



Madrigal Leon, Ivonne Rosa

A00148845

Last, First Middle

Student ID

CREDENTIALS CONFERRED:

Bachelor of Arts

Awarded 10 Jun 2016

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/2012	03/2013	32	Writing Nature, Writing "Race" <i>8 - American Literature</i> <i>8 - Ecocritical Studies</i> <i>4 - Cultural Studies</i> <i>4 - American Ethnic Studies</i> <i>4 - Expository Writing</i> <i>4 - Creative Nonfiction Writing</i>
09/2012	12/2012	2	TRiO at Evergreen: Understanding and Deconstructing your Academic Experience <i>1 - Reflective Writing</i> <i>1 - Grant Writing</i>
01/2013	03/2013	2	TRiO at Evergreen: Understanding and Deconstructing your Academic Experience <i>2 - Reflective Writing</i>
04/2013	06/2013	16	CounterACTION: Exploring Racial and Cultural Inequalities in Education <i>8 - Multicultural Education</i> <i>4 - Instructional Technology</i> <i>4 - School and Community Fieldwork</i>
04/2013	06/2013	2	TRiO at Evergreen: Understanding and Deconstructing your Academic Experience <i>1 - Reflective Writing</i> <i>1 - Technical Writing</i>
09/2013	12/2013	16	The Science and Sociology of Human Health <i>4 - Medical Sociology</i> <i>4 - Social Statistics</i> <i>4 - Human Biology: Introduction to Anatomy and Physiology</i> <i>4 - General Chemistry I with Laboratory</i>
01/2014	03/2014	16	Self-Determination in Latin America: Mexico <i>8 - History, Literature and Visual Culture of 20th Century Mexico</i> <i>4 - Political Economy of Mexico</i> <i>4 - Writing and Rhetoric</i>
03/2014	06/2014	16	Making Meaning--Teaching English Language Learners in K-12 Classrooms and International Settings <i>4 - Introduction to ELL Instructional Methods</i> <i>4 - ELL Literacy Strategies</i> <i>4 - First and Second Language Acquisition Theory</i> <i>4 - ESL Assessment</i>



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EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
03/2014	06/2014	2	TRiO at Evergreen: Taking the Lead in Your Education and Life <i>2 - Leadership</i>
09/2014	03/2015	32	Greece and Italy: An Artistic and Literary Odyssey <i>4 - Art History: Aegean Bronze Age to Hellenistic Era</i> <i>4 - Ancient Greek Literature in Translation</i> <i>4 - History and Archaeology of Ancient Greece</i> <i>4 - Latin</i> <i>4 - Literature: Classical Rome through the Italian Renaissance in Translation</i> <i>4 - Art History: Western Art from Classical Rome through the Italian Renaissance</i> <i>4 - History: History of Western Ideas from Classical Rome through the Italian Renaissance</i> <i>4 - Philosophy: Hellenistic and Early Medieval Philosophy</i>
03/2015	06/2015	14	The Spanish-Speaking World: Cultural Crossings <i>4 - Advanced Spanish</i> <i>4 - United States Latin@ Literature</i> <i>4 - Internship: Sound Learning Children's Program and Adult ESOL</i> <i>2 - Independent Project: Immigrant Learners</i>
09/2015	12/2015	16	Student-Originated Studies: Social Work/Human Services Skill Sets <i>4 - Education Theory</i> <i>4 - Multilingual Education</i> <i>4 - Guidance Counseling - Introduction</i> <i>4 - Student Services</i>
01/2016	03/2016	16	Student-Originated Studies: Community-Based Learning and Action at Evergreen <i>4 - Community-Based Research: Philosophies and Frameworks</i> <i>8 - Internship: Upward Bound</i> <i>4 - Mentoring Youth</i>
03/2016	06/2016	16	Breathing Stories 2 Life <i>8 - College Outreach Practicum</i> <i>4 - Reflective Writing</i> <i>4 - Educational Research</i>

Cumulative

198 Total Undergraduate Credits Earned



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March 2016 - June 2016: Breathing Stories 2 Life

16 Credits

DESCRIPTION:

Faculty: Felix Braffith MiT

This one quarter contract, titled **Breathing Stories 2 Life**, is designed to explore race/identity in relation to education while incorporating real life experiences and the journey of Upward Bound Alumni. The student (Ivonne Madrigal) will read texts such as *Mixed* by Robert Kilkenny and Christina Gomez, *This Bridge Called My Back: Writings by Radical Women Of Color* by Cherri Morgaga, Gloria Anzaldua, Toni Cade Bambara and *Hunger for Memory: The Education of Richard Rodriguez* by Rirachard Rodriguez. She will also write reflective essays exploring the idea of education as it is influenced by race, culture and personal heritage. The student will also go into the Tacoma/Lakewood school district on a weekly basis as a way to explore current issues that high school student are facing on their journey to college. The student will then work throughout the quarter with other students from different colleges from Gonzaga University, University of Washington, Central Washington University and Eastern Washington University in order to bring their own stories to life. The stories of each of the students will represent the struggles of low-income and students of color during heir journey through college. The final goal of the project is then to have the book published by the Evergreen press.

EVALUATION:

Written by: Felix Braffith MiT

During this one quarter contract, Ivonne Madrigal had four learning objectives that guided her weekly assigned readings, writing reflections, and college outreach practicum with the Upward Bound program. These learning goals were developed in a collaborative process with a group of Upward Bound Alumni participating in similar academic work during the spring quarter. As a former Upward Bound student, Ivonne was particularly excited about the fourth goal.

1. Research my own family history. How does this relate/empower my own path to education?
2. Understand and reflect upon my journey at Evergreen. How have my own personal and academic experiences shaped my future?
3. Learn of about other multi-racial college students journeys. How do their stories help me understand my journey?
4. Develop a better understanding of my own identity and academic journey. Reflect on how it compares to the journey of my peers (other Upward Bound students who are also graduating from other various colleges: Gonzaga, U.W, Central, Eastern)

During the spring quarter, Ivonne Madrigal was an integral part of the Upward Bound Program at Lincoln High School. Her primary role during her college outreach practicum was to interface with Upward Bound participants utilizing methods that increase academic success and college transition rates. During the weeks leading up to graduation Ivonne's mentor-ship, encouragement, and support was evident to all members of the Upward Bound team. According to her field supervisor, Ivonne worked in conjunction with teachers and guidance counselors to identify the students in the most need of academic support. She would follow-up with them individually to address their needs; tutoring them in a particular subject, monitoring their progress in credit retrieval, discussing attendance issues, or just having a conversation about how they feel about a class or a teacher.



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During our weekly meetings she demonstrated the organizational characteristics and programmatic insights that are often over-looked by emerging college outreach professionals. As a Lincoln High School graduate and Upward Bound alum, she was well informed of the soft skills required to work effectively with TRiO populations. The individual work with UB participants provided her the opportunity to deeply reflect on the academic component of contract. Over the course of the quarter we would talk about her professional future. During these conversations she was able to connect the academic portion of the contract to the college outreach practicum portion and ultimately to her future as a professional. The field supervisor at Lincoln provided the following feedback about Ivonne's contributions:

"Her attendance was outstanding, I always knew that I could count on Ivonne to be there providing a presence in the Upward Bound office on the days when a meeting or other obligation took me away from Lincoln. In addition to her ability to connect with students on a personal level, she brought strong organizational skills and financial literacy to the program which benefitted the students tremendously. She helped the students self audit their transcripts to make sure they had enough credits to graduate and be accepted into their choice colleges and universities."

The academic component of the contract proved to be labor intensive for Ivonne. During our last meeting of the quarter she described how working with so many contributors on the project was challenging. Additionally, she shared how the writing assignments evoked many emotions that she suppressed for many years. She submitted solid drafts of her memoir and writing pieces of current and former TRiO students. Each of their contributions deconstructed the complexities of identity as it related to their journey through college. It is obvious these assignments provided her an outlet to express herself in ways that are often limited in typical academic assignments. Below is a quote from her memoir:

"The Eastside of Tacoma wasn't always home, I didn't always speak English and my name was once pronounced differently. Before Tacoma, we moved around a lot, so much that making friends by the time I was in the fifth grade had become more of a chore than a blessing. All that moving from place to place did help, though; it helped shape me into a shy, awkward, isolated fifth grader. However, I wasn't too upset about the drawbacks. I was a very quiet child, so I listened to others and remembered."

Ivonne has shown a great deal of dedication and aptitude for this type of work, it's been a pleasure working with her, and I gladly convey my highest compliments and thanks to her for the work she has done and that she continues to do. Working with low-income kids from the inner city takes a special kind of person, and she is just that type. She is helping to build a high impact program that is benefiting individuals and her community as a whole.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 8 - College Outreach Practicum
- 4 - Reflective Writing
- 4 - Educational Research



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January 2016 - March 2016: Student-Originated Studies: Community-Based Learning and Action at Evergreen

16 Credits

DESCRIPTION:

Faculty: Lin Nelson, Ph.D.

