraduate Credits Earned



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I chose Evergreen as a place to finish rounding my college education because it is not a conventional higher-ed institution. My own experiences had spoken to me that alternative ways were effective means of intervention; such was the case for midwifery practices—an ancestral, holistic approach to birth that seeks the dignity of everyone involved in the birthing process—and the interdisciplinary solidarity contingent I was a part of during the summer of 2011 which students in Mexico City organized to support rural communities around Tlapa, Guerrero. These experiences changed me and left me wanting to dive deeper into the history of social movements but also to make sense of my unearned privileges.

After my AmeriCorps service in East Oakland in a beautiful Latinx community, I rerouted to the luscious rain forest of Washington to the city of Olympia, where I wanted to continue growing as a scholar. At SPSCC, I sharpened my writing skills and used these as a writing tutor to assist other students in their writing endeavors. As a multilingual student, I was able to support other students with similar experiences, and my antiracist tutoring training helped me to encourage them to not limit their voice in pursuit of a hegemonic standard.

I transferred to Evergreen to bring the multidisciplinary and systems approach to my education that I was missing. “The Social Construction of Brains and Behavior” was my first taste of this; meshing social and abnormal psychology with literature, this course illuminated to me how the construction of self and identity is not only shaped by the brain but heavily by our relationships and social dynamics and the fluid notions of normal and abnormal. This class finished shaping my vocation as an educator because I learned about the transformative possibilities of the environment and a supportive ally-mentor.

In “What is Education for in this Time and Place?” I was encouraged to consider frameworks of relationality and relational accountability (Wilson 2020) when engaging with my learning communities. This made me mindful of the great honor of having the responsibility to facilitate the acquisition of meaningful knowledge that will be culturally and historically relevant to the learners I am aspiring to work with.

During the Community-Based Learning program, I was able to collaborate with Hummingbird Studio and the Lincoln Garden. Despite their big differences, both projects illuminated to me the power of creativity, cooperation, and meeting participants where they are. Both places had plenty of resources, nooks, and companions to accommodate participants and make them feel validated in their unique expressions—something I value and want to carry forward.

In my last year at Evergreen, I completed a half-time AmeriCorps at the CCBLA and had the opportunity to work at a 3rd-5th Montessori classroom in ORLA. Here, I witnessed the importance of creating a culture of belonging, which meant taking the time to know each student a little deeper. Moreover, I also observed the realities of burnout and the importance of a supportive community. Parents, administrators, teachers, the larger community, the land we inhabit; we all contribute to the education of our children, so it is imperative to find sustainable ways to network and uplift each other in the sweet labor of growing together (because learning is not one-directional, but reciprocal, relational).

Throughout my education at Evergreen, I learned to think with criticality and to engage a systems approach when problematizing a situation. As a team member in research projects, and in my work environment, I learned the importance of organization and clear and timely communications. However, one of my main learnings is that hope is discipline (Kaba 2021). Working with youth requires me to embody that, and that gives me joy, a sense of purpose, and the desire to keep learning ways to pursue justice and liberation for all.



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September 2024 - December 2024: Fiber Preparation and Spinning Yarn

4 Credits

DESCRIPTION:

Faculty: Susan Pavel, Ph.D.

This course introduced students to the art and science of fiber preparation and spinning, emphasizing both customary and contemporary practices. Students learned essential techniques for preparing fibers for spinning, including skirting, picking, and washing raw fleeces. They also explored methods for aligning fibers using various tools to achieve different end products.

In addition, students were introduced to a range of spinning techniques and equipment, with a particular focus on the Coast Salish spindle whorl—a traditional spinning device indigenous to the Pacific Northwest. Through hands-on practice and instructor-led demonstrations, students developed a comprehensive understanding of the process of transforming raw fibers into yarn.

By the end of the course, each student successfully produced yarn that they processed and spun themselves. This class was part of a series of courses that comprise the Fiber Arts Certificate sequence.

EVALUATION:

Written by: Susan Pavel, Ph.D.

Jimena entered the Fiber Preparation and Yarn Spinning class with prior spinning experience and made significant progress throughout the quarter. As part of the Sheep to Shawl certificate, they developed skills in cleaning, carding, and spinning raw fleece into usable yarn. Engaging field trips and guest lectures enriched their understanding of the fiber economy, highlighting the vital roles within the community. They also explored the unique qualities of various fibers and spindles, learning how these elements interact to shape the spinning process and final product.

A major takeaway for them was the value of community in the creative process. By challenging themselves to rebuild social confidence, they experienced how crafting alongside others not only improved their spinning technique but also nurtured a sense of connection and shared purpose. They gained insight into the profound relationship between emotional well-being and creative work, deepening their appreciation for the interconnected cycles of wool, craft, and life.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Fleece Preparation and Spindle Whorl Spinning (Certificate Sequence)



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September 2024 - December 2024: Drawing: Foundations

4 Credits

DESCRIPTION:

Faculty: Emily L. R. Adams, MFA

This class provided a comprehensive introduction to the principles and techniques of fine-art drawing through a variety of instructional methods and assignments. Students developed a strong foundational understanding by exploring different drawing materials, including graphite, and charcoal, to create informed studies demonstrating their technical skills.

The course emphasized drawing from close observation and interpreting still life objects. One assignment referenced an original photographic image that the student produced. Students learned conventional drawing techniques such as sighting and measurement, scale, perspective, value, and composition. Some assignments encouraged expressive exploration of materials and mark-making.

Throughout the quarter, students were expected to maintain a sketchbook and complete regular drawing assignments outside of class. The course culminated in a group critique and online submission of a final portfolio, showcasing the completed assignments for review.

EVALUATION:

Written by: Emily L. R. Adams, MFA

Jimena Flores Martinez, who was enrolled in Drawing: Foundations, demonstrated a solid understanding of foundational drawing techniques. The student explored various drawing tools to create observational based still life drawings and exhibited significant achievements in techniques such as sighting, linear perspectives, applying value, and portrait drawing.

