



Mendoza, Enedina

A00439417

Last, First Middle

Student ID

CREDENTIALS CONFERRED:

Bachelor of Arts

Awarded 20 Dec 2024

TRANSFER CREDIT:

Start	End	Credits	Title
06/2012	12/2014	15	Yakima Valley College
06/2012	12/2014	15	Yakima Valley College
07/2023	12/2023	11	Skagit Valley College
04/2024	06/2024	4	Yakima Valley College

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/2022	06/2023	48	With Liberty and Justice for Whom?: Early Childhood Education <i>3 - Decolonizing Research Methodologies</i> <i>3 - Working with Families</i> <i>5 - Tribal Sovereignty and Early Childhood Education</i> <i>5 - Soy Bilingue: Language, Culture, and Young Children</i> <i>3 - Research and Data Collection</i> <i>3 - Teaching Umoja</i> <i>5 - Child Development</i> <i>5 - Art with Young Children</i> <i>3 - Research and Project Management</i> <i>3 - STEAM with Young Children</i> <i>5 - Intra-Afrikan Early Childhood Education</i> <i>5 - Child Guidance and Socio-Emotional Development</i>
06/2023	09/2023	5	The Science of Solar Energy for Teachers <i>3 - Solar Science</i> <i>2 - Engineering</i>
06/2023	09/2023	5	Theatre of the Oppressed <i>3 - Theatre</i> <i>2 - Critical Thinking</i>
09/2023	12/2023	5	Participatory Action Research and Decolonizing Methodologies <i>5 - PAR and Decolonizing Methodologies</i>
09/2023	12/2023	5	Storytelling, Play, and Literacy <i>5 - Storytelling, Play, and Literacy</i>
01/2024	06/2024	18	Early Childhood Education: Seeking Common Ground: From Local to Global, Lyceum: Reflective Practicum I <i>2 - Autobiographical Literature and Expository Writing</i> <i>2 - Topics in International Relationships</i> <i>2 - Research Process</i> <i>6 - Child and Family Studies</i> <i>6 - Applied Community Research</i>
01/2024	03/2024	5	Cultivating a Sense of Belonging: Inclusion and Universal Design <i>5 - Early Childhood Education</i>



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EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
01/2024	03/2024	5	The History, Philosophy and Ethics of Early Childhood Education <i>5 - Early Childhood Education</i>
04/2024	06/2024	5	Learning Environments <i>5 - Early Childhood Learning Environments</i>
04/2024	06/2024	5	Linguistically and Culturally Responsive Early Learning <i>5 - Dual Language Culturally Responsive Early Childhood Education</i>
06/2024	09/2024	5	Introduction to Puerto Rican Bomba Percussion, Song, Dance, and Batey <i>5 - Music and Dance</i>
06/2024	09/2024	5	The Math of Caribbean Festival Arts <i>5 - The Math of Caribbean Festival Arts</i>
06/2024	09/2024	5	The Science of Organic Farming for Teachers <i>5 - ECE Credits</i>
09/2024	12/2024	6	Early Childhood Education Lyceum I <i>3 - Literature and Expository Writing</i> <i>3 - Environmental Studies</i>
09/2024	12/2024	5	Little Red Schoolhouse Math <i>5 - College Algebra</i>
09/2024	12/2024	5	Media Literacies <i>5 - Media Literacy</i>

Cumulative

190 Total Undergraduate Credits Earned



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In a Fall 2023 Lyceum giveback, Dr. Tate Arunga spoke about how our contributions affect the communities where we work and live. She described our impact spiraling inwards. Slowly, over time, the result of our efforts circles in from our initial point of action, breaking down walls and bringing the community closer to truth. As the point of the spiral approaches the center we start to leave a permanent, in-erasable mark. It is with this image in mind that I reflect on my own academic journey: each loop, each exploration circling around truth, seeking the right fit, the next moment of inspiration and the answer to the grand question: what is to be my mark on the world?

My own journey of discovery starts in 2013. I had just completed high school unsure what career, or pathway I wanted to take. I decided to enroll at a technical school in Yakima for Medical Assisting that was a passion at the time, and I wanted to explore it as a career. At school, I enjoyed helping people, and found it relatively easy to meet course expectations. Academically, the human body course and math was just draining me, in direct contrast to the success I enjoyed there, I consistently struggled in those courses, barely scraping by. I did not understand how to develop and push my ideas through the process. I did not have an engaged guide or mentor in my life to explain how to keep digging deeper and to create interesting and dynamic responses to the design briefs. In the end, I failed to complete the final year-long class, and I decided to step away from Medical Assisting, leaving behind what felt like a wasted year. One decade later I reflected on that time of life and was surprised to find how much my work during that time was deeply inspired by my passions: children and families. These passions showed up and were interwoven into every project or piece of work I completed.

For that decade I was haunted by the regret of failing to graduate. This wound of regret was exacerbated each time I sat in an auditorium watching jealously as friends and family members graduated and walked, diplomas in hand. As an antidote to that regret my fiancé Luis has persistently encouraged and prodded me to return to school. And I have always wanted to, but I was resistant, my action suppressed by indecision. What did I want to do and what professional learning path should I follow? Choosing something meant picking and deciding what I wanted to do and ruling out other options. That was not and is still not easy. It did not help that vocational learning is often dry and boring and I did not want to go to school to be bored. I was left with a predicament. I wanted to go to school and to graduate, but I did not know what to go to school for. After more than a decade of failing to step forward I was close to giving up.

One sunny morning Luis and I were out for a walk. We were again talking about life and school and what the future holds. In that moment, and I can't quite recall what motivated it, but I found fresh inspiration. You see I've always loved learning. Over the years, I've read many books on many topics, all with the purpose of learning something new, motivated by whatever interested me at the time. I decided at that instead of focusing on a career, I would enroll in school and learn what I was interested in. I would follow my passions, and I would learn for learning's sake. What a revelation! I was excited by the possible potentials!

Pursuing a liberal arts degree was an obvious best choice and gave me the space I wanted to pick and choose which classes caught my eye. And Evergreen is an easy pick. Our Tacoma campus is an on-line in person school, offers a variety of classes, is economical, and is willing to accept credits from almost any college or institution I would graduate with only two years of study!

Now I recognize that I am privileged to be able to do this. I'm thankful that I have a career and skills that has allowed me to pursue learning for learning sake.

Now, two years later, I have had the opportunity to reflect on my season at Evergreen State. I've had the pleasure of watching and listening to others graduate and share their senior synthesis. It has been an honor to hear a wide variety of life experiences and stories. As a Mexican American, English-raised woman, I have shared little in common with those who've come before me, but I have found one thing consistently in common: a passion for learning and a desire to seek purpose. These years of learning has been infinitely rewarding and I've used this time to dig into a variety of topics. Lyceum and seminar have created space to learn how to effectively engage in your community, how to collaborate with others, and how to be a change agent. Other classes have enabled me to go deeper into topics where I had only a vague introduction. Dr. Cronin's Early Childhood Education courses and Dr. McCreary's mathematics, algebra, and the intersection of philosophy and mathematics.