This Student-Originated Studies class focuses on community studies and community-based research, drawing together a range of students joined by interests and experiences in community issues and organizations. Students worked with local agencies and groups, in settings included youth justice, housing and homelessness, disability rights, gender rights, health and hospice care, crisis support and intervention, environmental justice and public education. The group met weekly for presentations, discussions, workshops and visits with community collaborators. Students worked in their selected sites and projects for 20 – 30 hours a week, participated in class, read relevant literature, wrote essays, journaled on their community experiences and insights, and submitted a final retrospective paper. The key readings included Jason Coburn's *Street Science: Community Knowledge and Environmental Health Justice* and Seth Holmes' *Fresh Fruit, Broken Bodies: Migrant Farmworkers in the US*, as well as online writings, selected texts, policy profiles, in connection with their internship sites.

EVALUATION:

Written by: Lin Nelson, Ph.D.

Ivonne Madrigal has been actively involved as an intern at Upward Bound in the Tacoma School District. Her Field Supervisor Gabriel Emeka (Educational Specialist, Lincoln High School) prepared this evaluation of Ivonne's work:

"Ivonne Madrigal has been an integral part of the Upward Bound Program. Her primary role as an academic assistant was to interact with students and help them maintain academic success at the high school level while preparing them to transition to college. In addition to academic challenges, low-income, first generation students contend with socioeconomic obstacles and often have profound personal hardships to overcome. Ivonne provided students one-on-one mentorship, encouragement and support. As a Lincoln grad and Upward Bound alum, she was well suited to relate with the students; at the same time, the work provided her the opportunity to deeply reflect on her own academic path and personal growth. In helping the students with their schoolwork, Ivonne worked in conjunction with teachers and guidance counselors to identify students needing academic support. She spent time with them individually to address their needs, tutoring them in a particular subject, monitoring their progress in credit retrieval, discussing attendance issues, or just having conversations about how they feel about a class or teacher. Her attendance was exemplary; I knew that I could count on Ivonne to be in the Upward Bound office on the days when a meeting or other obligation took me away. In addition to her ability to connect with students on a personal level, she brought strong organizational skills and financial literacy to the program which benefited the students tremendously. She helped students self audit their transcripts to make sure they had enough credits to graduate and be accepted into their choice colleges and universities. She gave them college student financial advice. Over the quarter all thirty-five seniors in the program completed their FAFSA. To date, thirty-four of the thirty-five had been accepted into at least one four-year college. Ivonne was instrumental in helping to achieve this success rate – and she is still working diligently with the one student not yet accepted. Ivonne has shown a great deal of dedication and aptitude for this work; it's been a pleasure working with her, and I gladly convey my highest compliments and thanks to her for the work she's done and continues to do. Working with low-



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income kids from the inner city takes a special kind of person and she is just that type. She is helping build a high impact program benefiting individuals and her community as a whole.”

Ivonne’s steady journal writing demonstrated that this has been a very important experience – one providing substantial responsibility and challenge. Ivonne worked with dedication in supporting high school students facing economic and academic challenges. It’s clear from Ivonne’s journal writing and end-of-quarter retrospective that this work has deepened her knowledge and capacities and helped strengthen a sense of purpose regarding future training and work. Ivonne’s oral presentation as part of a panel was impressive; this was a lively, engaging and empathetic portrayal of high school students and their struggles. Ivonne is quite good with public presentations and I urge her to jump into future opportunities. The oral report was mirrored by a very good final piece of writing – grounded in respectful profiles of students and persuasive in conveying the up-hill battles they face. Additionally, Ivonne did a quality job with two book essays – connecting concepts and struggles in other communities to the work she’s been doing and to her own journey. All in all, very promising work.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 4 - Community-Based Research: Philosophies and Frameworks
- 8 - Internship: Upward Bound
- 4 - Mentoring Youth



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September 2015 - December 2015: Student-Originated Studies: Social Work/Human Services Skill Sets

16 Credits

DESCRIPTION:

Faculty: Gary Peterson, MSW

This one-quarter, student-centered program allowed students to study social work as a career option. The program was designed to meet the needs of students with differing interests in the social work field. Because of this the syllabus was created as the class evolved to include a variety of student interests. Students were encouraged to invite guest speakers, bring videos, and suggest books. The faculty will work with students to ensure that their learning goals are met. Program activities consisted of lectures, guest speakers, seminars, videos, etc.

Students were encouraged to participate in learning opportunities outside of the classroom in their area of interest including workshops, conferences, field placements, and job shadows, for example.

As foundational information, all students read *Pedagogy of the Oppressed* by Paulo Friere. Students created their own reading lists based on their areas of interest.

A history component introduced students to the historical and cultural experiences of groups served by the social services system, such as women, Native Americans, African Americans, the poor, youth, etc. A cultural competence component was self-exploratory, enabling students to understand what they bring to a cultural encounter in a service-providing role. Students used online tools and related readings to gain an understanding of the Indian Child Welfare Act and the cultural factors to consider when handling cases involving Indian Children and families.

Students worked individually and in small groups on projects of common interest. Students presented what they learned to the class in periodic project updates, wrote reflectively, and did a major presentation of their work at the end of the quarter. Students wrote at least one poem, based on George Ella Lyon's poem, "Where I'm From," and recorded their writing as a part of their introduction at the beginning of the quarter. A portfolio of student work was maintained.

For introduction to indigenous art credits, students committed to gather, clean and sort, and weave pine needle baskets. Master weavers for this endeavor included Chehalis Tribal members – Yvonne Peterson and Halisa Higheagle. Students researched and shared resources including YouTube videos of "how to" weave pine needle baskets and texts about Puget Sound Basketry (Nile Thompson, Erna Gunther, and Hilary Stewart). Students wrote a compare/contrast essay after viewing "The Teachings of The Tree People" reflecting about their relationship between the natural world and how the built environment can transform how one lives. Social work skill sets practiced during these sessions included critical listening, cross-cultural communication, art as therapy, and comparing analogous situations and transferring insights about indigenous arts to new contexts.

EVALUATION:

Written by: Gary Peterson, MSW

Ivonne was an excellent student in this program. She was a thoughtful, mature, motivated, culturally aware student who took her learning seriously and personally. She stated, "I enrolled in this program as a way to gain work experience as well as give back to my community" and she learned about education and student services as a career.



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Her reading list included: *Educational Psychology*, Kelvin Seifert and Rosemary Sutton; *The Unknown Struggles of a Bilingual Student*, Patricia Sanchez; *Why You Should Consider Bilingual Education*, Metro; *Bilingualism a Key to Addressing Changing Workforce*, Douglas C Baker; *These Underrepresented Students Are Tired of School Curriculums That Make them Invisible*, Rebecca Klein; and many others too numerous to include in this evaluation.

Ivonne worked with the Upward Bound Program at Lincoln High School 40 hours a week, Monday-Friday, 9am-5pm. She maintained direct contact with students at Lincoln on a daily basis and was available to them for the academic issues they confronted, as well as personal and family issues as they occurred.

Upward Bound provides fundamental support to participants in their preparation for college entrance. The program provides opportunities for participants to succeed in their precollege performance and ultimately in their higher education pursuits. Upward Bound serves high school students from low-income families and high school students from families in which neither parent holds a bachelor's degree. The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education.

Evergreen exists for students like Ivonne who are capable of taking charge of their own education. Her insights on the difficulties her students faced were impressive because in "giving back to her community" she shared what she learned from coming from her students' community and experiencing the education system as they are currently experiencing it. In a moving comment in her reflection writing, Ivonne stated that in their response to students experiencing a traumatizing event on campus: "we heard them out and gave them our advice and opinion as best and as carefully as we could." Ivonne's experience this quarter as she documented it, strongly speaks to the need for education staff to look like their students and the barriers that exist to that happening.

Ivonne's portfolio included copies of the articles listed above along with her notes in the margins. She then wrote a reflection response that she attached to the article. Clearly a critical thinker, Ivonne questioned what she was reading and often identified, from her own perspective, weaknesses in the author's thinking, and evaluated the information for value it might have with the students she worked with.

Working with as many as sixty students, Ivonne maintained meticulous records on college related deadlines and requirements that each of their students had to meet. She took students on field trips to colleges to which the student might be interested in applying, and college-bound related workshops and events in Washington State.

Since Ivonne and two other students were primarily at their high schools I didn't have much face time with them. The times I met them they were up-beat, enthusiastic, joyful, and inspiring students. I am sure that the students they worked with noticed that too.

Ivonne met all of the requirements of the program. She finished the quarter in good standing and the following credit equivalencies are recommended.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 4 - Education Theory
- 4 - Multilingual Education
- 4 - Guidance Counseling - Introduction
- 4 - Student Services



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March 2015 - June 2015: The Spanish-Speaking World: Cultural Crossings

14 Credits

DESCRIPTION:

Faculty: Alice A. Nelson, Ph.D. and Catalina Ocampo, Ph.D.

During the **spring quarter**, all classes in the 8-credit program core were conducted in Spanish, and students had the option to undertake up to 8 additional credits of project and/or internship work. For the program core, students had 4 hours of language instruction, a 2-hour seminar, and a 2-hour lecture or workshop. They also attended 3 community events held at the College: Day of Absence and Day of Presence, José Gómez Farmworker Justice Day, and a visit by Latin@ youth from Proyecto MoLE in Tacoma.