Throughout the ten-week quarter, the student's transformation was markedly noticeable. Weekly assignments, following demonstrations or video tutorials, showcased the student's dedication and commitment to studio practice, resulting in exponential growth.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Drawing Foundations



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April 2024 - June 2024: Community-Based Learning: Internships and Community Projects 12 Credits

DESCRIPTION:

Faculty: Alice A. Nelson, Ph.D. (Latin American Studies, Community Studies, Spanish Language), in collaboration with Ellen Shortt-Sánchez, Director of Evergreen's Center for Community-Based Learning and Action (CCBLA)

This Student-Originated Studies program provided an academic home base for students interested in earning credit through internships with community organizations or community-based projects. Offered in collaboration with Evergreen's Center for Community-Based Learning and Action, the core class provided a collaborative space to build skills and share experiences related to community-based learning. We explored topics including cultural humility in cross-community settings; social dynamics, reciprocity, and ethical engagement with community partners; modes of documenting community work; community-centered organizing (with a case study on farmworkers); organizational trauma and community resilience. A typical week included five hours of presentations/workshops, seminar, and collaborative reflection work, plus preparation and writing time, and 50-250 total hours of community-based internship and/or project work, according to each student's plans (see evaluation for details). Students also participated in the campus Equity Symposium, the José Gómez Farmworker Justice Day, and a service field trip to Salish Roots Farm and the Squaxin Island Museum, among other community events.

Readings/Materials: Barndt et al, *Viva! Community Arts and Popular Education in the Americas*; Horton and Freire, *We Make the Road by Walking* (selection); Chávez, "Cultural Humility: People, Principles, Practices"; hooks, "Keepers of Hope"; Anzaldúa, "En Rapport, in Opposition"; Nelson, "Essential but Treated as Expendable"; Bacon, "Unbroken Connection to the Land: An Interview with Farmworker Activist Rosalinda Guillén"; Bobo et al, "Organizing for Social Change"; Wang and Burris, "Photovoices Methodology"; Whyte, "Indigenous Climate Change Studies: Indigenizing Futures, Decolonizing the Anthropocene"; King, *The Truth About Stories* (selection); Cavanaugh, "The Strawberry Tasted so Sweet"; Vivian and Hormann articles on trauma and healing in organizations; Gay, *Inciting Joy* (selection); and numerous websites related to community-based documentation work and community-centered organizing.

Assignments: Six seminar notecards; ten weekly hours logs; ten reflections assessing each week's learning in internship and class settings; a personal essay examining concepts of personal history in community settings; an essay integrating theory and practice of community work; and a final project with a "give back" product for the internship community organization. All students gave a 15-minute oral presentation about their work at the quarter's end.

EVALUATION:

Written by: Alice A. Nelson, Ph.D.

Internship Description: In addition to the core class, Jimena engaged in over 150 hours of community-based internship work at Hummingbird Studios, an inclusive art space for people (primarily adults) with disabilities, and at Lincoln Elementary School, supporting garden recess and Spanish language activities for K-5 students. Before the quarter began, Jimena secured appropriate field sponsorship at both organizations and developed these learning objectives (in Jimena's words): "to learn how to hold a dignified creative/learning space for a group with a wide range of access needs; to learn practical ways to implement art in a shared community space while fostering self-regulation; to learn practical ways to offer possibilities for self-expression, and to witness the effects that the activities proposed by facilitators have



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on the studio participants; to learn how to coordinate, and what resources and labor it takes to sustain, a school garden.”

Evaluation of Student Achievement (Core Class and Internship):

A fourth-year student with prior academic preparation in psychology and cultural studies, Jimena Flores Martínez had a successful final quarter at Evergreen in *Community-Based Learning: Internships and Community Projects*. Jimena showed steady engagement with all our program activities, completed assignments with care, and was actively involved in class throughout the quarter. Jimena collaborated supportively with classmates and brought a conscientious approach to the work, greatly enriching our learning community through her many contributions. Jimena met and exceeded all learning objectives for the internship learning contract outlined above, earning full credit for the quarter. It has been a delight to work with Jimena in this program.

Jimena demonstrated an excellent understanding of the theory and practice of community work through seminar notecards, weekly reflections/documentation, a personal narrative, and an integrative essay.

Jimena’s seminar notecards consistently showed attentive reading of the texts and thoughtful reflection on them, offering many points of entry for our discussions. Jimena did substantive work in the weekly reflections/documentations about both internships, showing attunement to participants’ needs in each setting, reflecting on the power of weekly prompts at Hummingbird to open the imagination and invite connection among participants, and noticing an opportunity while teaching kids at Lincoln Elementary about plants and food to include farmworker justice issues. Jimena’s personal narrative, too, was very well done, reflecting meaningfully on how Jimena’s background and experiences growing up and as an adult in Mexico have shaped Jimena’s values for equitable access and commitment to “build a world where many worlds fit,” as the Zapatistas invite. Jimena furthered these reflections in a beautiful integrative essay that successfully connected theory (Horton and Freire, Cavanaugh, Gay) to internship work centered on the question of how to practice hope (Mariame Kaba) in the community settings of Hummingbird Studios and Lincoln Elementary. In Jimena’s words, practicing hope in these contexts entails “the continuous attempt to build relationships beyond arbitrary notions of normalcy, classroom, and creativity,” without, Jimena adds, “ignoring the conditions that make necessary the emergence of such spaces.” Drawing inspiration from Ross Gay’s unidealized concept of joy as born of struggle and Horton and Freire’s principles of popular education as emergent according to community needs, Jimena brilliantly emphasized the sense of discovery and community that Hummingbird Studio and Lincoln Gardens engender, in Jimena’s words, “an attunement to the openness of receiving hardship and risks, and to feel that our vulnerabilities are cared for.” During my site visit to Hummingbird Studio, participants’ experimentation with different mediums while sharing joyfully together enacted exactly that quality of space.

At the end of the quarter, Jimena gave a wonderful presentation about this work to classmates and community partners. Jimena thoughtfully reflected on both internships, used visuals effectively, and fielded questions with poise, showing great skill as a presenter and educator. As a “give-back” to the organizations, Jimena prepared beautiful booklets documenting highlights of the quarter at each site, and prepared curricula for ongoing use at the Lincoln Gardens, including gorgeous drawings to teach kids about life cycles of particular food crops, and well-conceived presentations and activities to engage students in the history and current context of farmworker struggles. Jimena’s work was exceptional: attuned to the needs of each site, crafted for ready access and use, and advancing the sites’ goals of equity and inclusion.