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But most importantly, it was at Evergreen that a true passion was unlocked for me. Literature and writing were a class that I revisited in each of my quarters. Under Professor Letta's tutelage I re-found my passion for reading and for the written word. Letta's classes pushed me further into uncovering new elements of literature. I came to realize that I could write and that with practice I might be able to write well. Her classes inspired me to explore other areas of literature outside of the classroom and plunge head-first into the writings of Early Childhood authors specifically. A whole world was opened to me. In spring quarter, I wrote a memoir about a significant transitional time of life. I got to reflect on my past in a new way and learnt to see it as a story to share. As a result, I've spent a lot of time reviewing my childhood and other experiences and I've been mulling over writing a memoir about child years, growing up in Yakima, Washington.

Looking at my failed Medical Assistant degree and realizing how motivated I was by my passions and interests gave me a new framework upon which to build a future. I've come to understand that my passions are what truly drive me. To be honest, I have no idea what is next for me. I have completed my goal. I have graduated and I now will have my bachelor's degree. I walked and will soon receive my diploma, it was an honor to share a stage with you.



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September 2024 - December 2024: Media Literacies

5 Credits

DESCRIPTION:

Faculty: Arlen Speights, M.F.A.

We set out to learn to use digital media to present academic and creative work, surveying the basics of audio, video, and graphics production using freely available tools. We focused on using PowerPoint to incorporate media into informative and appealing presentations that can work on a variety of screens. We explored best practices and canonical "rules" of the media tools we used. Through online workshops, students developed a new toolset of skills for presenting scholarly work.

EVALUATION:

Written by: Arlen Speights, M.F.A.

Enedina excelled in the course. By attending regularly and fully engaging in course activities, Enedina increased learning and skill building personally, and for her peers, in the course. Enedina's work was well done, demonstrating focused attention on key skills and best practices. Enedina's final project presented her journey as a teacher in early childhood education and a student in higher education. The presentation was cohesive and effective, and it demonstrated new skills in application to Enedina's pursuit of excellence in her endeavors.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 5

5 - Media Literacy



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September 2024 - December 2024: Little Red Schoolhouse Math

5 Credits

DESCRIPTION:

Faculty: Paul R McCreary, PhD

How did people learn math when they were all together – all ages, all experience levels – all in the same classroom? Used to be all together in one, single-room schoolhouse, usually painted red, now all together in one Zoom room – with no paint at all! What happened back then was that the more experienced students helped explain things to those with less experience. That is what we will get to do here at Evergreen-Tacoma. Each one will help at least one of their classmates learn some things, no matter what level you believe you are at. Math is not just about numbers and computations. It is more about organizing, creating categories in which to sort things, looking at relationships – between people and between ideas. With this context, we investigated the ideas of College Algebra.

EVALUATION:

Written by: Paul R McCreary, PhD

In work on mathematics, Enedina Mendoza's performance convincingly met program expectations. Enedina actively participated in individual and group presentations of ideas and activities. The student actively helped classmates focus on and evaluate their own presentation skills for effectively communicating about mathematical ideas. Enedina did an excellent job collaborating with team homework group members on the problems and gained an excellent understanding of the mathematical concepts and problem-solving skills emphasized in each assignment.

This student maintained a high level of intellectual engagement with mathematical topics covered and successfully collaborated with fellow students to creatively arrive at solutions to challenging problems. Enedina was part of a team that planned and presented an intriguing project on mathematical ideas. Enedina demonstrated ability to interrogate learning of mathematics by collaboratively producing a final project. Enedina Mendoza's final presentation was a creative and impressive demonstration of interdisciplinary applications of mathematics and real world applications.

Enedina's teamwork convincingly demonstrated a well-practiced understanding of effective and inclusive communication and a superb ability to work collaboratively.

Enedina Mendoza attended class regularly and participated actively in class activities. They have earned full credit for this course.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 5

5- College Algebra



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September 2024 - December 2024: Early Childhood Education Lyceum I

6 Credits

DESCRIPTION:

Faculty: Letta Steward, Shawn Harris, Carlos Alvarez

This program examined cyclical patterns across a wide spectrum, ranging from the existence of these patterns in the natural world to their presence in human activities and institutions. We centered our work by acknowledging that our studies took place on Indigenous land and grounded our studies by respectfully drawing on Indigenous wisdom and land-specific linguistic, cultural, and ecological practices to create sustainable civilizations. We examined demographics, migrations, and disproportionality regarding environmental impacts and climate change. We emphasized the creation of new cycles that facilitate social justice practices considering children, youth, families, adults, and elders. We further explored the dynamic role of environmental change on the formation and breakage of cycles and their biological, social, economic, public health and political implications. This included evaluating cooperative and collaborative enterprises that foster social and environmental justice. The goal of this interdisciplinary program was to engage students in extensive research and in-depth textual analysis of written resources. Thus, students were expected to use their research and analysis to respond to the changing needs of communities, environments, and society. Throughout the year, students participated in a weekly lecture/seminar series.

Students studied the prevalence of cyclical patterns and research situations with such patterns. Students also had an opportunity to examine recurring cycles in their own lives – and their decisions to maintain them or to create a new paradigm.

Students worked collaboratively to research possible causes and potential solutions to social and environmental problems. This included researching and examining the pros and cons of specific actions. An emphasis was placed on developing and enhancing the skills and knowledge to renew and sustain humans as a species in harmony with the environment.

Finally, students presented their community projects to the public at our annual Spring Community Fair. These projects were developed throughout the year and built upon the knowledge and skills gained in each quarter. Typically, students would identify a topic connected to their areas of interest and begin enhancing their understanding of this subject through in-depth research and analysis. Their study and research would explore strategies to remedy or address pressing social, economic, or environmental problems. They would carry out their research and action plan, presenting their work at the Spring Community Fair and evaluating the process of their project before we would celebrate the graduating class.

EVALUATION:

Written by: Shawn Harris

Enedina Mendoza successfully met all objectives for the fall quarter course by demonstrating a comprehensive understanding of the prevalence and impact of cyclical patterns in early childhood environments, centers, homes, and communities. Through thoughtful examination, Enedina analyzed how these recurring cycles influence young children's development, behaviors, and outcomes, focusing on generational practices in education, caregiving, and community engagement.

Enedina completed all required readings and engaged critically with the course materials. Her written work included a compelling personal memoir that integrated reflections on their environments and experiences. Enedina's memoir skillfully connected to the unifying theme essay drawn from the required text, showcasing an ability to link personal insights with broader course concepts.



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Additionally, Enedina reflected on recurring patterns in her life and evaluated their impact on her personal and professional growth. She thoughtfully considered strategies for breaking detrimental cycles and fostering positive change, particularly in her interactions with children, families, and the community.