History and Culture Component: The program focused on cultural crossings that have defined key moments in the intertwined histories of Spain and Latin America over the centuries. Spring quarter, we turned our attention to Latin@s and Spanish-speakers in the United States, considering multiple perspectives on migration/ displacement, bilingualism and cultural change, and issues like farmworker justice and immigrants' rights. We explored the interrelationships between history, politics, and cultural production, how literature and the imagination impact processes of social change, and how structures of power in society (e.g., class, ethnicity, gender, religion, etc.) impact such processes. Throughout the quarter, we gave significant emphasis to exploring the complexities of working across cultural differences.

Writing Assignments: (all essays in Spanish unless otherwise noted) five seminar summary-responses papers (1 page), an integrative essay (3-5 pages), three reflections on cross-community work (2-3 pages each, in English), a creative piece rewriting historical figures/events (in any combination of Spanish and/or English), an academic statement (2-3 pages, in English), and additional requirements based on internship and project work (see details below).

Seminar Readings: Sandra Cisneros, "Never Marry a Mexican"; Cherrie Moraga, "La Güera"; Seth Holmes, *Fresh Fruit, Broken Bodies*; selected bilingual poems; selected *corridos*; Pedro Juan Soto "Garabatos"; Roberto Fernández, "Raining Backwards"; Daniel Alarcón, "Abraham Lincoln Has Been Shot"; Ernesto Cardenal, "Oración por Marilyn Monroe".

Films: *Letters from the Other Side* (Dir. Heather Courtney); *Al otro lado* (Dir. Natalia Almada).

Spanish: Finally, each student studied the Spanish language at the appropriate level, in this case Advanced Spanish for students with significant previous background in Spanish. Class was conducted entirely in Spanish. We studied advanced topics in Spanish grammar, such as idiomatic expressions and connective terms, distinctions between the present, preterit, and imperfect verb tenses, perfect, future, and conditional tenses, and uses of past and present subjunctive. The grammar text was Bretz et al., *Pasajes: Lengua*. In the spring, the Advanced Intermediate and Advanced combined group completed regular oral presentations, two 2-3-page compositions and revisions, weekly "media watch" reports, and midterm and final exams.

In addition to all-program readings, our texts included Tomás Rivera, "Zoo Island" and "El retrato"; Luis Valdez y el teatro campesino, "Huelguista," "La conquista de México," "Soldado razo"; Ana Lydia Vega, "Letra para salsa y tres soneos por encargo"; Giannina Braschi, "Blow Up"; Sergio Ramírez, "Charles Atlas también muere"; Fabián Romero, *Mountains of a Different Kind*; Mayra Santos Febres, "Tren"; Roberto Bolaño, "Jim."



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Additional Spring Quarter Work: As indicated above, students could enroll for up to 8 additional quarter hours in community-based internships or academic projects to complement the 8-credit program core described above. In this case, the student completed a 4-credit (100-hour) internship with Sound Learning, a non-profit organization offering a range of educational programs, including adult basic education and English for Speakers of other Languages (ESOL) in Shelton, WA. Ivonne learned about adult ESOL methodologies and gained knowledge about age-appropriate educational activities for children of immigrant families ages 3-10 and prepared a binder of such activities. Her hours were split between the Children's Program and adult ESOL tutoring. To enhance her internship learning, Ivonne read two additional texts--Carola Suárez-Orozco, Marcelo Suárez-Orozco, and Irina Todorova's *Learning a New Land: Immigrant Students in American Society* and Leo Chávez's *The Latino Threat: Constructing Immigrants, Citizens and the Nation*-- and wrote summary-critiques of them; she also integrated and reflected on all her spring quarter work through completing a log of hours, a weekly reflection journal, a final synthesis paper, and an oral presentation.

EVALUATION:

Written by: Alice A. Nelson, Ph.D. and Catalina Ocampo, Ph.D.

Seminar and Spanish Language: Written by Alice A. Nelson, Ph.D.

Ivonne did excellent work in all aspects of the Advanced Spanish class and spring quarter seminar. Ivonne is fully bilingual, and while she uses Spanish daily in conversation, this quarter was the first time she had done academic reading and writing in the language since grade school. She enthusiastically embraced the chance to learn rules for grammatical structures she already uses well, completing all assignments with care, and she flourished with literary analysis in our discussions and her essays. Her comfortable conversational style contributed greatly to our classroom atmosphere; she emerged as a leader, for example, the day we discussed Ana Lydia Vega's "Letra para salsa y tres soneos por encargo," when she conveyed, with evident delight, all of the levels of humor in the text. Ivonne took seriously her weekly "media watch" on Colombia, asking Professor Ocampo (who is from Colombia) for guidance with news sources and with understanding the complexities of the emergent peace process there, and shared her new learning insightfully.

Ivonne's writing in Spanish has also grown, as was particularly evident in her integrative paper on the theme of solidarity in Valdez's "Huelguistas," Holmes' *Fresh Fruit, Broken Bodies*, and Farmworker Justice Day. Although Ivonne needs to seek greater specificity in her thesis statements and textual support, her essays conveyed thoughtful engagement with program issues and themes, particularly tensions around constructions of Latin@ identities in the US. Her creative writing piece skillfully employed humor in the *teatro campesino* tradition to rewrite La Malinche's place in history from La Malinche's own point of view. Ivonne also did exceptionally thoughtful work in her reflections on Day of Absence/Day of Presence, Farmworker Justice Day, and the visit by Latin@ youth from Proyecto MoLE in Tacoma (the first two in English, the third in Spanish). Particularly insightful were her discussion of Damali Ayo's talk about balancing thinking and feeling in discussions of race, the importance of humor for resilience, and her self-reflective remarks on connecting with youth from her community in the MoLE visit.

Ivonne's quizzes and exams showed an excellent command of the grammatical structures and vocabulary studied, as well as thoughtful literary analysis. She used the range of verb forms (present, preterit, and imperfect verb tenses, perfect, future, and conditional tenses, and uses of past and present subjunctive) flawlessly, although she still is working on some details of accent marks and spelling. Her comparison of two Rivera stories ("Zoo Island" and "El retrato") beautifully illuminated the theme of, in Ivonne's words, "la necesidad de sentirse reconocidos," the community's need to recognize itself, and to feel recognized within society at large.



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Overall, Ivonne made wonderful progress polishing her Spanish language skills through her work this quarter.

Spring Project/Internship Work: Written by Alice A. Nelson, Ph.D and Jenny Blumenstein

Jenny Blumenstein, Adult Program/ESOL Coordinator at Sound Learning in Shelton, WA, evaluated Ivonne's spring quarter internship work as follows:

"Ivonne Madrigal participated in an internship with Sound Learning this quarter. During this time, she volunteered in our Evening Children's Program, planning activities and working directly with the children. She also helped in the office with tasks related to our annual fundraiser that took place this quarter. She completed 85 hours [plus planning time] with Sound Learning.

"Ivonne was a good person to work with - friendly, flexible, able to follow directions and also work independently and think creatively. In the children's program twice a week, she and her internship partner worked together to plan activities with the kids. They did internet research and used ideas from our files to plan interesting and artistic activities for the children. Together with 1-2 other volunteers, she facilitated a small group in the evenings of children ranging from 3-8 years old. As a team they worked to run a class that included physical exercise, free time, snack, art, and other activities.

"In the weeks preceding our annual fundraiser and a bit afterwards, Ivonne helped with tasks related to the event. She worked together with our AmeriCorps member on tasks related to decorating, and helped to decorate the event the day of. After the event she used her Facebook skills to post messages to businesses that had supported Sound Learning. Through these activities she got a taste of behind-the-scenes fundraising/event planning tasks.

"Ivonne's shared cultural and language background with the families and participants in the program brought additional benefits. She developed an immediate rapport and level of comfort with the children, and had the ability to communicate in ways they are used to hearing at home. Ivonne and her intern partner's ability to easily switch between English and Spanish was a useful model for the children who are also growing up bilingually. Ivonne was also able to interact with the parents and made efforts to speak with them, an interaction strengthened by shared culture and experience. By participating in the children's program, Ivonne helped to provide an opportunity for these parents to study English, a family experience that is part of her background, too.

"Ivonne was a competent volunteer who could be relied on to come on time and be productive while she was there. She did have to miss several days this quarter due to class schedule conflict, a family emergency, and other reasons. For the most part she communicated about any changes in the schedule. We were happy to have Ivonne's participation this quarter in our program. She was fun, easy to work with, willing to help, and interested in giving back to and supporting the community that participates with Sound Learning. We appreciate her contributions this quarter."

For integrating her internship and on-campus work, Ivonne completed all 9 weekly reflections, analyses of Suárez-Orozco/Todorova and Chávez in Spanish, her final synthesis paper (5 pages, in Spanish), and a 10-minute oral presentation in Spanish. Ivonne's cogent analyses of her independent readings elucidated key concepts from the texts: on specific challenges immigrant children face in school (Suárez-Orozco/Todorova) and on deconstructing the dominant media and popular anti-immigrant narrative of "the Latino invasion" or "threat" (Chávez). Her final synthesis essay successfully integrated these concepts with voices from the program core and her internship to explore how they together show the



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impact of social environment on the achievements of immigrant students. She explored dilemmas of bicultural identities and her own challenges and successes navigating two languages with children and adult learners at Sound Learning. Although this essay needed a more specific thesis to orient the discussion, it nevertheless demonstrated her increasingly polished Spanish composition skills, and conveyed several compelling stories about second generation children who were misunderstood by teachers and family as they struggled to gain bilingual competencies. Ivonne's final presentation, completed with the classmate who also interned at Sound Learning, was thoughtful and clear, as the two shared some of their activities and challenges of working with a range of ages of children as well as adults; Ivonne seemed completely at ease speaking about her experiences, and her enthusiasm for connecting with students and dedication to Latin@ communities really shone through.