Randi Miller, Community Programs Director at Kokua Services, served as Jimena’s internship field supervisor at Hummingbird Studio and submitted this evaluation of Jimena’s work:



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"Jimena worked as a studio assistant at our inclusive community art program, Hummingbird Studio. Jimena attended one full day a week which included three 90-minute sessions. Jimena helped with set up, clean up, and assisted individuals who needed extra support at the studio. Volunteers and interns play an important role in helping to create a welcoming and safe environment. Jimena is engaging and curious about others. Jimena spent time talking to other artists, asking questions to get to know them, and collaborating artistically. Jimena has a gift for making individuals feel seen and heard and meets them where they are. Jimena asked many probing questions to better understand the operation and culture of Hummingbird Studio. Jimena regularly solicited feedback about their performance and often had ideas and/or suggestions to help things run smoothly. Jimena is creative, resourceful, and has initiative. Jimena went above and beyond our expectations for student interns.

Jimena's end of the year class presentation and booklet beautifully encapsulated Jimena's experience at Hummingbird Studio. When asked about a special moment, Jimena responded that there were many moments of joy interacting with others. Jimena's open heart and open mind brought Jimena and others much joy at Hummingbird Studio. We congratulate Jimena on graduation and offer best wishes for future endeavors."

Sarah Morrison, Garden Coordinator at Lincoln Elementary School, supervised Jimena's work at that site, and submitted these comments evaluating Jimena's work there:

"Having Jimena use volunteering in our school garden as an opportunity to extend Jimena's own learning was such a wonderful experience. Jimena was consistent and thoughtful during weekly visits to the garden. Even though our garden is at an elementary school, I see it as a place for adults to learn as much as kids. Adults are sometimes learning about plants, but more often they learn how to work together asynchronously, and how to give space for a certain amount of chaos. As a volunteer-run school garden, it can be difficult to find the time to look at what we are doing in a holistic and thoughtful way. This spring, because Jimena had specific goals to attend garden committee meetings, take the kids out to the garden consistently and then reflect on how the garden works, I saw how Jimena grew a deeper understanding of what it takes to make our space run. Jimena also brought some useful ideas to meetings about how we could archive information so that the history of different projects is respected, while helping new volunteers to build confidence faster. I appreciated seeing the beginnings of the garden reflections book that Jimena created and look forward to working with Jimena more on a volunteer basis to use that when new volunteers take the kids out to the garden."

Overall, Jimena deepened knowledge and experience in community studies this quarter, while putting into practice principles of inclusive education, flexible attentiveness to community needs, and ethical, reciprocal engagement. Jimena is prepared for post-graduate employment or graduate studies in cultural studies, community studies, education, non-profits, psychology and social services.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12

6 - Community Studies

6 - Internships: Hummingbird Studio and Lincoln Elementary School Garden



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January 2024 - March 2024: Alchemy of Witness: Relating Through the Camera

8 Credits

DESCRIPTION:

Faculty: Penelope Partridge, MA, LMFTA and Devon Damonte, BA

Through listening exercises, communication skill labs, analog darkroom work, and multi-media art workshops, this interdisciplinary photography and counseling psychology program developed fundamental skills for students interested in expressive arts therapy and relational careers in public service, community, or the helping professions. Experiments with direct animation on film, cyanotypes, and rubbings provided art experiences while learning foundational film photography skills. Students studied the relationship between systemically oriented narrative psychology and storytelling while building an understanding of how both verbally-based and image-based storytelling could be used to connect more deeply in the community.

Using film photography as an observational tool along with the idea that our attention is a gift, this program explored answering the questions: How did stories, people, and events transform through being witnessed? How did we create belonging spaces where the stories of others could freely emerge? And finally, how did we create space in ourselves to hold the stories of others well while facing the many calls of modern living?

Through play with experimental watercolor techniques, students also had the opportunity to connect theory to practice through sharing a bi-weekly virtual art workshop with Hummingbird Studio in downtown Olympia. Hummingbird Studio is a local non-profit that serves adults with disabilities by providing community art-making spaces which were welcoming to all ages and all abilities.

Our primary artistic focus was on analog photography/film experiments, providing entry into the campus' state-of-the-art darkroom facility. Larger than standard 35-millimeter film, medium format (60-millimeter) offer what some people consider richer and often more detailed imagery. Classes were held twice weekly, one session online, and one session in person. Every other week, students attended a 60-90 minute art-making session hosted by Hummingbird Arts (described above).

Readings included: *Between the Listening and the Telling, How Stories Can Save Us*, by Mark Yaconelli, an online reader containing articles related to art therapy, film techniques, photography, mindfulness practices, and excerpts from *The Creative Habit*, by Twyla Tharp, and *Active Listening Techniques; 30 Practical Tools to Hone Your Communication Skills*, by Nixaly Leonardo.

EVALUATION:

Written by: Penelope Partridge, MA, LMFTA and Devon Damonte, BA

Throughout this term Jimena brought their always-curious, kindly creative heart and mind, generously contributing to our learning community. Their attendance, class participation, and overall engagement were all excellent. They fully participated in all in-class assignments, multi-media art workshops, and learning darkroom photography, all of which is especially notable since most of these media were new to them.

About their community engagement with Hummingbird Art Sessions in downtown Olympia, Jimena wrote eloquently:

"Hummingbird Studio was a genuinely transformative experience. It made me think about how 'free of judgement' is an active (continuous) act. I have a feeling that Hummingbird Studio is set up for artists to be successful in their creative process and projects—makes making art



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tangible. I think this was possible because the leading team provided adequate space, time, attention, open invitations to try and be authentic, and a great variety of art mediums. In general (always, really), I felt welcome, and I felt fortunate to be in such an intimate community with historically marginalized folks and to get to know them in their own terms—dismantling my single story about persons with disabilities. Every artist in Hummingbird was inspiring in a very unique way; with their art, with their tenacity, and with the call to action to create more equitable spaces, and a more just and dignified world(s) for us all—and transform the current status quo.”

In Jimena’s final resilience reflection essay and cyanotype image assignment, they highlighted the importance of finding quietude in self-witnessing: “As in witnessing others, I think witnessing oneself requires silence and pause. In my day-to-day, silence requires a delicate dance and for me--it is hard to follow.” Their cyanotype entitled “In Development” nicely captured multiple light-based processes using photo negatives and other creative artifacts used this term, exposed with a light heart.