Through these achievements, Enedina demonstrated a deep engagement with the course objectives and earned credit for the college course.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 6

- 3 - Literature and Expository Writing
- 3 - Environmental Studies



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June 2024 - September 2024: The Science of Organic Farming for Teachers

5 Credits

DESCRIPTION:

Faculty: Letta Steward

This course focuses on approaching gardening with cultural sensitivity and awareness, especially when working on Indigenous land. Students will explore ways to honor and integrate Indigenous knowledge and practices into our gardening activities. This includes understanding the historical and cultural significance of the land and the plants we garden. Students will discuss how to create inclusive gardening projects that respect and celebrate the diverse cultural backgrounds of our students and their communities.

Gardening fosters a sense of community, and the course will emphasize the importance of building connections within and beyond the classroom. Students will share their experiences, challenges, and successes with fellow educators, creating a supportive network that encourages exchanging ideas and resources. Together, we will cultivate a community of learners dedicated to growth and mutual support. Through hands-on activities in organic gardening, students will gain practical skills. From understanding soil health and composting techniques to planting, nurturing, and harvesting crops, this course will equip students with the tools to implement and manage gardens effectively. These activities are designed to be practical and replicable in educational settings, whether in a classroom, school garden, or community space.

One key objective is to incorporate gardening across various subjects and grade levels. Using George Washington Carver's principles and modern educational strategies, students will develop lesson plans based on Carver's ideas with science, math, history, and art. This integration will make learning more engaging and relevant, helping students connect with their studies through real-world applications. Organic gardening is not just about growing plants; it's about fostering a deep respect and connection to our environment. Students will explore sustainability principles and how to instill values of environmental stewardship in their students. Understanding the impact of our actions on the planet is crucial, and students will learn how to teach these concepts effectively and inspire students to become conscious caretakers of the Earth.

Learning Objectives for Hands-On Organic Gardening: Acquire practical skills in organic gardening, including soil health, composting, planting, nurturing, and harvesting crops. Integrating Gardening into the Curriculum: Develop lesson plans that connect gardening to various subjects and grade levels, making learning engaging and relevant. Sustainability and Environmental Stewardship: Understand and teach sustainability principles, fostering respect and connection to our environment. Culturally Responsive Gardening on Indigenous Land: Learn to honor and integrate Indigenous knowledge and practices and understand the land's plants' cultural significance. Community and Collaboration: Build connections within and beyond the classroom, creating a network of support and exchange of ideas and resources

EVALUATION:

Written by: Letta Steward

The course "Organic Gardening for Teachers" began with exploring George Washington Carver's life and his contributions as a pioneering agriculturalist. Enedina Mendoza studied Carver's innovative work in sustainable farming, crop rotation, and his holistic approach to using plants for food, medicine, and materials. This foundation inspired Enedina to consider how Carver's methods could be applied to contemporary organic gardening practices in educational settings.



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Enedina demonstrated a strong understanding of the importance of cultural sensitivity in gardening, mainly when working on Indigenous land. She effectively integrated Indigenous knowledge and practices into her gardening activities, showing an awareness of the historical and cultural significance of the land and the plants she worked with.

Enedina successfully developed practical skills in organic gardening, including soil health management, composting techniques, and planting, nurturing, and harvesting crops. Her hands-on activities were valuable and well-executed, demonstrating a solid grasp of organic gardening principles.

Enedina created lesson plans creatively connecting gardening with various subjects, including science, math, history, and art. Her ability to incorporate Carver's principles into these plans made the learning experience engaging and relevant for students across different grade levels.

Enedina showed a deep respect for, and connection to, the environment by exploring and teaching sustainability principles. Her approach to fostering environmental stewardship in students was thoughtful and practical, highlighting the importance of understanding our impact on the planet.

Enedina actively engaged in building connections both within and beyond the classroom. She shared her experiences, challenges, and successes with fellow educators, contributing to a supportive network. Her collaborative spirit helped cultivate a community of learners dedicated to growth and mutual support. Enedina, thank you for sharing your cultural experiences and family stories about gardening.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 5

5- ECE Credits



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June 2024 - September 2024: The Math of Caribbean Festival Arts

5 Credits

DESCRIPTION:

Faculty: Sharon Cronin, Paul McCreary

This course centers Indigenous and West African ways of knowing and engaging with mathematical thinking as they participate in the creation of costuming and Caribbean Festival Arts. Students will gain an understanding of the origins and traditions of Trinidadian Carnival mas making, including the phenomenon of the mas camp, components of a band, mokojumpies (stilt dancers), and traditional characters. They will participate in all of the stages of costuming from community-based generating of theme ideas, selecting color schemes, creating concepts and sketches, bending wire, covering the frames, final decorations, and presenting the costumes on the road (in parades). Students will experience and discuss the use of spatial relations, geometry, working with concepts of scale, and percentages.

EVALUATION:

Written by: Sharon Cronin, Paul McCreary

Enedina Mendoza embraced the family math approach for quantitative reasoning demonstrated in this course. She came prepared for each class with her own math thinking as well as an observation about how children and families could engage with the problem. This integrated study titled, *The Math of Caribbean Festival Arts*, modeled a student-centered, multicultural approach to mathematics and centered Indigenous and West African ways of knowing and engaging with mathematical thinking as students participated in the creation of costuming and Caribbean Festival Arts.

Each class session opened with a guided, cooperative thinking, math exercise where students engaged with a multifaceted question challenge and then shared their answer and process for arriving at their answer. This work in numeracy (mathematical literacy) scaffolded their thinking about the math used in conceptualizing, designing, planning for, creating, transporting, and playing (dancing with) Caribbean carnival costuming. The math concepts covered in the work of this class included spatial relations, geometry, working with concepts of scale, balance, symmetry, and percentages.

Students gained an understanding of the origins and traditions of Trinidadian Carnival mas making, including the phenomenon of the mas camp, components of a band, mokojumpies (stilt dancers), and traditional characters. This course accommodated both in-person and videoconferencing (distance learning) students, forging a strong and cooperative learning community. Through videoconferencing, the students visited a Toronto Mas camp in action and later worked with the designer on their theme, Characters of Caribbean Folklore. They focused on Anancy the Spider and the Sankofa Bird, both originally from Ghana, West African, and later became a part of Caribbean culture.