It was a pleasure to work with Ivonne, and I would welcome the opportunity to do so again in the future.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 14

- 4 - Advanced Spanish
- 4 - U.S. Latin@ Literature
- 4 - Internship: Sound Learning Children's Program and Adult ESOL
- 2 - Independent Project: Immigrant Learners



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September 2014 - March 2015: Greece and Italy: An Artistic and Literary Odyssey
32 Credits

DESCRIPTION:

Faculty: Bob Haft, MFA, Ulrike Krotscheck, Ph.D., and Stephen Beck, Ph.D.

In the fall, *Greece and Italy: An Artistic and Literary Odyssey* began a yearlong study of the cultures of Greece and Italy from the Bronze Age through the Renaissance. In the first quarter, our main focus was on ancient Greece, in particular its history, society, art, and literature. Our primary texts were Homer's *Iliad*, the lyric poetry of Sappho, Aeschylus' *Oresteia*, Euripides' *Bacchae*, and Plato's *Symposium*. Our guides to the history and art of Greek antiquity were *the Greeks: History, Culture, and Society* by I. Morris and B.B. Powell, W. R. Biers' *The Archaeology of Greece*, and selections from *Art and Experience in Classical Greece* and *Art in the Hellenistic Age* by J.J. Pollitt. We also viewed and discussed three films: the six part *In Search of the Trojan War* by Michael Wood, and Michaelis Kakoyiannis' *Iphigeneia* and *Zorba the Greek*. Students' command of the texts, monuments, and cultural history of ancient Greece, as well as their skill in composition and interpretation, was evaluated on the basis of their performance of weekly seminar participation, three essays, and a midterm and final exam. Additionally, all students participated in a "scavenger hunt" of ancient architectural forms in downtown Olympia and collaborated on dramatic renditions of scenes from Greek comedy or tragedy. Finally, in addition to this common curriculum, students participated in one of two elective modules: classical Latin language or drawing. Student evaluations are based on the successful participation and completion of all aspects of this program.

In winter quarter, we began by studying the Roman Republic and Empire and then shifted to Renaissance Italy, particularly Florence. Our texts were Virgil's *Aeneid*, Dante's *Inferno*, as well as selections from Petrarch, Boccaccio's *Decameron*, Machiavelli's *The Prince*, Castiglione's *Book of the Courtier*, Alberti's *Book of the Family*, and Pico della Mirandola's *Oration on the Dignity of Man*. To provide additional historical and cultural context, students also read Peter King's *Brunelleschi's Dome*, Richard Turner's *Renaissance Florence*, and Sarah Dunant's *The Birth of Venus*. Students viewed a film series on the Medicis and were responsible for viewing a series of films from the Italian cinema. They attended regular lectures on art history and the history of ideas. Students' understanding of the art history, literature, and history of ideas was evaluated on the basis of their participation in weekly seminars, two essays, a midterm exam, three responses to films from the Italian cinema, and a final research essay on a topic of their choice from our period. Students also participated in one of two elective modules: photography, and Neoplatonist philosophy. Student evaluations and award of credit are based on successful participation and completion of all aspects of the program.

EVALUATION:

Written by: Bob Haft, MFA

FALL QUARTER:

Ivonne has acquitted herself quite well this quarter. She had near-perfect attendance and completed all of her work in a timely manner. The notes that she took both during lectures and on our weekly readings were excellent, showing a real dedication to task and an ability to highlight salient points; her work here paid off well as it helped her secure much of the information that students were tested on with our two exams. She scored better on the first exam than on the second, but in both instances her short essay answers showed that she had a good grasp of most of the materials that had been covered in class.

In seminar, she was one of the more silent members of the group, always more active as a listener than a speaker in the large group settings, but taking a more productive role when students met in small groups. By her own account, she read all of the materials for seminar and always came well prepared to



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discuss things; one would hope, however, that she begins to find her voice (at least on occasion) in the large group, as she has a lot to offer her peers in terms of good insights into our reading materials. During our second session on *The Iliad*, for example, in her small group she pointed out a specific passage in the text that showed how many of the Achaean combatants were mercenaries; this put a refreshingly new spin on the discussion, and it highlighted Ivonne's ability to do good, close readings of difficult materials.

When she was writing about those materials, she did a very good job. With her first paper she showed that she could express herself very articulately on paper, but that she was more adept at telling her readers things rather than showing them. She rectified this problem quite admirably with her second paper; here, she did an excellent job of presenting her information in a manner that was both edifying and entertaining. She also showed that she was capable of doing solid, in-depth analysis of a difficult literary text. She still needs to work on eliminating small grammatical errors from her papers, but she has shown good improvement in her writing this term.

For her performance in the Latin language segment of the program, her instructor, Dr. Ulrike Krotscheck, writes the following:

"The text for classical Latin language elective this program offered was Susan Shelmerdine's *Introduction to Latin*. Grammar covered included the 1st through 3rd conjugations in the present, imperfect, and perfect tenses; irregular verbs *sum* and *possum*; 1st-3rd declension nouns; adjectives; adverbs, personal pronouns; and dependent clauses, amongst other topics. Students were expected to attend and actively participate in five class hours of Latin per week; to complete regular homework assignments, two quizzes, and a final translation exam. The goal was to demonstrate understanding of basic Latin vocabulary and grammar. Emphasis was on Latin-English translation, though students also practiced English-Latin. The latter culminated in the design, writing, and performance of a Latin skit for the whole class at the end of the quarter.

Ivonne did very well in Latin. She completed all homework and workbook exercises, and always came to class prepared. Her detailed and well-organized notebook showed that she put a lot of time into learning Latin outside of class. Ivonne demonstrated independent learning skills and motivation by seeking out and utilizing many additional learning resources online. Her hard work in and outside of class showed excellent results. She mastered the fundamental elements of grammar and vocabulary and did very well on all quizzes, including the final translation exam. In this exam, she demonstrated a solid command of translation methods, as well as creative problem-solving skills. In addition to her outstanding written work, Ivonne participated in the final Latin skit. Her overall performance in Latin class was excellent."

At the end of the term, she and four of her classmates staged an effective production of a scene from Euripides' *Iphigenia at Aulis*. Ivonne played one of the chorus members and she also assisted with costumes and stage directions. Her peers note that she was always willing to meet for rehearsals and that she was congenial and easy to work with.

Ivonne finishes this term having established herself as a reliable co-learner and a pretty good student overall. She does need to come out of her shell a bit more in order to share her insights into what she has read and thought about, and, perhaps, to consider the possibility of even taking on a leading role sometime during a seminar. Her relaxed, easy-going manner should serve her well during sessions of collaborative learning.

WINTER QUARTER:



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This was Ivonne's quarter to shine, as she seems to have really come into her own academically. Once again she had near-perfect attendance at all program functions, and once again she took incredibly richly detailed notes on everything from our lectures and books to the weekly series of Italian films. Thanks to her good note-taking, she scored quite well on our mid-term exam. In addition, however, she also became a much more vocal participant in seminar, contributing some good observations about our texts without having to be prompted to do so; her comments gave clear indication of her familiarity with the books and with the fact that she had done in-depth readings of them. In our second seminar on *The Aeneid*, for example, she noted how the silence of the character Lavinia served to make her a more powerful figure than others with a voice, and she also pointed out some nice differences between the role of prophecy in *The Iliad* and *The Aeneid*, noting that the Romans were given more choices than the Greeks. Here again, her insights were gained thanks to her careful readings of difficult materials.

The two short essays she wrote in response to two of our texts were well done, and they showcased Ivonne's strengths as a writer. Aside from making some minor grammatical errors, she has little trouble expressing herself clearly and succinctly. My only criticism of her writing this quarter was that since she already writes so well, she ought to be willing to take a few more risks with what it is that she has to say in her papers, going out on a limb a bit more in order to challenge herself and her readers. She seems to have taken this bit of advice to heart when she wrote her final research paper.

Ivonne wrote her final research paper on the Flemish painter Jan Van Eyck, noting not only a wealth of information about the artist's life, but also making connections between his work and that of his Italian Renaissance contemporaries, showing how he influenced such notables as Raphael. She even goes on to make a connection between Van Eyck's painting of the *Marriage of the Arnolfini* and Grant Wood's *American Gothic*. During the final week of class, she gave a public presentation of the highlights of her paper to the entire program. She delivered her talk with incredible poise and self-possession, presenting her good research in a clear, well-ordered manner and augmenting it with a number of well-chosen digital slides that clearly illustrated aspects of her talk. She demonstrated here that she has no trouble speaking to a large group and that she has a good sensibility about how to organize and deliver a presentation with a real professionalism.