Jimena is an advanced student who completed their work with inquisitive and intellectual depth. Through Jimena’s thorough and caring presence in class and overall attitude of kindness and generosity in the community, they forged an extremely successful and meaningful quarter across both the psychology and art curriculums that the program entailed. Jimena’s ongoing commitment to learning and growing is commendable, and I look forward to seeing what great successes come their way as they continue on their path.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

- 2- Introduction to Counseling Skills
- 2- Multimedia Art Skills
- 2- Communication through Community Based Learning
- 2- Black and White Photography



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September 2023 - December 2023: Environmental Justice: History and Sociology

4 Credits

DESCRIPTION:

Faculty: Prita Lal, PhD

This course in environmental justice was an interdisciplinary examination of the ways in which communities of color and other historically marginalized groups were disproportionately burdened with environmental hazards. We studied how environmental justice was part of a movement that treated access to safe and healthy living environments as a vital civil right.

This course offered students an opportunity to learn histories often ignored or forgotten, which will help bring integrity to current and future efforts for justice. Anti-oppression and anti-racism education was a major area of focus, studying topics like the history of the social construction of race in the U.S., white supremacy culture as compared to Indigenous relational pedagogy, and the connections between structural oppression, interpersonal, and internalized oppression. Additional course topics included: histories of environmental laws and policies; theoretical frameworks from disciplines like environmental sociology; and the intersections of environmental justice with other issues like zoning, food justice, the carceral system, racial justice, Indigenous sovereignty, transformative justice, and others.

This course was taught entirely online with synchronous class meetings on Zoom and weekly asynchronous modules on Canvas. Asynchronous modules consisted of recorded lectures, films, and readings posted on Canvas.

EVALUATION:

Written by: Prita Lal, PhD

Jimena exceeded expectations and did excellent work in this course. Jimena consistently attended our synchronous classes well prepared to engage in substantive discussions on our readings and other class materials. Jimena demonstrated excellent leadership abilities through their contributions to both our Zoom and Canvas discussions, which contributed greatly to our collective understandings of the course materials. Jimena's discussion board posts were insightful, offered a sharp analysis of the asynchronous modules and were well substantiated with textual evidence from the course readings and videos. Jimena engaged with classmates in a thoughtful and generative manner through their discussion board comments. In sum, Jimena was a joy to have in this course.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Environmental Justice: History and Sociology



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September 2023 - March 2024: What is Education for at This Moment in Time and Place? 16 Credits

DESCRIPTION:

Faculty: Sonja Wiedenhaupt, Ph.D.

This exploratory program engaged two main purposes: To learn what it might mean to seek out education that is in service of a just and sustainable world in a time of climate change. To make sense of how the relationships, stories and contexts we each engage inform our respective understandings of the purposes of education. With these broad goals in mind, the program was organized around five learning objectives: (i) to describe evolving beliefs and relationship to the essential question; and (ii) to synthesize insights about what's worth learning and practicing from mentor stories and community based learning. Along the way, students also had opportunities to (iii) apply qualitative research practices in relation to the essential question; (iv) practice and refine deep listening skills; and (v) to learn and work with concepts from Indigenist and Critical Race paradigms.

We began the inquiry in the fall quarter by taking stock of the ideas we each carried with us into the program. From there, using the framework from Bronfenbrenner's ecological systems model, students gathered insights from artifacts, interviews, community events/organizations, stories and readings on social/political contexts to illuminate their positionality, perspectives and questions about the purposes of education. To introduce and practice qualitative research practices, students engaged workshops that addressed research journaling, types of data, interviewing practices, analyzing data, and writing annotations that capture insights and questions from the data. In winter, students had opportunities to learn and work with the concepts of reciprocity (Kimmerer, 2013), relationality and relational accountability (Wilson, 2001), cultural humility (Chavez, 2013), community cultural wealth and critical race theory (Yosso & García, 2007).

Throughout the year, students demonstrated their sense making by: (i) maintaining an organized research journal that included data, annotations and insights from interviews, readings and community based experiences, and along with any other artifacts related to the inquiry; and by (ii) writing & revising a letter that described their evolving understanding of the purposes of education.

Students further synthesized their understandings through multimedia work in both quarters. Beginning with a focus on students' own positionality in the fall, students created a triptych and artist statement that reflected what they have come to understand about how their relationships to family/friends, cultural communities communities, and historical contexts inform their perspective on the purposes of education. In the winter students shifted their focus to learn what stories about community organizing/collaboration could illuminate about the purposes of education. For this multimedia research project, students engaged a deep dive into one of five stories: Freedom Schools, Farmworkers Movement, Abolitionist movement, Alliances cultivated by Tribes for watershed restoration, and Mutual Aid Societies. Students worked with a range of sources to learn about the context of the movement/work, including primary documents, essays, children's books and documentaries. Each group then generated a set learning objectives illuminated by the stories that they felt were worth learning and practicing. They created a set of cards (a contribution for a class card deck) which was informed by their research and that described the nature, look, sound and significance of each objective. This extended project required students to create and engage a set of agreements and strategies for collaboration. Students were also given opportunities to practice collaborative writing and peer review protocols in order to generate and refine their co-authored work.

Texts and guest speakers informing the fall program work included: *Research is Ceremony: Indigenous Research Methods* (Wilson, 2020); selections from *Braiding Sweetgrass* (Kimmerer, 2013); excerpts from *Unlikely Alliances: Native Nations and White Communities Defend Rural Lands* (Grossman, 2017); some



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declarations & legislations (Green New Deal, Red New Deal, The Earth Charter, and the UN Declaration of Human Rights); "Education for sustainable futures?: A workshop on the history of an idea from these lands and waters" (Bowman, 2023); selections from *Cultivating Genius* (Muhammad, 2020) on Black literary societies and the five pursuits of historically and culturally relevant education; "Windows, mirrors and sliding glass doors" (Bishop, 1990); Lessons modeling powerful literacies by educators published in *Rethinking Schools Magazine*; selected readings from professional organizations on the context and responses to the banning of books (e.g. American Library Association, Zinn Education Project, National Council of Teachers of English); and children's picture books on banned books lists. Students also engaged two workshops with Windowseat Media on oral histories, deep listening and the art of the interview, along with articles and resources related to interviewing practice: "Losing control in an interview" (Heilman, 2018) and "Listening as an act of love" (Tippet & Issay, 2016). In addition, several of the texts students engaged provided examples of qualitative inquiry.