Enedina participated in, and learned about, the stages of costuming from community-based generating of theme ideas, selecting color schemes, creating concepts and sketches, bending wire, covering the frames, final decorations, and presenting the costumes on the road (in parades). She visited a local mas camp where families were working on Pitchy Patchy (another character found in Caribbean folklore) outfits for children for Kiddy's Carnival. Students had the opportunity to participate with their costumes in the Umoja Fest Unity Parade and Caribbean Seafest.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 5

5- The Math of Caribbean Festival Arts



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June 2024 - September 2024: Introduction to Puerto Rican Bomba Percussion, Song, Dance, and Batey

5 Credits

DESCRIPTION:

Faculty: Sharon Cronin

In this course, students are introduced to Puerto Rican Bomba percussion, song, dance, and batey traditions. Students will learn five core rhythm patterns of Bomba (sicá, cuembé, yubá, calindá, and holandés) on at least one instrument (barril, cuá, or maraca) as well as the basic step, paseo (stroll), figuras, and piquetes (improvised movements used in communicating with the barrel drum) for each rhythm. The historical, cultural, social, and economic conditions under which Bomba traditions emerged will be examined along with the cultural influences on this African and Indigenous (Taíno) Puerto Rican art form. Particular attention will be given to the role of sugar cane plantations in the emergence of Bomba traditions during the times of slavery and its role in resistance, communication, and wellness. Students will demonstrate cross-cultural communication and organizational skills in participating in planning a culminating bombazo (community event where Bomba is played).

EVALUATION:

Written by: Sharon Cronin

Working together across in-person and video-conferencing modalities, Enedina Mendoza and the students of this introductory Bomba course forged a robust, vibrant, collaborative, and effective community of learners as they engaged Puerto Rican Bomba percussion, song, dance, and batey traditions. They worked with a collective sense of compassion, integrity, and solidarity as they examined the historical, cultural, social, and economic conditions under which Bomba traditions emerged in Puerto Rico during the times of slavery on costal sugar plantations as well as Bomba's root cultures (Taino, West African, and Spanish/Northern African). The learning community dialogued about the role of Bomba in resistance, communication, and wellness, historically and in today's society. Enedina gained a working understanding of the folkloric form of Bomba percussion, dance, and song. She participated in doing the basic step, paseo (stroll), saludo (greeting), figura (creating imagery), and piquete (the improvisational dance movements that are simultaneously marked by the lead drummer) of four Bomba rhythms: Sicá, Cuembé, Yubá, and Holandés. Enedina was able to articulate a working definition of the Puerto Rican concept of Batey as it relates to Bomba practices. She was able to understand the cultural continuation of the Taino concept of batey into the daily lives of Puerto Ricans today, sharing:

"Bomba was used by enslaved communities to celebrate life events such as baptisms and marriages. The bomba was the form of expression of enslaved Africans slaves, although it originated in Puerto Rico, it resonates throughout the Caribbean. Bomba is a musical-dancing event in which there is singing, percussion and dancing. Bomba dance is one of the deepest cultural traditions of Puerto Rico. It is an essential expression of Puerto Rican culture. Bomba is everything."

She was also able to explain why it is important for early childhood education teachers to learn about the cultural art of other cultures, like Puerto Rican Bomba. Enedina brilliantly and powerfully participated in the culminating project, a whole group performance of Bomba music and dance traditions at a local pan-Caribbean festival.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 5

5- Music and Dance



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April 2024 - June 2024: Linguistically and Culturally Responsive Early Learning

5 Credits

DESCRIPTION:

Faculty: Sharon Cronin, Letta Mason

This course guides participants in creating socially oriented, child-centered, cultural arts-based curricula for young children in dual language, multilingual, and culturally responsive early childhood settings. Using the Soy Bilingüe Curriculum as a guide, students will create a professional portfolio documenting their theoretical framework, the strategies, and techniques they have learned, and their experiences working with children. With an emphasis on culture, language, play, and social justice, students will engage with the ten Soy Bilingüe steps for creating linguistically and culturally responsive programs: (1) Building the Learning Community; (2) Forming the Teaching Teams; (3) Developing the Language Plan; (4) Organizing the Classroom Environment; (5) Establishing the Daily Routine; (6) Establishing Development and Learning Objectives for the Children; (7) Assessing and Documenting the Children's Growth and Development; (8) Focusing the Curriculum on the Children's Language, Culture, and Interests; (9) Teaching, Scaffolding, and Engaging the Children; and (10) Reflecting on the Information Gathered about the Children in Your Classroom.

EVALUATION:

Written By: Sharon Cronin

One of the founding students of Evergreen Tacoma's Sankofa Early Childhood Education Program, Enedina Mendoza has led by example, invited others into the conversations, completed coursework, and helped to ground the learning. In this course, students engaged the ten chapters of the Soy Bilingüe curriculum as steps toward building dual language culturally responsive early learning settings. Enedina tirelessly worked on building an inclusive, social justice-oriented, and culturally responsive learning community.

She reflected on the importance of establishing a teaching team that supports the children's language and cultural development. Enedina was able to develop a language plan responsive of the languages of all of the children and their families. She organized her learning environment to respond to the languages, cultures, and interests of the children. She shared this reflection: "The learning activities and experiences provided for the scholars allowed them to use their critical thinking, social-emotional and problem-solving skills between each other. Every curriculum and activity presented to these scholars allows them to constantly use their five senses. Listen, see, touch, smell (when applicable), and taste (when applicable). I noticed that the children's favorite way to be involved was by them physically doing the activity themselves."

She reflected on the components of her daily schedule and went on to create a child-friendly representation of the schedule for the wall with photographs and the words in two languages. Enedina considered the importance of creating meaningful learning objectives for the children, in collaboration with the families, community members, and cultural artists. She provided examples of how she assesses and documents the children's growth and development (including their first, second, and possibly third or more language).

Working with a small group of other students, she was able to demonstrate how to focus curriculum development on the children's language, culture, and interests. Enedina reflected on the ways that she teaches, scaffolds, and engages children in linguistically and culturally responsive ways. She took time to deeply reflect on the information she has gathered about the children she works with and considered next steps. She wrote a one-page paper on each chapter, summarizing the main message and



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discussing her strengths and challenges for each chapter. These demonstrated her skills with the conventions of academic writing and APA citations.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 5

5 - Dual Language Culturally Responsive Early Childhood Education



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April 2024 - June 2024: Learning Environments

5 Credits

DESCRIPTION:

Faculty: Letta Mason, Sharon Cronin

Through this course, students will add to their teaching skills through direct interactions with scholars and families. Students will work or volunteer in a dual language early childhood or elementary classroom and use the 102-Point Soy Bilingüe Dual Language Assessment to document and share their work within linguistically and culturally responsive early childhood and elementary settings. Using a participatory action research (PAR) approach with their teaching team, students will combine theory and practice within a social justice framework, focusing on their work with scholars and families. They will engage with the social, political, and ecological context within which they work and live. Students will use the portfolio to document their teaching experiences; this will include (1) their language plan; (2) a list of the languages, cultures, and interests of the scholars; (3) child observations; (4) lesson plans; and (5) video clips of their teaching.