My teaching partner, Stephen Beck, writes the following of Ivonne's work in the philosophy section of the program:

"The goal of the philosophy section was to introduce students to late ancient and early medieval philosophy, primarily through a selection of Plotinus' *Enneads*, selections from the range of Augustine's philosophical writings, and Boethius' *the Consolation of Philosophy*. For context, students also read selections by Epicurus, Lucretius, Seneca, and Epictetus. Ivonne gave her two required introductions to the day's readings, in which she evidenced careful reading and a strong understanding of passages from Plotinus and Boethius. Normally quiet in discussions, she gave other students in these introductions a glimpse into her insightful interpretations and observations. Students were expected to write an argumentative essay on a common theme in all three primary philosophers. The paper was to be written in three drafts, beginning in the first draft with a discussion of Plotinus and adding discussions of Augustine and of Boethius in subsequent drafts. Ivonne completed all three drafts strongly. Her finished essay discussed all three philosophers' conceptions of the good life. Excellent in its interpretation of each philosopher's views, it would have benefitted from a more thorough synthesis of their views. Overall, in this academically demanding section, Ivonne developed a strong and detailed introductory understanding of the philosophies of Plotinus, Augustine, and Boethius. A good next step for her would be to develop her own views and arguments in response to the philosophical positions of others."



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It has been a pleasure working with Ivonne and watching her mature both academically and socially over the past two quarters. She is an even stronger student now than when she entered the program, and she seems to be a more confident one as well. Given her talents as a writer, a reader, a thinker and speaker, she should have no trouble in the rest of her tenure here as a student. It's a pity that she is unable to join us on the study-abroad portion of the program next quarter, as her efforts the past six months have certainly merited being able to have first-hand experiences of the art and architecture that she has been studying. She leaves the program on a high note, and is clearly ready for more advanced study in the arts and humanities.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 32

- 4 - Art History: Aegean Bronze Age to Hellenistic Era
- 4 - Ancient Greek Literature in Translation
- 4 - History and Archaeology of Ancient Greece
- 4 - Latin
- 4 - Literature: Classical Rome through the Italian Renaissance in Translation
- 4 - Art History: Western Art from Classical Rome through the Italian Renaissance
- 4 - History: History of Western Ideas from Classical Rome through the Italian Renaissance
- 4 - Philosophy: Hellenistic and Early Medieval Philosophy



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March 2014 - June 2014: TRiO at Evergreen: Taking the Lead in Your Education and Life
2 Credits

DESCRIPTION:

Faculty: Felix Braffith, M.I.T.

During the spring quarter TRiO students were provided the academic supports, assessment tools, and community resources to identify prospective career pathways. Students actively participated in lectures, workshops, and seminars that promoted the importance of understanding the qualities required in becoming the leader in their own lives. Students read, responded, and seminar on the text: ***Emotionally Intelligent Leadership: a Guide for College Students***. The themes and concepts in the text promoted ways students could proactively incorporate leadership qualities into their lives. Additionally, students participated in career development workshops that supported them achieving the course outcomes. Students completed a Leadership Philosophy Plan and Career Action Plan to receive full credit. The content of the course supported each student's journey at Evergreen through self-reflection and prospective career analysis.

EVALUATION:

Written by: Felix Braffith, M.I.T.

Ivonne Madrigal has completed the TRiO@Evergreen: Taking the Lead in Your Education and Life course, and is awarded 2 credits. The course supported the development and submission of Leadership Philosophy and Career Action Plan that consisted of a cover letter, LinkedIn webpage, and an essay that described her personal and professional goals identified during the course. Ivonne interfaced with prospective employers while exploring topics such as understanding the application process, interviewing strategies, and networking. She attended most class sessions and completed most critical weekly assignments from the text: ***Emotionally Intelligent Leadership: a Guide for College Students***. During weekly seminars Ivonne deconstructed different leadership styles that encouraged her to identify personal strengths and areas for growth.

In weekly reflection response assignments Ivonne demonstrated an excellent understanding of emotionally intelligent awareness. She developed the skills and insights that should best prepare her for a successful transition into the workforce or future internship opportunity. Participation in class discussions, guest speakers, and workshops allowed Ivonne to define a sustainable career pathway aligned with her leadership style.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2

2 - Leadership



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March 2014 - June 2014: Making Meaning--Teaching English Language Learners in K-12 Classrooms and International Settings

16 Credits

DESCRIPTION:

Faculty: Grace C. Huerta, Ph.D.

In this program, students explored the role schools, communities, and culture play in the language acquisition process among English language learners (ELLs). Students examined how certain contextual factors impact the academic achievement for ELLs, such as immigration, political climate, school policies and program models. Participants also critically evaluate issues of socioeconomic status, national origin, gender, and immigration history relevant to ELLs. Readings focused on these principal topics:

- The role of dominant and minority communities, culture in the identity formation of ELLs;
- The identification of lived experiences that impact ELLs' language acquisition process;
- Introduction to language proficiency levels, literacy instruction, assessment and curriculum development using Washington English Language Development K-12 Standards and the TESOL standards;
- A review of first and second language acquisition processes;
- Identifying the intersections between schooling, assessment and student efficacy;
- Generating knowledge about ELL instructional methods and assessment strategies.

This program was designed to acquaint student with the central issues in ELL instruction, curriculum design, and assessment. Among the topics addressed in this program were strategies for teaching and developing English literacy and the design of curriculum units in the four language domains: listening, speaking, reading, and writing, as well as in the content areas. Through readings, discussion, reflective journal writings, students explored program models of ELL education in the United States. Students also learned various ESL instructional strategies, and conducted teaching demonstrations. Finally, by composing a case study of an ELL, students examined how the knowledge of their lived experiences and social contexts impacted the process of language acquisition.

Students demonstrated their understanding of basic ESL program design, fundamental aspects of language instruction, and issues associated with culture, language acquisition, student achievement, and community outreach through teaching demonstrations, journal reflections, reader response papers, and curriculum design. Drawing from this literature, students also completed a case study of an English language learner and interview in order to demonstrate their understanding of the intersection between language learning, culture, class, and schooling.

Readings for the program included Suarez-Orozco and Todorova's *Learning in a New Land*; Peregoy and Boyle's *Reading, Writing, and Learning in ESL*, O'Malley and Pierce's *Authentic Assessment for English Language Learners: Practical Approaches for Teachers*, and TESOL's *Pre K-12 English Language Proficiency Standards* and/or *TESOL Standards for Adult Education ESL Programs*, as well as, Myles and Mitchell's *Second Language Acquisition*.

EVALUATION:

Written by: Grace Huerta, Ph.D.

Ivonne demonstrated a strong understanding of the foundational concepts associated with teaching English language learners (ELLs) and basic ESL instructional strategies through her: portfolio, reader response essays, unit plan and teaching demonstration, ELL case study project and final presentation.



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Ivonne utilized “backward design” curriculum approaches when creating her elementary, 1st grade, beginner ELL Health and Mathematics unit plan. She posed essential and guiding questions to frame her instruction. She also identified Washington State Health Education Standards to guide her instructional planning. Ivonne also designed an interdisciplinary set of lesson plans that emphasized anatomy, academic language, and math development. This approach to ELL curriculum design included well-detailed strategies that emphasized the use of art, total physical response, and vocabulary development. Her unit plan was strengthened with the formative assessment of Washington’s English Language Development Standards for ELLs with an emphasis on comprehensible input and output.

Throughout the quarter, Ivonne also completed seven reflective writing papers where she posed questions and offered ideas for literacy development such as approaches to enhance communicative competence and culturally relevant instruction. This work demonstrated Ivonne’s understanding of literacy development as she offered a careful discussion of our course readings.

Ivonne offered a well-detailed case study interview of an English language learner from Mexico. She analyzed her participant’s second language acquisition process at the secondary level and the challenges associated with immigration, prior schooling, and ineffective ESL program models. Ivonne’s case study also analyzed the importance of acculturation, community, family and outreach programs that heavily influenced her interviewee’s success in the American school system. She included data analysis specific to her participant’s cognitive academic language proficiency and the challenges associated with the affective filter on her participant’s writing and grammar skill development. Overall, Ivonne completed a well-researched and written case study that also demonstrated her APA formatting skills.

Ultimately, Ivonne’s collective work, her portfolio, reader response papers, case study, unit plan, and teaching demonstration represent her strong understanding of the conditions that support ELL language acquisition and literacy development both in and out of the classroom.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 4 - Introduction to ELL Instructional Methods
- 4 - ELL Literacy Strategies
- 4 - First and Second Language Acquisition Theory
- 4 - ESL Assessment



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January 2014 - March 2014: Self-Determination in Latin America: Mexico

16 Credits

DESCRIPTION:

Faculty: Alice Nelson, Ph.D., Catalina Ocampo, Ph.D., Tom Womeldorff, Ph.D.