Winter work was informed by texts and speakers that included: *Land Justice* (Kimmerer, 2023); *Indigenist Research Paradigm* (Wilson, 2001); *Cultural humility* (Chavez, 2013); excerpts from *Cultural Nature of Human Development* (Rogoff, 2003); *Honorable harvest* (Kimmerer, 2019); "This is no slum! A Critical Race Theory Analysis of Community Cultural Wealth in Culture Clash's Chavez Ravine" (Yosso & García, 2007); *Chavez Ravine* (Culture Clash, 2011); *Hope is a discipline* (Kaba, 2021); "Black Palestinian Solidarity: Struggling for Joint Liberation" (Elia, Hagopian & Marlowe, January 26, 2024); *Independence or Catastrophe: Teaching Palestine/Israel A multiple narratives approach* (Shoman, 2014); *Teaching Palestine: An interview with Palestinian educator Ziad Abbas* (Sokolower, 2024); conversation with Squaxin Island Museum director Charlene Krise; and community member Sally Brownfield; excerpts from *Native Peoples of the Olympic Peninsula - Who we are* (Henderson, VanderWall & Squaxin Island Heritage & Culture Committee, 2002); and excerpts from *The People's History of the Seven Inlets* (Squaxin Island Tribal Museum, 2018).

EVALUATION:

Written by: Sonja Wiedenhaupt, Ph.D.

Jimena completed thoughtful work that demonstrated engagement with the essential question. Coming to the program with a deep interest in liberatory and transformative potentials of education, Jimena leaned into opportunities to consider the personal, social, cultural and political meaning of education and actively sought opportunities to learn from a broad range of community-based events and interviews. They consistently engaged in generous, relevant ways through conversations with peers, and practiced constructive leadership; modeling ways to use one's voice and ideas to strengthen the learning opportunities.

One of Jimena's many strengths was purposeful practice of seeking out sources beyond the syllabus that could further their thinking about the purposes of education through decolonizing, liberatory lenses and models for engaging in ways that acknowledge the dignity of peoples. Jimena sought out opportunities to in community that could further their understanding of the: (i) the Rachel Corrie Foundation; (ii) the Northwest Teaching for Social Justice conference; and a multitude of public forums and speakers, including presentations by: (iii) Xito on ethnic studies; (iv) Ghody Muhammad on Culturally and Historically Responsive Pedagogies; and (vi) a community meeting at a local alternative school about standardized testing. In the midst of current events, Jimena also sought out both texts and organizations that engaged the community in learning and responding. In the winter quarter, Jimena learned about, participated in and volunteered for about 10 hours at Hummingbird Art Studios.

Jimena made meaning from these sources through compelling conceptual and lyrical reflections that outlined tensions, aspirations for and principles of a transformative education. As part of a final synthesis, Jimena created a powerful triptych titled: "Ghosts, memorias, fire, semilla," a multiple media composition of fiber art, collage and sgraffito. Through this work Jimena contemplated the importance of



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understanding one's relationships and interconnections to identities, marginalizing systems and the potential for change. Jimena spoke of education as "tending to the memory," and wrote: "As much as I am connected to the struggle of those who have been historically marginalized, I am connected to the systems that have perpetuated this, so I make my responsibility, and my labor, and my aspirations, to imagine liberation, and to sow liberation, and to tend to liberation, and to weave it in my actions and praxis." In other writings, Jimena considered the decolonizing and healing potential of education, writing that "education is knowing ourselves whole. Whole as opposed to fragmented and separate, so when we engage one part of ourselves, we engage our whole being and our whole world. That education should be one that "builds, rather than severing, relationships..." one that "connects us with our communities", that is "responsive to our needs", and that helps us understand "how to be responsive." That "education is about finding learning opportunities inside and outside the classroom, it is letting the worms be our teachers, it is life-sustaining practices."

Jimena demonstrated good developing skills for curating a research journal that documented multiple sources of knowledge to inform an inquiry, including notes from interviews, community engagements, and annotations of readings. The reading annotations were detailed and showed skill with both summarizing the author's main points, and reflecting what the ideas illuminated for the inquiry. The interview transcripts showed use of an inductive analysis to surface emergent themes. The journal was organized overall with a table contents and systems for marking key ideas in the entries.

Jimena demonstrated strong capacity to synthesize insights about what's worth learning and practicing from mentor stories. As part of this work Jimena collaborated to learn the Abolitionist movement and it's work with the school to prison pipeline. Together they created a set of cards around the following objectives to learn: (i) habits of self-exploration and self-critique combined with a willingness to learn from others; (ii) knowledge of the role that race, and how our racialized identities have shaped these stories and our history, as we strategize to shape our moving forward; (iii) practices of harm repair that make use of dialogue, intro and extrospection; and (iv) practices of trauma informed community participation. Each card clearly described what the significance of the learning objective along with how it looks and sounds when practiced, along with a set of references that informed the card. Overall, the group demonstrated a capacity to develop agreements for their work, develop homework plans in preparation for their work sessions, and demonstrated evidence of dialogue with probing questions to examine and deepen the meaning they were making together.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 5- Foundations of Education
- 5- Learning in Community
- 2- Qualitative Research Methods
- 4- Making Meaning through Writing and Arts



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June 2023 - September 2023: The Justice of Fermentation

4 Credits

DESCRIPTION:

Faculty: Prita Lal, PhD

This hybrid course offered an interdisciplinary inquiry into the topics of fermentation and food justice. We studied the meanings and cultural significance of fermentation along with food justice topics like environmental racism and the ecological and social impacts of food waste. We further studied the health benefits of fermented foods and strategies for reducing food waste at both individual and societal levels. This course included opportunities for hands-on learning through an at-home food fermentation and one in-person fermentation lab. We read primarily from the following texts: *Our Fermented Lives* by food historian Julia Skinner and *Wild Fermentation* by Sandor Katz. Weekly asynchronous modules included additional articles, videos, and films on food waste and social movements seeking to build a just food system.