EVALUATION:

Written by: Letta Mason, Sharon Cronin

Enedina Mendoza demonstrated exceptional growth and achievement in meeting the course objectives:

Enedina effectively developed and refined her teaching skills through direct interactions with scholars and families in a dual language early childhood setting. She actively participated in activities that promoted linguistic and cultural responsiveness, displaying a profound grasp of effective pedagogical practices in bilingual environments.

Enedina took a team and collaborative approach with the 102-Point Soy Bilingüe Dual Language Assessment to document and share her work within linguistically and culturally responsive environments. She adeptly assessed scholars' language development and cultural understanding, utilizing assessment data to inform and enhance instructional strategies tailored to individualized learning needs.

Enedina demonstrated strong competence in applying a participatory action research approach with her teaching team. She effectively bridged theoretical insights with practical experiences within a social justice framework, addressing significant issues impacting scholars and families. Enedina actively collaborated with colleagues to implement evidence-based interventions to foster equity and inclusivity in educational practices.

Enedina critically engaged with the social, political, and ecological contexts influencing her teaching and learning environments. She exhibited a nuanced understanding of how these factors impact educational outcomes in diverse communities. Enedina applied this awareness to adapt teaching strategies effectively, cultivating a supportive and inclusive classroom environment.

Enedina's mastery of the dual language model made her invaluable to her teaching team and classroom community. Her proficiency in facilitating bilingual approaches enriched the educational experience for scholars and contributed significantly to a culturally responsive learning environment. As a near balanced bilingual, she expertly managed languages and scaffolding in the classroom.

Enedina created a comprehensive teaching portfolio documenting her experiences. The portfolio included a well-developed language plan, detailed profiles of scholars' languages, cultures, and interests, insightful child observations, meticulously crafted lesson plans, and thoughtfully curated video clips



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showcasing her instructional practices. This portfolio underscored Enedina's growth as an educator and her commitment to reflective practice and continuous professional improvement.

Enedina demonstrated exemplary dedication, competence, and substantial growth in meeting the course objectives. Her commitment to fostering linguistic and cultural responsiveness, combined with her proactive engagement in participatory action research and critical reflection on socio-ecological contexts, underscores her readiness to positively contribute to educational settings. Enedina has exhibited outstanding progress and achievement, embodying the principles of effective teaching and advocating for social justice within educational practices.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 5

5- Early Childhood Learning Environments



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January 2024 - March 2024: The History, Philosophy and Ethics of Early Childhood Education

5 Credits

DESCRIPTION:

Faculty: Sharon Cronin, Letta Mason

Students examine, interpret, and critique philosophical ideas about how early childhood education has developed over time. Students will focus on the moral complexities that illuminate the dilemmas of everyday life in classrooms. Questions include: What is the purpose of education? What are the roles and responsibilities of a social justice educator? How do the concepts of equity, equality, and access impact students' learning? How does one develop and demonstrate a moral and ethical code of conduct? Emphasis on constructing ideas and arguments that inform an ethical practice, evolving teaching philosophy, and self-reflection. Students will synthesize changes in early care and education over time including the social, linguistic, cultural, political, and societal trends behind them. Using a historical approach, students will analyze key influences in the history of the field of early care and education and reflect upon the diversity embedded in this field. Additionally, students will observe and differentiate between models of early care and education, including Afro-Centric approaches, Indigenous approaches, and dual language models (Teacher-Based and Time-Based). Students will incorporate these ideas into the development of their own teaching philosophy and recognize its importance to practice.

EVALUATION:

Written by: Sharon Cronin

Enedina Mendoza participated in the creation of a dynamic community of learners who collectively and individually met the challenge of examining, interpreting, and critiquing philosophical ideas about how early childhood education has developed over time. As they profoundly engaged with the historical connections between the United States' philosophy and practice of manifest destiny, Mexico losing half of its territory in the Treaty of Guadalupe Hidalgo, Settler Colonialism and Indigenous nations, the start of the Civil War, and the Abolition of Slavery, the class centered the question, "Who was taking care of the children?" They compassionately studied the moral complexities that illuminate the dilemmas of everyday life in early childhood education, with a focus on dual language and culturally responsive early childhood education. This community of learners put into practice the NAEYC Code of Ethics by giving and receiving authentic compliments and constructive criticism. They used various art media and creative processes (clay, playdough, paint, dance, drumming, and poetry) in reporting, sharing, and presenting their coursework.

Enedina Mendoza brought positivity, confidence, and generosity to her engagement with others in the learning community. Drawing from class discussion, assigned readings, and reflections on her work with young children, Enedina Mendoza articulated her own educational philosophy statement. She provided an example of her cultural competency by practicing and reading a children's story in a new language. Working with her small group, Enedina Mendoza was able to effectively outline the social, political, cultural, and historical context for an issue of importance that is impacting children and their families in her community. Through the readings, course activities, and small group work, Enedina Mendoza was able to increase her understanding of the role of professional and community organizations in positive change for young children and for the field of early childhood education: "Black Child Development Institute-Seattle was established in 1974 their mission was to improve education, childcare, health care, and child welfare for African American children and families in Seattle, King County, and Washington State. BCDI- Seattle conducts public policy forums, monitors, and testifies at school board meetings, provides training and workshops for foster care parents and workers, convenes an annual conference, and conducts in-service training for Self-Esteem Through Culture Leads to Academic Excellence



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(SETCLAE). BCDI-Seattle also provides scholarships to African American high school graduates and co-sponsors the Ronald McNair Science Camp-In each year." She created a three-dimensional artistic representation of a community-grounded philosophical concept. Enedina Mendoza was able to read one of Jacob Lawrence's children's books, study the illustrations, and demonstrate her understanding of the message through visual arts. She painted a modern historical event impacting the African American community using the unique style of Jacob Lawrence as her inspiration.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 5

5- Early Childhood Education



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January 2024 - March 2024: Cultivating a Sense of Belonging: Inclusion and Universal Design

5 Credits

DESCRIPTION:

Faculty: Letta S. Mason, Sharon Cronin

The journey of working with students with special needs is both demanding and enriching. The joy derived from witnessing even the smallest stride in their progress is immeasurable. These triumphs, though measured in inches, signify monumental achievements given the longer and more arduous paths these children tread. The rewarding nature of this work extends beyond conventional metrics, fostering a sense of accomplishment that transcends the traditional classroom setting. Beyond the personal satisfaction, engaging with special needs children fosters a heightened awareness of their struggles within the broader societal context. This heightened awareness isn't confined to the classroom; it permeates various facets of life.

The lessons learned from working with these children extend far beyond academic realms, shaping one's perspective on diversity and inclusivity. Encountering individuals with disabilities in everyday life becomes an opportunity for empathy and understanding, rather than a challenge. The patience, tolerance, and acceptance cultivated through working with special needs children become invaluable tools in navigating a world characterized by diversity. These experiences transcend the professional realm, influencing personal interactions and shaping a compassionate and inclusive outlook on humanity. In essence, working with early childhood special needs is more than a profession; it is a transformative journey that imparts essential life skills. It is a testament to the resilience and potential of every child, irrespective of their unique challenges. Through this work, we not only contribute to individual growth but also sow seeds of empathy and compassion that have the power to blossom in myriad ways, fostering a more inclusive and understanding society.