This program focused on the different roles that culture, politics, and economics have played in struggles for self-determination in Mexico from the start of the twentieth century to the present. Particular attention was given to historical moments and issues such as the Mexican Revolution; contradictory uses of *Indigenismo*; the rise of the counterculture and state repression in the 1960s and 70s; the emergence of the Zapatista movement; the economic impact of increasing free market economic policies including NAFTA; questions of economic development and cultural identity during recent migrations to the United States; and the meanings of democracy for working-class residents in Mexico City today. Through economics, anthropology, literature, film, music, and visual culture, students studied how Mexican individuals and groups use their agency to advance their social agendas of self-determination within larger structures of power. Students analyzed the effect of such structures of power upon ethnicity, class, gender, rural/urban divides, epistemology, and international relations through interpretive frameworks from the humanities and the social sciences, including theories of modernity and postmodernity, international political economy, and the impact of positionality on epistemology. Students gained the ability to interpret literary and visual texts within their social contexts, developed skills in expository and creative writing, and worked on questions of diversity within the classroom, examining their own positions in socially constructed systems of power. A typical week included 3 hours of lecture, 4 hours of workshop, 5 hours of seminar discussion and synthesis work, and 3 hours of film viewing and analysis.

Assignments: Twice-weekly written seminar briefs demonstrated comprehension of readings. Three synthesis essays and a field trip reflection offered comparative analysis and integration of program materials. Economic worksheets focused on models of economic development, transnational families, and the impact of race on wealth accumulation. Personal narratives and creative writing assignments explored diverse types of writing in order to increase students' rhetorical flexibility. Students completed a comprehensive take-home final exam on significant points of learning during the quarter.

Readings: Augusto Monterroso, "Mr. Taylor"; Carlos Monsiváis, "A New Catechism for Reluctant Indians" and "Mexico 1890-1976: High Contrast, Still Life"; Guillermo Bonfil Batalla, *México Profundo: Reclaiming a Civilization*; Mariano Azuela, *The Underdogs*; Juan Rulfo, *The Plain in Flames*; Elena Poniatowska, *Here's to you, Jesusa!*; Rosario Castellanos, *The Nine Guardians*; Eric Zolov, *Refried Elvis: The Rise of the Mexican Counterculture* (selections); Paco Ignacio Taibo II, '68; James M. Cypher and Raúl Delgado Wise, *Mexico's Economic Dilemma: The Developmental Failure of Neoliberalism*; George A. Collier with Elizabeth Lowery Quaratiello, *Basta! Land and the Zapatista Rebellion in Chiapas*; Subcomandante Marcos and the EZLN, Selected communiqués; and Matthew C. Gutmann, *The Romance of Democracy: Compliant Defiance in Contemporary Mexico*.

Films and Visual Materials: *También la lluvia* (dir. Icíar Bollaín); *Que viva México!* (dir. Sergei Eisenstein); photographs from Juan Rulfo, *Juan Rulfo's Mexico* and Elena Poniatowska, *Las soldaderas: Women of the Mexican Revolution*; murals by Diego Rivera, David Alfaro Siqueiros, and José Clemente Orozco; *The Hunt for Pancho Villa* (prod. PBS American Experience); *El violín*, (dir. Francisco Vargas); *Reencuentros: 2501 migrantes* (dir. Yolanda Cruz); *The Danger of a Single Story* (Chimamanda Ngozi Adichie TED talk); *A Place Called Chiapas* (dir. Nettie Wild); *Caracoles: New Paths of Resistance*, (prod. Chiapas Media Project); *Un poquito de tanta verdad* (dir. Jill Friedberg); and *Tierra sí! Aviones No!* (dir. Adan Xicohtencatl and Constantino Miranda).



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EVALUATION:

Written by: Catalina Ocampo, Ph.D.

Ivonne had a successful quarter in *Self-Determination in Latin America: Mexico*. Ivonne has shown herself to be a diligent student: she attended class regularly, earned full credit, and was conscientious about completing and turning in all her assignments. This quarter she made great strides in her writing skills, her participation in seminar and program-wide activities, and her skills in economic analysis. Through her dedicated study of history, literature, culture, and political economy this quarter, Ivonne developed a good understanding of the struggles for self-determination in twentieth- and twenty-first-century Mexico.

This quarter Ivonne worked hard on developing her collaborative skills and on being a more assertive speaker in class. Although she listened more often than she spoke, Ivonne participated regularly in seminar and was an active interlocutor in small-group discussions. I wish, in fact, that we had heard more often from Ivonne, as her contributions were always insightful. As her co-facilitation of discussion on Cypher and Delgado's *Mexico's Economic Dilemma* demonstrates, she possesses some solid public speaking skills, and I encourage her to continue putting them into practice. That co-facilitation showed that Ivonne worked closely with her partner to provide a well-organized and fruitful structure that enabled students' further engagement with the text. I commend, in particular, the fact that Ivonne chose to facilitate a seminar focused on economics, as she seemed more comfortable with the humanities texts in this program. As one of her abstracts in the "Collective Learnings" assignment notes, this was the first time Ivonne encountered an economics reading in one of her programs, yet learning how to read the economics closely was one of the skills that she decided to feature as one of her key learnings in this program. I also appreciated Ivonne's reflection on her creative writing assignments this quarter, which seem to have helped her improve her writing by providing opportunities for collaborative writing and peer critique. Her last two creative writing assignments, in particular, allowed Ivonne to work together with some of her peers in order to think creatively, constructively, and concretely about problems that affect her. Especially notable was Ivonne's manifesto "What is Nominal Self-Determination?" which effectively drew inspiration from a manifesto by José Revueltas and used specific details in order to bring attention to the prejudices often associated with an individual's name, and assumptions it elicits regarding national background, race, class, or religion.

Ivonne also made significant progress in her analytical writing, moving from general statements to more specific arguments and incorporating specific examples to support her arguments. That progress was most evident in her seminar briefs, which showed increasing sophistication in their ability to frame, pose, and analyze questions that would foment discussion. By week 9, Ivonne had written a truly excellent seminar brief that synthesized Matthew Gutmann's argument, focused on a specific section of the book, posed an insightful question, and also provided initial analysis that questioned and challenged Gutmann's broader arguments. Her essays also showed similar progress, though Ivonne is still working to move from general discussion to more specific, textually grounded analysis. Ivonne's first paper addressed the westernization of indigenous communities, though it elided some important distinctions between indigenous communities and lower-class Mexicans and needed greater awareness about the different genres and disciplines represented by the texts she chose (Bonfil Batalla, Azuela, and Monsivais). Her second paper was more firmly grounded in textual analysis and did some important work analyzing power structures in Castellanos, Rulfo, and Zolov, though in this case Ivonne needed to focus more closely on one particular power structure that connected all three texts. Ivonne's final essay more effectively identified a specific theme that connected Collier and Lowry, Poniatowska, and Taibo's texts and argued for an expansion in our concept of education. That final essay had a more cohesive structure, though I encourage Ivonne to keep working on her writing, particularly her ability to support her arguments with specific evidence from the text. Ivonne proved in discussion that she has some good analytical skills, so I encourage her to apply those same skills to her writing, offering not only ideas but also evidence and interpretations that can illuminate an issue from new angles.



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On the whole, Ivonne has gained a solid foundation in Mexican studies, and a solid understanding of the interdisciplinary contributions from literature, cultural studies, and political economy. Through her hard work, she has made good progress in developing her writing, public speaking, and analytical skills, which I hope she will continue applying to her future studies at Evergreen and beyond.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

8 - History, Literature and Visual Culture of 20th Century Mexico

4 - Political Economy of Mexico

4 - Writing and Rhetoric



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September 2013 - December 2013: The Science and Sociology of Human Health
16 Credits

DESCRIPTION:

Faculty: Carolyn Prouty, DVM, Trisha Vickrey, Ph.D., and Wenhong Wang, Ph.D.

This was the first of a three-quarter program exploring the basics of health and illness in the U.S. through the disciplines and perspectives of medical sociology, anatomy, physiology, general chemistry, and social statistics. We used topics such as epilepsy and Attention Deficit Hyperactivity Disorder to enhance our study of how cultures interact with medical systems, the social and cultural constructions of health and illness, medicalization, and provider-patient relationships. We examined intersections of race and privilege with health, including a visit to an exhibit entitled "Race: Are We So Different?" in Seattle, WA. Objectives in basic descriptive statistics included research process, levels of measurements, measures of central tendency and variability. Biology objectives included cell and tissue structure and function, and the integumentary, muscular, and skeletal systems. Chemistry objectives included the study of atomic structure and stability, periodicity and electronic structure of atoms, ionic and covalent bonding, molecular structure, stoichiometry, and an introduction to bioorganic chemistry.

Central program texts included Anne Fadiman's *The Spirit Catches You and You Fall Down: A Hmong Child, her American Doctors, and the Collision of Two Cultures*; and the beginning of Paul Starr's *The Social Transformation of American Medicine: The Rise of a Sovereign Profession and the Making of a Vast Industry*, as well as basic anatomy and physiology, general chemistry and social statistics texts. Program activities included lectures; seminar; lab work including some microscopy and dissection; statistics, movement, and other workshops; guest lectures, and films. Major assignments included seminar preparation papers, a wheelchair project (students spent 3 hours in a wheelchair during normal daily activities), a series of reflective essays, examinations, academic statement, and a final oral presentation.

EVALUATION:

Written by: Carolyn Prouty, DVM, Trisha Vickrey, Ph.D., and Wenhong Wang, Ph.D.

Ivonne was a dedicated student in The Science and Sociology of Human Health. She mastered many of the objectives of the program, and showed a good understanding of the material. Ivonne completed all written assignments and had adequate punctuality and attendance.