EVALUATION:

Written by: Prita Lal, PhD

Jimena did excellent work in this course, far exceeding expectations through their written assignments and at home fermentation project. Jimena's discussion board posts demonstrated an astute understanding of justice topics like food waste and environmental racism as well as a sophisticated synthesis of learning materials. For the fermentation project, Jimena again exceeded expectations by making a fruit kimchi, a radish kimchi, and "everything" sauerkraut, and whole wheat sourdough bread. Jimena did a stellar job documenting their work through a written report, photos, and a class presentation.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

2 - Food Justice

2 - Fermentation Project



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June 2023 - September 2023: Ecopsychology

4 Credits

DESCRIPTION:

Faculty: Susan J. Cummings, PhD

Mind and nature are inseparable. The natural world is not outside of us or separate from us, but it is us. Ecopsychology is an exciting emerging perspective that explores the connection between psychological and ecological health. Many of our psychological ills and our addictions are directly related to our lack of awareness and our perceived disconnection from our natural origins. The very destruction of our habitat is an expression of this lack of connection to the ground of our being. There are many emerging approaches to deal with this, such as the greening of playgrounds, nature-based therapy, architecture that aims to connect us with a healthy habitat, and the exploration of our assumptions. We explored the historical and cultural influences underlying and leading up to this perceived separation from nature, cultural differences in perspectives, assumptions in psychology, the connections between pathology and this perceived separateness from nature, and the role of connectedness with nature in child development. We also explored the role of innovation, creativity and Active Hope in ecopsychological healing. Students reviewed the literature, engaged in experiential activities and projects, and brainstormed solutions. **SPECIFIC GOALS:** To allow students to gain a deepening understanding of historical and cultural influences on our perceptions of our place in the ecology; To gain a deepening understanding of the impact of our perceptions, beliefs and cosmologies on the ecology and our psychological wellness; To explore personal change and transformation; To explore the "Three Stories of Our Times": Business as Usual, The Great Unraveling, The Great Turning; To examine the role and relevance of Ecopsychology in psychological health; To examine the role of psychological health and Active Hope in planetary transformation.

EVALUATION:

Written by: Susan J. Cummings, PhD

Jimena's journal entries demonstrate that she is a natural, creative writer. She vividly depicted her surroundings and the various dynamics, activities, and interrelations, even in describing the small green life emerging through sidewalk cracks. She described her sensory experience and her deep intuitions and insights. Her journal writing is exquisite and I hope she continues it.

In her What's Working project, Jimena described a gift economy in which the currency is gratitude and a continuous cycle of reciprocity. Terms are re-defined, in that "wealth" is having enough, "status" is how much one gives to others. To exemplify this, Jimena provided a description of the Indigenous Potlatch, which she categorized as a "giving feast." She also provided a description of the contemporary "Buy Nothing" project.

For her Eco-Challenge, Jimena provided statistics of the fashion industry's destructive footprint on the environment and populations through exploitation and pollution and CO2 emissions. Jimena is committed to mending her and her children's clothes and following and learning the art of restoration through the books by Nina and Sonya Montenegro. Her presentation was inspiring and informative.

In her Eco-Narrative, Jimena described growing up in the outskirts of Mexico City in a very urban area, thus not experiencing or knowing the source of food, except for having seen chayotes growing in trees in rural Queretaro and Jacaranda trees in Mexico City. She saw a polluted stream in the city, and recalls seeing fireflies, but no true natural settings. She now has a strong connection and awareness of the natural ecology.



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Jimena has a sophisticated and in depth understanding of the inextricable connection between psychological and planetary health and a keen awareness of the role and importance of Ecopsychology in addressing our contemporary and future needs for healing the rift with the rest of the natural world and ourselves.

It was a pleasure having Jimena in class.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Psychology



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June 2023 - September 2023: Children's Literature and the Politics of Identity, Gender, and Race

4 Credits

DESCRIPTION:

Faculty: Jon Davies, Ed.D.

In this upper-division course, participants engaged in readings and seminar discussions that addressed literary and informational texts for children from birth to age 12. Topics included an examination of picture and chapter books, multicultural literature, literature in a variety of genres, and non-fiction texts across a range of subjects. Participants gained an understanding of children's literature from an historical perspective, genres of children's literature with representative authors and selection criteria, the role of literature in children's literacy development, strategies for teaching literature in elementary school, and controversies surrounding children's literature and community censorship. The primary text was Young, Bryan, Jacobs, and Tunnell's *Children's Literature, Briefly* (7th ed.). Participants produced chapter commentaries of the primary text and read 16 self-selected children's literature books based on selection criteria for each literary genre. They wrote an annotated bibliography and critique describing how the chosen books met the selection criteria. They also completed a synthesis poster addressing a course theme.

Participants also addressed the recent challenges to K-12 school curriculum and the attempts to ban children's books, especially around the issues of race (e.g., Critical Race Theory) and gender identity and expression (e.g., gender-affirming medical care for minors, school bathroom use corresponding to sex assigned at birth, etc.).

The politics of identity surrounding these issues formed a central theme as we investigated children's books in all their variety of genres. We also explored ways in which to navigate teaching practices considering this contemporary social crisis.

EVALUATION:

Written by: Jon Davies, Ed.D.

Jimena Flores Martinez successfully completed this course and earned full credit. Jimena consistently shared a genuine commitment to working effectively with other participants. Through completion of chapter summaries and a well-developed annotated bibliography and critique, Jimena demonstrated a particularly good understanding of the complexity of children's literature: its history and emergent controversies, its role in literacy development, and its various genres and selection criteria. Overall, Jimena's performance in this course was excellent.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Children's Literature



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April 2023 - June 2023: Cultivating Voice: A Writing Tutor's Craft

2 Credits

DESCRIPTION:

Faculty: Sandra L. Yannone, M.F.A., Ph.D.

Cultivating Voice: A Writing Tutor's Craft provides a foundation for peer tutoring in writing at the collegiate level. In seminar, we studied composition theory, effective tutoring practices, learning styles, and approaches to working with different student populations. Students applied their expanding knowledge, using their own writings through practice sessions with peers in weekly practicum sessions in the remote combined Olympia/Tacoma Writing Center. Finally, students developed a portfolio including an essay on their writing process, reflective observations and insights from their weekly practicum sessions, and a draft of their emerging tutoring philosophy.

EVALUATION:

Written by: Sandra L. Yannone, M.F.A., Ph.D.

The student writer, Jimena, fulfilled all the requirements for Cultivating Voice with exquisite and inquisitive distinction. The portfolio included all the required weekly reflections and drafts of both the How I Write and Tutoring Manifesta writing invitations.

Weekly written reflections resonate with both an introspection of self as writer and reflections of the foundational themes from the weekly readings, including detailed examinations of how to support writers across numerous cultural competencies and contexts. Reading the reflections, it's obvious that this writer gained traction every week about how to become a writing tutor. The writer found merit and wisdom in each week's readings and sought to integrate it into the practice of tutoring. In these reflections, I see a student eager to learn theory and apply it immediately to practice, which is what this writer achieved during weekly practicum sessions.

This student writer, practicum partner, and a Writing Center tutor met weekly to observe, discuss, and apply tutoring techniques that were layered week by week from the course materials. Reflections demonstrate working with tutoring concepts like active listening techniques, varied question for different contexts, and strategies to apply to the different stages of the writing process.