EVALUATION:

Written by: Letta S. Mason, Sharon Cronin

Throughout the Cultivating a Sense of Belonging: Inclusion and Universal Design course, Enedina Mendoza has demonstrated exceptional dedication and enthusiasm, profoundly enhancing our collective learning experience. Her unwavering commitment to the principles of inclusion and universal design has significantly enriched our understanding of how to create environments where every individual feels respected and valued. Enedina's active engagement, insightful contributions, and innovative project work have consistently showcased her steadfast dedication to advancing inclusivity within educational settings and beyond. Her proactive involvement in organizing study groups, facilitating peer-to-peer learning sessions, and leading meaningful discussions has fostered a collaborative and supportive classroom atmosphere. Enedina's ability to integrate constructive feedback, adapt her methods effectively, and connect theoretical knowledge with practical applications has notably advanced both her own development and the growth of the entire group. Her contributions have set a high standard of excellence, making her an indispensable member of our educational community and leaving a lasting, positive impact on her peers.

In addition to her academic accomplishments, Enedina has demonstrated remarkable initiative in addressing complex issues related to inclusive education. Her adeptness at breaking down challenging concepts and presenting them in an accessible manner has greatly expanded our collective understanding. Enedina's innovative problem-solving abilities and commitment to addressing diverse learning needs have significantly contributed to creating a more inclusive and equitable learning environment. Her dedication to fostering open, empathetic dialogue has ensured that all voices are heard



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and valued, strengthening our sense of community. Enedina's leadership, creativity, and dedication have not only enriched our course experience but have also laid a strong foundation for ongoing collaboration and growth within the educational community. We are deeply grateful for her outstanding efforts and the transformative impact she has made.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 5

5- Early Childhood Education



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September 2023 - December 2023: Storytelling, Play, and Literacy

5 Credits

DESCRIPTION:

Faculty: Letta Mason, Sharon Cronin

In this course, students examine definitions of literacy, the significance of literacy skills, and literacy development among young children and their families in dual language and multilingual communities. The focus is on Indigenous and culturally grounded storytelling and its role in child development. We will also cover Freire's notion of reading the world as well as reading the word and the concept of trilliteracy from the Teaching Umoja Participatory Action Research (PAR) 15-Year Commitment. This seminar looks at the role of adults in supporting children's play, language, cultural expression, and literacy. Participants develop strategies for supporting phonemic awareness, book knowledge, print awareness, sound-letter matches, vocabulary and conversation development, comprehension and critical thinking, love of reading, and writing. In addition, we will engage with early literacy approaches specific to particular languages, cultural groups, and writing systems.

EVALUATION:

Written by: Letta Mason, Sharon Cronin

Enedina was an outstanding scholar and shared oral stories from her childhood that sparked a love of self and literacy. She successfully completed the course of study, met the learning objectives, attended classes, and engaged in dialogue. Enedina learned about the power of storytelling from diverse cultures throughout the African Diaspora. Enedina wrote Reflection essays that summarized and provided their thoughts and experiences, as well as their responses, to videos of oral storytellers, live storytellers, scholarly articles on culture, storytelling, and literacy. Enedina worked collaboratively, in small groups, to discuss how stories are an important aspect of literacy for all children in early childhood settings. Collaborative groups presented stories that were diverse and situated in culture, encompassing embodied, spoken, and written forms of making and sharing meaning. Enedina further developed her understanding of the role of Indigenous and culturally grounded storytelling in child development and early literacy. She developed a working definition of literacy. She compared Freire's notion of reading the world as well as reading the word and the concept of Tri literacy from the Teaching Umoja Participatory Action Research (PAR) 15-Year Commitment. Enedina engaged with the interconnections among children's play, language, cultural expression, and literacy. Enedina understands the importance of dramatic play stories in literacy and child development. She effectively engaged with early literacy approaches specific to particular languages, cultural groups, and writing systems.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 5

5- Storytelling, Play, and Literacy



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September 2023 - December 2023: Participatory Action Research and Decolonizing Methodologies

5 Credits

DESCRIPTION:

Faculty: Sharon Cronin, Letta Mason

This course centers the work of Indigenous scholars, from this continent and internationally, regarding research in general and research that concerns Indigenous peoples in particular. Decentering dominant paradigms of research methodologies and theoretical perspectives, this scholarship disrupts perspectives on Indigenous peoples' knowledge and ways of knowing. It critically challenges problematic truths and other powerful ideas that have contributed to the dispossession and marginalization of First Nations' Peoples. In challenging enculturated perspectives, positions and framing of knowledge, this course explores the possibilities of decolonizing research, recognizes the relevance of Indigenous perspectives in every sphere of knowledge and practice, and looks to the possibility of bringing First Peoples' ways of knowing into the academy. Repudiating deficit accounts of First Peoples, students are encouraged to reflect on more respectful and ethical engagement with (and between) Indigenous peoples, knowledge and ways of knowing, and to explore and innovate research premised on strength-based perspectives that recognize the resilience, capability, self-determination, and resurgence of Indigenous Peoples.

EVALUATION:

Written by: Sharon Cronin, Letta Mason

Enedina Mendoza is a dedicated and practical scholar; she immediately considers how what she is learning can be applied in her work with young children and families and she is consistently willing to share these great insights with the class. She actively participated in the creation of a rigorous, supportive, and vibrant learning community for this course on participatory action research and decolonizing methodologies. Students deeply engaged with Linda Tuhiwai Smith's Decolonizing methodologies: Research and Indigenous Peoples demonstrating their ability to work from theory to practice. As a group, they successfully met the learning objective of "participating in a collective paradigm shift regarding research in our lives and communities". They were able to center the work of Indigenous scholars regarding research in general and research that concerns Indigenous peoples in particular. They critically challenged problematic truths that have contributed to the dispossession and marginalization of First Nations' Peoples. Students investigated what it means to bring Indigenous ways of knowing into the academy, particularly Indigenous scholars, cultural workers, and knowledge holders from local nations. Space was created for Indigenous students to consider Indigenous scholars, cultural workers, and knowledge holders from their own nations. Enedina Mendoza prepared for the class sessions by reading the assigned chapter ahead of time, selecting a quote and including it in APA format, writing a reflection about what this quote means to them, and explaining how it relates to research being done with people in her community and on her ancestral lands. After reading Linda Tuhiwai Smith's chapter on 25 Indigenous projects, Enedina Mendoza was able to begin to consider, discuss, and innovate research premised on strength-based perspectives that recognize the resilience, capability, self-determination, and resurgence of Indigenous Peoples. In anticipation for the cooperative studies that students will begin with next quarter with their study teams, Enedina Mendoza reviewed the five-chapter outline for research papers: Chapter 1: Introduction; Chapter 2: Review of Literature; Chapter 3: Methodology; Chapter 4: Findings; and Chapter 5: Discussion, Conclusions, and Recommendations.