In her seminar outlines, Ivonne asked some intriguing questions, though they would benefit from more thorough analysis of the readings. Her reflection papers demonstrated some ability to make connections between the physiological and sociological aspects of health. She gave helpful feedback to her peers in her reviews of their work. She will benefit from concentrated attention to deepening her critical reading and thinking skills, where she has much potential. Ivonne participated eagerly in small-group discussion and listened carefully during large-group discussion.

For statistics, Ivonne did very good work, mastering the majority of the learning objectives. She had perfect attendance; she submitted most of the assignments, mostly complete and on time, overall accurate and often thoughtful. Ivonne was engaged and attentive in workshop. She did well in her exams, excelling in important concepts such as standard deviation. She also took the opportunity of answering advanced, optional questions and answered some of them correctly, showing an advanced understanding of some of the material. For her group research project, her team surveyed the class attitudes toward our current program. The study was thoughtfully designed, data critically analyzed, and report dotted with insightful reflections on the research process and statistical process. They delivered a very effective power point presentation on the project.



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In anatomy and physiology, Ivonne did well overall, showing comprehension of some of the objectives on her examinations. Her lab write-ups were generally complete and correct. She consistently took the opportunity on exams and labs to try to answer advanced, optional questions, sometimes demonstrating comprehension of more complex material. In lab, Ivonne was quiet and generally diligent in her work.

Ivonne demonstrated a respectable mastery of most topics covered in chemistry. She particularly excelled at balancing chemical equations and dimensional analysis. Ivonne showed good quantitative reasoning skills throughout the quarter. She diligently completed all homework assignments on time and consistently completed optional and advanced assignments. In lab, Ivonne was consistently prepared. Her lab notebook was well organized and she produced exemplar graphs of collected data. Her discussion of results was sometimes minimal and lacked critical analysis.

It was a pleasure having Ivonne in class. She is receiving full credit.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 4 - Medical Sociology
- 4 - Social Statistics
- 4 - Human Biology: Introduction to Anatomy and Physiology
- 4 - General Chemistry I with Laboratory



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April 2013 - June 2013: TRiO at Evergreen: Understanding and Deconstructing your Academic Experience

2 Credits

DESCRIPTION:

Faculty: Felix Braffith MiT

During the Spring quarter TRiO students were provided the opportunity to develop or enhance their technical and reflective writing skills. Students created resumes and cover letters that aligned to their academic pathways. They also learned how to access support services in the Career Development Center and in the Center for Community Based Learning and Action to supplement their academic experience at Evergreen. The content of the course supported each student's journey at Evergreen through self-reflection and prospective career analysis.

EVALUATION:

Written by: Felix Braffith MiT

Ivonne Madrigal has completed the *TRiO@Evergreen: Understanding and Deconstructing Your Academic Experience* course, and is awarded 2 credits. The course supported the development and submission of cover letters and resumes for prospective employers while exploring topics such as understanding the application process, interviewing strategies, and networking. She attended half of the class sessions and completed the most critical weekly assignments in (WOIS) Washington Occupational Informational System. She researched careers, created goals, and made educational plans to better understand how a liberal arts degree enhances future career opportunities.

In weekly reflection response assignments Ivonne demonstrated a basic understanding of the skills and experiences that would best prepare her for a transition into the workforce or future internships. Participation in class discussions, employer panels, and workshops allowed her to identify a sustainable career pathway.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2

1 - Reflective Writing

1 - Technical Writing



Madrigal Leon, Ivonne Rosa

A00148845

Last, First Middle

Student ID

April 2013 - June 2013: CounterACTION: Exploring Racial and Cultural Inequalities in Education

16 Credits

DESCRIPTION:

Faculty: Grace Huerta, Ph.D.

In this one-quarter core program, students explored what daily actions they can do to collectively challenge discrimination and inequalities present in our communities, schools and colleges. We generated an antiracist theoretical framework which rejected inaccurate notions of race, culture and gender. We pursued answers to our questions about discrimination by examining, through an understanding of history, antiracist theory and precision writing, how we can improve our efforts to support a more equitable school system.

We began by analyzing a working definition of racism that frames intentional, as well as unintentional, normalized acts of inequality over time. We challenged depictions in the literature and the media that promote the essentialization of diverse groups. Through an analysis of anti-racist readings, we explore the lived experiences of diverse learners whose identities are often impacted by assumptions and disparities found in communities and school settings. In order to deconstruct such assumptions, throughout the program, students engaged in reading, writing and media analysis.

Students also investigated specific everyday actions local activists and educators generated to confront inequalities through community service. By using writers' workshops, media and film analysis, students collected and reported their findings that documented how specific antiracist strategies can be created to both affirm and help students achieve academically within their schools and communities.

Lastly, students demonstrated their understanding of everyday antiracist practices by conducting multimedia presentations that merged theory, community outreach and writing. Themes that may emerge through their study included examining James Banks' five dimensions of multicultural education, communities' funds of knowledge and community building.

Introductory research and program student accomplishments included: identification of an essential question and/or problem to discuss and interrogate over the course of the quarter; participant/observation data collection (community field work/service) and journaling; development of technology skills when using such presentation platforms as Prezi and Tumblr; development of field observation skills; completion of draft and final reader response and synthesis papers (7); collaboration with peers to critically review writing, provide feedback and develop successful strategies for revising papers; completion of an oral presentation that addressed their essential question to share with their learning community; and generation of ideas for ongoing inquiry or research.

Our program readings included: Pollack, M. (2008), *Everyday Antiracism: Getting Real about Race in School*; McCuen-Metherell, J. and Winkler, A. (2012), *Readings for Writers*; Huerta, G. (2009), *Educational Foundations: Diverse Histories, Diverse Perspectives*; and additional articles from *The New York Times*; *The Chronicle of Higher Education*; *The Qualitative Journal of Research in Education*; and *The Owl (Purdue University)*; *Online Style Guide For APA Formatting*. Film screenings for analysis included: Brook and Syeed, *The Bronx Princess*; Guggenheim, *The First Year*; Dablis, *Amreeka*; Eyre, *Smoke Signals*; Stevens, *Separate But Equal*; Ringbert-Jabi, *My Neighborhood*; Norbu, *The Cup*; and Hegeland's, 42.

EVALUATION:

Written by: Grace Huerta, Ph.D.



Madrigal Leon, Ivonne Rosa

A00148845

Last, First Middle

Student ID

Ivonne consistently contributed to class discussions and seminars in ways that reflected her ideas and questions specific to diversity, gender, class and their relationship to educational equity. She demonstrated a strong understanding of educational foundations and community study through her reader response papers that included the use of peer feedback, and the composition of rough and final drafts. Ivonne also interrogated approaches to schooling through the analysis of our course readings with the completion of five essays, two synthesis papers and a technology project that addressed such topics as segregation and cocooning in the schools. This work represented Ivonne's essential question that focused on the need for student identity-building. Her responses to this question consistently emerged through her writings, film analysis and final project.

Ivonne led one seminar this quarter. She invited student voices by giving her peers' opportunities to discuss cultural, gender and class stereotypes generated in the public schools. Ivonne demonstrated her analysis of the readings through the completion of essays while posing questions that deconstructed assumptions about culture and its intersections with discrimination. In addition, she provided students a means to deconstruct complex concepts by providing examples and identifying the struggles and assumptions associated with minority groups.

In her writings, Ivonne considered such topics as color-consciousness and color blindness. She also interrogated the impact to cultural groupings, such as "cocooning," where students can both find community and safe spaces for communication and affirmation. Through this level of analysis, she unpacked educators' tendency to essentialize groups while unknowingly stereotyping them with little regard for the diversity that exists between them. By consistently integrating the literature within her papers, Ivonne established her ability to support her points. Ivonne also applied APA formatting, and sufficiently used quotes from the literature to strengthen her arguments.

This quarter, Ivonne completed her service hours and field research while helping plan a student carnival at Whitman Elementary School in Tacoma. She examined the numerous struggles facing the staff. She noted such challenges when organizing such a demanding event. Using her field observations, Ivonne noted the difficulty amongst staff when building a community who communicates effectively. In addition, she observed the difficulties associated with such events when students also self-cocoon and do not receive the guidance to interact as one.

Lastly, Ivonne completed a presentation of her technology project by using Tumblr. This project focused on identity construction. She provided images, video, art, poetry, as well examples from our readings to answer her essential question. This use of multi-media demonstrated her ability to analyze and critique how the media informs and reproduces our understanding and assumptions around race, class, gender. Through this work, Ivonne emphasized the important role education must play to disrupt such stereotypes.

In sum, Ivonne's well-prepared portfolio, where she included her essays and drafts, field notes, and final synthesis papers established her strong understanding of the community and school issues impacting cultural assumptions and discrimination. Her consistent contributions reflected her commitment to meeting the program goals of Counter-Action.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 8 - Multicultural Education
- 4 - Instructional Technology
- 4 - School and Community Fieldwork



Madrigal Leon, Ivonne Rosa

A00148845

Last, First Middle

Student ID

January 2013 - March 2013: TRiO at Evergreen: Understanding and Deconstructing your Academic Experience

2 Credits

DESCRIPTION:

Faculty: Felix Braffith MiT

During the Winter quarter, TRiO students were provided the opportunity to develop or enhance their writing skills, by applying for academic or need based scholarships offered by the Evergreen Foundation. Students also learned how to access Student Support Services and Academic Resources for a successful experience at Evergreen. The objective was to create and foster a learning community that would support each student's academic needs while, addressing the basic financial literacy challenges faced by many TRiO participants. The content of the course supported student's journey through self reflection and provided the opportunity to gain a better understanding of the pedagogy at Evergreen. This course was also designed to introduce students to the purpose of TRiO programs.