I've appreciated this writer's profound approach to connect with self and others during the writing practicum. The writer and their tutoring partner applied each class's focus on writing processes and techniques into a communal conversation that supported both in creating essays so different, yet equally compelling in scope and demonstrated knowledge of writing and tutoring processes. I look forward to this writer's further development as writer and tutor during the fall quarter as a tutor intern in the Writing Center.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2

2 - Liberatory Writing Pedagogy



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April 2023 - June 2023: Children, Curriculum, and the Clinical View: Childhood Development and Psychopathology in the Education System

16 Credits

DESCRIPTION:

Faculty: Jon Davies, Ed.D. and Ada J. Vane, M.A.

The program curriculum asked students to consider: How do children learn? What is “normal” development, and who decides? When is it appropriate to diagnose a child? What does it mean to offer relevant intervention in an educational setting and / or at home? How do educators decide what children are ready to learn and when they are ready to learn it? How do schools make decisions about children’s learning? How do biological, cognitive, and social factors influence “normal / abnormal” child development?

Lectures, workshops, seminars, and films helped to further contextualize program texts. Students engaged written and other media formats throughout each academic week that included short papers in preparation for seminars and short reflections in response to lectures, films, and treatment intervention readings. Students also took weekly psychology quizzes and engaged in workshops that dealt with diagnosing real world case studies. They prepared case notes on the same. At the end of the quarter, students prepared a poster presentation that addressed a critical program theme.

Developmental Psychology: Using Ricardo and Rymond’s *Understanding the Whole Child* as a framework, we explored psychological theories in human development from biological, socio-emotional, and cognitive perspectives, with a focus on the period from in utero through adolescence. Emphasis was placed on development in a cultural and environmental context.

Childhood Psychopathology: Using Bridley and Daffin’s *Behavioral Disorders of Childhood* as our guide, we engaged in a comprehensive survey of childhood mental health problems, including Attachment Disorders, Intellectual Disability Intellectual Development Disorder, and Learning Disorders, Attention Deficit Hyperactivity Disorder, Autism Spectrum, Disruptive, Impulse Control and Conduct Disorders, Trauma Related Disorders, and Substance Induced Disorders. This program did not simply present a checklist of symptomology. Through contextualization and bio-psycho-social perspectives, students developed critical thinking skills as applied to theories, assessment, and treatments relevant for each disorder.

Using Alexander and Hinrichs’ *Building Trauma-Sensitive Schools: Your Guide to Creating Safe, Supportive Learning Environments for All Students*, students wrote weekly responses to selected quotations in preparation for discussion and analysis of how teachers and other education professionals create structures and support systems to maximize opportunities for student success in the classroom and schools.

Students were encouraged to consider the role of stigma and the public school system in mental illness. The program highlighted current issues in the field of education and their impact on development. Students inquired into how children develop, how the education system responds to their development, and how scientific, evidence-based research informs both contexts.

EVALUATION:

Written by: Jon Davies, Ed.D., and Ada J. Vane, M.A.

Each week, students came together in treatment and intervention workshops to discuss an assigned case study, make their best diagnosis by applying their understanding of key theories discussed in psychopathology lectures, and to select a treatment intervention. Jimena completed almost all case study



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notes, which were thorough, well-organized, and demonstrated excellent attention to the criteria for diagnosing behavioral disorders, as well as comfortable familiarity with terms related to those disorders and relevant treatment interventions for the condition causing distress.

Weekly quizzes evaluated students' ability to retain key terms. Jimena completed the majority of the quizzes. Performance on these quizzes demonstrated outstanding knowledge of how to compare, contrast, organize, and retrieve information about terms and concepts in child developmental psychology and behavioral disorders of childhood.

Students wrote weekly responses to selected quotes from assigned seminar readings in preparation for discussion and analysis. Jimena completed nearly all seminar responses, which showed an excellent ability to reflect on text material. Jimena made consistently thoughtful contributions to group seminar discussions.

Students created weekly responses to selected content from assigned early childhood care and education readings. Jimena completed nearly all early childhood care and education workshop responses. The responses were creative, succinct, and illustrated key ideas from the readings. Jimena demonstrated significant growth in understanding early childhood care and education, including basic knowledge, effective approaches to use with young children, curriculum design, professional development, current policies, and other critical information.

At the end of the quarter, Jimena created a final poster project to summarize and synthesize interdisciplinary content, including program sources. Jimena chose to present on "How Can Trauma-Sensitive Schools Foster Growth and Learning for Children with Trauma Histories and Neurodevelopmental Disabilities?" The presentation organized and synthesized a great deal of information about the history around developmentally appropriate content and showed significant depth of analysis on this topic. Jimena took this opportunity to interact with and support other presenters in our program conference.

We congratulate Jimena for successes in our program and can attest that Jimena is prepared for more advanced work in psychology and education.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 4 - Childhood Developmental Psychology
- 4 - Behavioral Disorders of Childhood
- 4 - Child Centered Interventions
- 4 - Elementary Education in the Public School System



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September 2022 - March 2023: The Social Construction of Brains and Behavior

32 Credits

DESCRIPTION:

Faculty: Tara Hardy, MFA and Ada Vane, MA

In the fall quarter portion of this interdisciplinary program, we examined perspectives on identity and behavior through the lens of psychology, sociology, and literature. We investigated how our brains, environment, and the people around us interact to produce a wide range of behaviors in individuals and groups; how cultural norms and social structures shape our notions of selfhood, our identities, and our bodies; and the creation and consequences of labels such as “normative” and “abnormal”. We thought critically about the nature, origins, and outcomes of human social behavior and learn how to apply this information to our daily lives. Our central questions included: How does the brain create the self? What is the self, and how do we come to know ourselves? What influences our attitudes and decision-making processes? What is the nature of conformity and obedience? Why do intimate relationships form, succeed, and fail? How are our narratives and meaning-making influenced by larger-scale patterns of social interactions and relationships, including our social, cultural, economic, political, and historical contexts?

Beyond learning the content of the course material, the objective of this program was to challenge students to think critically about the nature, origins and outcomes of human social behavior and how to apply the information learned to their daily lives.