With her study team, she effectively proposed strategies for community based and service-oriented inquiry. Enedina Mendoza engaged with Linda Tuhiwai Smith's discussion on the way that colonialism has changed in recent years (territories or lands being called markets or untapped potentials). She



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reflected on what she learned about the way that Maori people have developed their own cultural expression in modern times: "The strengths of these dances really allow us to see the enthusiasm with in it. With every face expression and exaggeration to the moves and steps to be able to perform I can only imagine the number of hours that people shared to make this routine happen. This allows, young children, teens, and adults to be part of a great community and learn about their culture and background."

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 5

5- PAR and Decolonizing Methodologies



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**September 2023 - June 2024: Early Childhood Education: Seeking Common Ground:
From Local to Global, Lyceum: Reflective Practicum I**

18 Credits

DESCRIPTION:

Faculty: Sharon Cronin, Letta Mason

The world is undergoing massive transformations in the 21st century in its environment, economy, politics, culture, societal structure, aesthetics, and more. These transformations have brought on many conflicts among peoples and nations. How can we understand these conflicts on both a local and global level? How can we respond to and help to resolve these conflicts? How do we find commonality among peoples? How do we connect our neighborhoods to other parts of the world? How do we share resources equitably in an increasingly crowded, automated, and digitally mediated world? How shall we prepare ourselves and our children to face these new challenges? These are some of the questions this program will examine and explore. From local to global we will study and learn from cultures of people past and present while pursuing our own intellectual and imagination development. Drawing on an interdisciplinary perspective, we will consider various definitions and theories of globalism and humanism. By the end of the program, we will be able to apply our newly obtained knowledge and skills to seek common ground among peoples locally and globally that may overcome racism, nationalism, sectarianism, and tribalism and help people to embrace the principle of liberty and justice for all.

Our fall theme will be identifying the problem and clarifying the question. This quarter will be used to lay the foundation for the rest of the year, both substantively and in terms of the tools necessary to operate effectively in the learning community. We will explore the concept of connectivity, historically and in a contemporary context, as it is explicated in theory and practice. In seminars, we will read and analyze documents, artifacts, and secondary texts to decipher in what ways connectivity has existed and persisted throughout human history. Students will examine their personal experiences with human connectivity by constructing an autobiographical memoir. Our work will be supplemented with a series of courses designed to assure literacy with words, numbers, environmental and biomedical sciences, and images. Students will have the opportunity to hone their skills in critical reasoning, research, and the use of multimedia and computers.

Our winter theme will be researching roots, causes, and potential solutions. We will look at specific contemporary societal issues in human connectivity from a variety of institutional perspectives, most notably in environmental policies, public and global health, law, education, government, and domestic and foreign politics. Students will investigate specific issues of interest to identify a particular problem, define its dimensions, determine its causes, and establish action plans for its remedy.

In spring the theme will progress to implementation. We will focus on the design and implementation of projects aimed at addressing the issues of interest identified in winter. Seminar groups will combine their efforts to assist the community in facing today's challenges. The projects may take the form of educational events, publications, multimedia presentations, or art installations to help the community seek common ground with its neighbors and with the rest of the world. Courses will assist in the successful implementation and evaluation of student group activities.

EVALUATION:

Written by: Sharon Cronin, Letta Mason

As a member of the Serving The Evergreen State College - Tacoma campus with Early Childhood Education and Family Services research team, Enedina Mendoza worked closely with her team to address the research question: "In what way can an ECE program impact the Tacoma Evergreen College Community's children and families?"



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In fall quarter, the team pooled their collective wisdom, well-informed insight, and extensive first-hand experience with leadership and program development in the field of early learning. Each team member shared how they are connected to their research topic. Enedina explained: "As an in-home daycare provider my job is not only to care for the children but also the family as a whole. The ways that I am able to help support the family are by guiding them with correct resources they may be needing, whether it's housing, clothing, food, or additional childcare services. There are so many families in need and having the right support helps in times of need. I want to continue to help guide my families and children throughout my career. Being able to help families has been one of my greatest accomplishments."

In winter quarter, Enedina Mendoza further advanced their work in The Evergreen State College – Tacoma's year-long interdisciplinary study, *Seeking Common Ground: From Local to Global*. By attending lyceum lectures and seminars, completing assigned readings and writings, and participating in their team research project, Enedina Mendoza and peers made significant progress to identify, explore, and develop their research. Students worked actively toward the application of knowledge of restorative and transformative community practices by developing collaborative action research projects. They formed viable teams, chose a worthy topic of focus to transform themselves and their communities, proposed their research question, reviewed literature about their topic, and planned out their methodology and research design.

As Sankofa dual language and culturally responsive early childhood education students, they chose topics that focused on the ways that this theme relates to the quality of life for young children, their families, and their communities. Enedina Mendoza contributed substantively to the collective effort in seminar discussion and team research efforts. Combining their extensive experience with culturally responsive early learning, this team seeks to investigate the ways that a child development center could support families in the community by providing a safe and nurturing environment for their children while they are at work or attending classes. Using qualitative methodology and an action research design, they plan to address the question: In what ways can a dual language culturally responsive child development center positively impact children and families within The Evergreen State College Tacoma community? They have requested permission to use "the Lyceum platform to invite students to fill out a brief survey to better understand the childcare needs of our peers in our learning community of Evergreen Tacoma." They developed a six-question survey with items such as: (1) Do you have any suggestions or feedback on how the college can better support students with children and their early childhood needs? (2) What types of early childhood programs or activities would you be interested in participating in with your children? and (3) Do you have access to reliable childcare for your children while attending college?

In spring quarter, the research team gathered their data and carried out their study. They learned about the needs, desires, and recommendations of their community regarding childcare and education in the early years. They concluded that there is both a need and an interest in providing campus-based early childhood services for The Evergreen State College - Tacoma. They reported: "An early childhood program could provide quality education and care for young children, making them receive a strong foundation for their future academic and social success. We can also offer support for working families. By offering childcare services, the ECE program can support working families in the community by providing a safe and nurturing environment for their children while they are at work or attending classes. We can also provide parent education and support. The program can offer resources, workshops, and support groups for parents, helping them further develop their parenting skills, learn about child development, and access community resources. The ECE program can promote diversity and inclusion by creating an inclusive environment where children from diverse backgrounds can feel welcomed and valued. This can help promote understanding, empathy, and respect among children and families in the Evergreen community."

In discussing their findings, the group thusly cited the U.S. Department of Health and Human Services, Administration for children and families (2023): "ECE is associated with lasting adult and societal benefits

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such as completion of more years of education, higher high school graduation rates, lower involvement with the criminal justice system, better adult health, and higher earnings." The primary recommendation of this study team was that The Evergreen State College - Tacoma pursue adding a childcare and early learning program to the campus.