EVALUATION:

Written by: Felix Braffith MiT

Ivonne Madrigal has completed the TRiO@Evergreen: Understanding and Deconstructing Your Academic Experience course and is awarded 2 credits. Through reading authentic essays and memoirs of First Generation College students Ivonne gained an invaluable insight into the challenges TRiO students face in college. Participation in class discussions and workshops encouraged Ivonne to deepen her understanding of the complexities of issues facing First Generation College currently attending The Evergreen State College.

In weekly reflection response assignments she demonstrated an excellent grasp of the common challenges and themes in each reading while making connections to her own past academic or personal experiences. The course supported the development and submission of scholarship essays, while exploring essential financial literacy content such as understanding the FAFSA process and how credit scores affect future opportunities. As a result, Ivonne has a deeper understanding of the academic, cultural, and financial challenges facing First Generation College students.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2

2- Reflective Writing



Madrigal Leon, Ivonne Rosa

A00148845

Last, First Middle

Student ID

September 2012 - December 2012: TRiO at Evergreen: Understanding and Deconstructing your Academic Experience

2 Credits

DESCRIPTION:

Faculty: Felix Braffith, MiT

During the fall quarter TRiO, students were provided the opportunity to develop their writing skills while accessing student support services and academic resources for a successful experience at Evergreen. The objective was to create and foster a learning community that would support at risk populations academic development at Evergreen. The content of the course gave students a better understanding of the pedagogy at Evergreen; and helped them acquire or improve the academic writing skills necessary at Evergreen while learning across significant differences. This course was also designed to introduce students to the purpose of TRiO programs.

EVALUATION:

Written by: Felix Braffith, MiT

Ivonne Madrigal attended all class sessions. She contributed to class discussions professionally and demonstrated a high level of leadership skills. She also interned for the TRiO program 5-7 hours per week. During her internship she created a bi-lingual TriO recruitment power point catered to Spanish speaking populations. She led a community tour for Masters in Teaching Candidates of the eastside of Tacoma, and provided administrative support for the program. She met regularly with her President Diversity Fund grant writing team to plan the logistics for the "Posada Cultural Workshop" grant proposal. Her major contributions to the teams' efforts consisted of leading group meetings, submitting the official proposal and meeting with the Co-Convener of the diversity fund committee to discuss logistical concerns.

During the fall quarter she completed the initial draft of her Academic Statement. She attended the Writing Grid, Peer Editing, and Revisions workshops to support the development of her Academic Statement. Ivonne's statement describes how education can be defined broadly. She describes how real learning occurs outside the classroom, especially when applied in a real-world or culturally relevant context. She plans to take programs that explore the sciences through a culturally appropriate lens that will prepare her to explore future career opportunities as in medicine or social work.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2

1 - Reflective Writing

1 - Grant Writing



Madrigal Leon, Ivonne Rosa

A00148845

Last, First Middle

Student ID

September 2012 - March 2013: Writing Nature, Writing "Race"

32 Credits

DESCRIPTION:

Faculty: C. C. Herbison, Ph.D.

"What then, is Earth to American people of color?" (Alison H. Deming and Lauret E. Savoy, *The Colors of Nature*).

This two-quarter program explored nature writing by people of color in the United States. We began our quest by addressing the many meanings of "nature" and, by extension, "nature writing." Our journey's next phase involved an introduction to, and brief overview of, the American nature writing tradition. Students read selections from *The Norton Book of Nature Writing* and encountered some of the country's best-known nature writers, including Ralph Waldo Emerson, Henry David Thoreau, John Muir, Aldo Leopold, and Rachel Carson. Fall quarter concluded with introductory readings on the historical and cultural relationships between people of color and nature, as well as a close reading of Toni Morrison's *Beloved* to interrogate those same relationships. Students screened a number of films during the quarter, including Ken Burns' *The West* series, *The New World*, *Daughters of the Dust*, *Whale Rider*, *Rabbit-Proof Fence*, and *Beloved*. In fall quarter, students honed their academic writing skills through weekly seminar papers and informal writing skills through the maintenance of a nature journal. They also had the opportunity to explore "the colors of nature" by developing their own creative nonfiction nature writing pieces ("Writing Takes Place" assignments) as final projects for the quarter.

In winter quarter, students read additional selections from *The Norton Book of Nature Writing*, including contemporary writings by Gary Snyder, Wendell Berry, Annie Dillard, Barry Lopez, Terry Tempest Williams, and Bill McKibben. Two other anthologies—*The Colors of Nature* (ed. Deming and Savoy) and *Black Nature* (ed. Dungy)—were devoted exclusively to nature writers of color, including Jamaica Kincaid, Michael S. Harper, Joseph Bruchac, Ray Gonzalez, and David Mas Masumoto. Students also read three novels by writers of color that explored the intersections among culture, history, identity, and nature: *Under the Feet of Jesus* (Viramontes), *All Over Creation* (Ozeki), and *Ceremony* (Silko). Films included *Earth Days*, *La Cosecha*, *Salt of the Earth*, *The Thin Red Line*, *March Point*, *The Creek Runs Red*, *Surviving Columbus*, *Trouble the Water*, and *Beasts of the Southern Wild*. In lieu of weekly seminar papers, students annotated their texts in preparation for class discussions and as a way to assess the evolution of their critical reading and thinking skills across the quarter. For their winter quarter final projects, students had three options: to expand their fall quarter "Writing Takes Place" effort, compose a new "Writing Takes Place" piece, or produce a traditional research/synthesis paper.

EVALUATION:

Written by: C.C. Herbison, Ph.D.

Ivonne experienced tremendous success during her first two quarters at Evergreen. She was an indispensable member of our learning community, one who set a standard that few of her classmates were able to meet: she always came to class, arrived on time, and was always prepared for the day's activities. Ivonne is a careful listener, perceptive contributor to class discussions, and always treats her classmates and faculty with respect.

Ivonne was a regular participant in class discussions, whether in seminar or in other settings. Her observations on program readings were evidence of her ability to read closely, reflect on that reading, and attempt to make connections among various ideas to which she was introduced this quarter. She, at times, found herself in settings where a classmate would dominate the discussion, but Ivonne always remained sensitive to classroom dynamics and boundaries, and was never critical of that domination. This is a testament to her intellectual and emotional maturity. Ivonne's fall quarter seminar papers were



Madrigal Leon, Ivonne Rosa

A00148845

Last, First Middle

Student ID

all submitted on time and followed assignment guidelines. She consistently made efforts to improve her already capable academic writing skills. Similarly, the winter quarter counterpart to seminar papers—annotation of program texts—showcased Ivonne's critical reading and thinking skills. Her strong commentaries on each reading included an attempt to connect ideas among texts.

For their fall quarter final projects, students were required to produce an extended piece of creative nonfiction nature writing. This "Writing Takes Place" assignment provided students with the opportunity to connect ideas from program texts and elements of their personal lives, and to do so with a strong awareness of nature in those texts and their lives. Ivonne's piece was a well organized, well written exploration of a peach's literal and metaphorical journey and, by extension, her own journeys. I was pleased that Ivonne, for her winter quarter final project, opted to expand her fall assignment and, in the process, discover even more about her growth and that of her family and community.

Ivonne's portfolio was a model effort, one that was extremely well organized and met the program guidelines for its assemblage and contents. The class readings included in the portfolio—given the highlighting, underlining, and notes that they contained—are a clear indication of how carefully Ivonne completed her readings and contemplated ways in which those readings connected. Her class notes were distinguished by their careful organization and comprehensiveness, and provided further evidence of her careful listening and critical thinking prowess.

Ivonne consistently displayed her ability to work collaboratively and cooperatively with her classmates. Whether in class or in activities beyond the classroom, Ivonne worked responsibly and diligently with others to help various projects succeed. This work extended to our fall quarter field trip, much of whose preparation landed squarely on the shoulders of Ivonne and a few others. That the field trip was a success is a tribute to her willingness to volunteer for a number of critical tasks and her ability to follow through with her promises. She was equally helpful in the planning of our winter quarter field trip.

As she noted in her fall quarter self-evaluation, during the first ten weeks of her college years, Ivonne "learned more about [her]self than [she] had ever known." This ongoing process of self-discovery was reiterated in her winter quarter self-evaluation with the closing reference to being "extremely excited to mature, not only as a student, but also as a human being." The "good [college] journey" that Ivonne mentions in this evaluative document, given her growth as both student and human being, will continue through the next three years at Evergreen and beyond. Her future is, indeed, bright.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 32

- 8 - American Literature
- 8 - Ecocritical Studies
- 4 - Cultural Studies
- 4 - American Ethnic Studies
- 4 - Expository Writing
- 4 - Creative Nonfiction 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.