In order to investigate this range of subjects, we listened to lectures, read University of Minnesota’s *Principles in Social Psychology*, discussed case studies from Heinzen & Goodfriend’s *Case Studies in Social Psychology: Critical Thinking and Application*, engaged in small-group work with peers, and read stories that appear in literature. As we investigated stories, we also learned about the craft of creative writing. Students interacted with weekly quizzes, and produced creative writing narratives that situated social psychology, sociology, and social justice in their lives and the world around them.

Over the course of the quarter, students participated in a research workshop geared toward understanding the process of writing a literature review. This included gauging reliability of sources, gathering data from different kinds of studies, considering strengths and limitations of those studies, choosing a topic at the intersection of our disciplines, and wrapping together nested themes around that topic. At the end of the quarter, students produced a literature review and gave a presentation on their findings.

In winter quarter of this interdisciplinary program, we continued to examine perspectives on identity and behavior through the lens of psychology, sociology, and literature. We investigated these concepts of “normal” and “abnormal” in our studies of abnormal psychology, sociology, and literature.

As we examined mental health conditions including but not limited to mood disorders, addiction, schizophrenia, and personality disorders, we asked how history, culture, and political power have affected our perspectives on abnormality. Students learned how to assess the clinical characteristics of mental disorders and thought critically about the theories, assessments, and treatments for each disorder. Students gained an understanding of the neurochemical processes involved. In addition, our curriculum introduced students to survivor and resilience narratives and explored risks of pathologizing responses to traumatic events. Throughout the program, we practiced the techniques social scientists and psychologists use to study human behavior considered to be abnormal.



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Student groups worked over the course of the quarter to interview community mental health workers and summarize and synthesize existing research plus interview material from a topic at the intersection of our disciplines.

In order to investigate this range of subjects, we listened to lectures, read Bridley & Daffin's *Fundamentals of Psychological Disorders (3rd ed.)*, discussed case studies, engaged in small-group work with peers, and read stories that appear in literature. As we investigated stories, we also learned about the craft of creative writing. Students wrote in response to program content, took weekly terminology quizzes, and produced both academic essays and creative works. We applied theory to analyses of these case studies.

EVALUATION:

Written by: Tara Hardy, MFA and Ada Vane, MA

During fall quarter's social psychology portion of the program, students prepared for and participated in social psychology lectures, discussions of articles on topics in social psychology, and weekly terminology quizzes. Jimena completed all the weekly case study notes, which showed comfortable facility applying principles of social psychology to case studies, as well as strong engagement with both the case studies and with the learning community. Weekly quizzes evaluated students' ability to retain key terms. Jimena completed almost all quizzes. Performance on these quizzes demonstrated outstanding knowledge of how to compare, contrast, organize and retrieve information about terms and concepts in social psychology. Jimena's understanding of theories around social processes, the social brain, self-regulation and decision-making increased significantly this quarter.

During fall quarter's sociology and social justice discussion, Jimena's written work and contributions demonstrated strong critical thinking skills. Comments addressing the subject matter were consistently thoughtful and reflective. Jimena's written work displayed profound understanding of social psychology concepts and their application to lived experiences and the world around us. Additionally, written assignments also displayed exceptional adeptness with the craft of creative writing. In particular, Jimena's written work exceeded expectations by demonstrating excellent use of description, details, voice, characterization, scenes, images, and objects. Overall, Jimena's work demonstrated an exceptional ability to think critically by analyzing and evaluating program content.

Student groups worked over the course of the quarter to create a literature review to summarize and synthesize existing research from a topic at the intersection of our disciplines. Jimena's group chose "Available Workplace Accommodation for People with Schizophrenia Spectrum Disorders and Barriers to Access" for their topic. The literature review was well organized, demonstrated a very good understanding of the process of writing a literature review, and excellent use of APA format. Jimena's section showed in-depth critical thinking around the way that schizophrenic individuals can benefit from employment, specifically that paid employment can be part of recovery, can provide a sense of community, and improvement in quality of life. The group showed an appreciation for the fact that "the schizophrenias" is a large, umbrella term referring to a wide range of presentations. The group held a balance between individual cases versus general policies and accommodations.

During winter quarter's The Social Construction of Brains and Behavior, Jimena met expectations with distinction.

During winter quarter's abnormal psychology portion of the program, students prepared for and participated in abnormal psychology lectures, diagnosed case studies in abnormal psychology, and completed weekly terminology quizzes. Weekly quizzes evaluated students' ability to retain key terms. Jimena completed all quizzes. Performance on these quizzes demonstrated excellent knowledge of how to compare, contrast, organize and retrieve information about terms and concepts in



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abnormal psychology. Jimena completed all weekly case study notes, which were thoughtful, thorough and showed excellent analysis of principles of abnormal psychology applied to diagnosing a variety of conditions and providing relevant treatment interventions in case studies, as well as strong engagement with the learning community. Jimena's understanding of theories around presentation, symptomology, lived-world experience, and treatment interventions in abnormal psychology increased significantly this quarter.

Student groups worked over the course of the quarter to interview community mental health workers and summarize and synthesize existing research plus interview material from a topic at the intersection of our disciplines. Jimena's group chose harm reduction in Supervised Consumption Sites for their topic. The paper was very well organized, demonstrated an exceptional understanding of their topic, and very good use of APA format. Jimena did the majority of the work for the entire group—including research, locating a professional to interview, conducting the interview, and writing the paper itself. Jimena's section showed exceptional critical thinking around harm reduction and Supervised Consumption Sites, using well-researched facts and statistics to back up the argument. Overall, the group formed an outstanding thesis around the multiple forms of harm reduction related to Supervised Consumption Sites.

During winter quarter's sociology and social justice discussions, Jimena's written work and contributions demonstrated outstanding growth and exceptional critical thinking skills. Comments addressing the subject matter were consistently thoughtful and indicated profound engagement with program material. Jimena's written work displayed profound understanding of social justice concepts, such as advocacy, systems thinking, and resilience, as well as their application to lived experiences and the world around us. Additionally, written assignments also displayed exceptional proficiency with the craft of creative writing. In particular, Jimena's written work met expectations with distinction by demonstrating excellent use of characterization, details, images, voice, language, action, tension, structure, embodiment, setting, dialogue, scenes, and musicality. Overall, Jimena's work demonstrated an exceptional ability to think critically, analyze program content, engage with community, and write creatively.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 32

- 8 - Social Psychology
- 2 - Academic Research
- 6 - Sociology and Social Justice
- 3 - Creative Writing
- 8 - Abnormal Psychology
- 2 - Academic Research
- 3 - Creative Writing



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.