Through these interactions with peers and faculty, Enedina Mendoza cultivated their ability to work across significant human differences and to cultivate skills in academic discourses. They firmly met the expectations of the program and earned full credit with excellent work. Enedina Mendoza is a respected member of our learning community.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 18

- 2 - Autobiographical Literature and Expository Writing
- 2 - Topics in International Relationships
- 2 - Research Process
- 6 - Child and Family Studies
- 6 - Applied Community Research



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June 2023 - September 2023: Theatre of the Oppressed

5 Credits

DESCRIPTION:

Faculty: Letta Mason and Sharon Cronin

Building on the theory and praxis of Augusto Boal's Theater of the Oppressed, students will engage deeply with the main components including Teatro Foro, Image Theater, and Invisible Theater. Students will share their own stories, listen to the stories of others, and co-create theater pieces based on these stories. They will study the profound coercive nature of tragedy as it pertains to contemporary forms of art and also rehearse many possible responses and resistance to oppression and to try out practices in freedom. Students will apply the concepts of coercive tragedy, poetics, virtue, and catharsis.

EVALUATION:

Written by: Letta Mason and Sharon Cronin

Students engaged the theory and praxis of Augusto Boal's Theater of the Oppressed, covering the main components including Teatro Foro, Image Theatre, and Invisible Theatre. Students examined the traditional and problematic definitions of concepts in theater and analyzed the profound coercive nature of tragedy as it pertains to contemporary forms of art and representation and its main use as a representational system of repression. Oppression and isms of various forms were examined, particularly those present in the lives of participants. A student of Augusto Boal, Professor Ronald Rosario partnered with the teaching team, leading students through Theatre of the Oppressed exercises and supporting students in "rehearsing" possible responses and resistance to oppression and explore practices in freedom. Enedina Mendoza was able to critically examine the content, authority, and portrayal of representation in theater, film, and television. They effectively become actors and playwrights of their own stories by virtue of deconstructing coercive theater and constructing a theater of their own.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 5

3- Theatre

2- Critical Thinking



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June 2023 - September 2023: The Science of Solar Energy for Teachers

5 Credits

DESCRIPTION:

Faculty: Letta Mason and Sharon Cronin

Geared for early childhood and elementary school teachers, this science course examines solar energy through African, Indigenous, and Caribbean lenses. Grounded in storytelling and experimentation, it covers the historic uses of passive solar energy as well as the way energy is collected when sunlight shines on photovoltaic (PV) cells. Students also studied the way photosynthesis converts solar energy into chemical energy.

EVALUATION:

Written by: Letta Mason and Sharon Cronin

In this course, students were introduced to the fundamentals of solar power as it applies to diverse cultural perspectives from around the world. They learned to compare solar energy to other energy resources and explain how solar panels, or photovoltaics (PV for short), convert sunlight to electricity. Students engaged with hands-on activities while also creating art, demonstrating with music, and becoming an engineer in the field of solar energy. They worked together in small groups to develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design could be achieved. Enedina Mendoza emerged with skills as a community activist for renewable energy and defined a simple design problem reflecting a need in their community.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 5

3 - Solar Science

2 - Engineering



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September 2022 - June 2023: With Liberty and Justice for Whom?: Early Childhood Education

48 Credits

DESCRIPTION:

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

The theme for the fall quarter was *identifying the problem and clarifying the question*. We laid the foundation for the rest of the year, both substantively and in terms of the tools necessary to operate effectively in the learning community. We explored the concept of justice as it is explicated in theory, history, and practice. The concept is analyzed from both the perspectives of the legal system and moral teachings. In seminars, we read and analyzed texts dealing with issues that have historically raised questions of whether justice was achieved. Students examined their personal experiences with justice issues by constructing an autobiographical memoir.

The winter quarter theme was researching the roots, causes, and potential solutions. We looked at specific contemporary issues in justice viewed from a variety of institutional perspectives, most notably justice in education, health care, public health, law, science, government, and politics. Students investigated specific justice issues of interest to identify a particular problem, define its dimensions, determine its causes, and establish action plans for its remedy.

In the spring, the theme was progress to implementation. This final quarter was devoted to the design and implementation of projects aimed at addressing the issues of injustice identified in the winter quarter. Seminar groups combined their efforts to undertake actual programs aimed at assisting the community in righting a current injustice or providing greater justice for the community. The projects took the form of educational events, publications, multimedia presentations, or art installations, to help the community find higher levels of justice.

EVALUATION:

Written by: Sharon Cronin and Letta Steward

During the Lyceum and Seminar, Enedina Mendoza's participation in seminar discussions and completed assignments demonstrated the ability to integrate course materials to draw well-developed and insightful conclusions about the meaning and relevance of course content. This included examining issues and topics from multiple cultural models and worldviews and demonstrating the ability to work and communicate across significant personal and cultural differences.

Enedina Mendoza worked effectively with fellow students to complete a collaborative research project and public presentation. This assignment demonstrated their ability to conduct research that identified a research problem of concern and identify and evaluate strategies that may be effective in addressing the impacts associated with it. The contributions that Enedina Mendoza made to this collaborative research project were very good and showed enhanced skills in communication, presentation, evaluation, and reflection.



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Overall, Enedina Mendoza's performance has met course expectations. Enedina Mendoza is an excellent student who has demonstrated consistent progress in this academic program. I credit this to the diligence Enedina Mendoza displayed in meeting course expectations, attending class regularly and actively participating in discussions, and submitting outstanding work.

Enedina Mendoza demonstrated understanding of theory and practice regarding Working with Families, documenting and sharing the strategies she used when building relationships with families and building community within early learning settings.

Enedina Mendoza demonstrated her understanding of Umoja as the Kiswahili word for unity. As she read and analyzed texts related to issues that have historically raised questions of whether justice was achieved, she looked to how this impacts decolonizing, social justice, diversity, equity, inclusion, and belonging in the lives of young children and their families. Enedina Mendoza examined her personal experiences with justice issues in reflective writing, class discussion, and story sharing. She helped form a strong study team and furthered her leadership skills through helping each other discuss, explain, clarify, and further digest course-related subject matter from interdisciplinary perspectives. Enedina Mendoza and her study team began looking into possibilities for end of the year community-based projects, exploring strategies to remedy or address a pressing social, economic, health, or environmental problem. Enedina Mendoza was clearly able to reflect autobiographically on how traditions and their evolution played a role in professional, academic, community, and family life. She gained working knowledge of the research process and was able to develop and discuss potential research questions. As a part of a linguistically and culturally responsive learning community, Enedina Mendoza deepened her understanding of modes of self-expression and the ability to work across significant human differences. Tribal Sovereignty and Early Childhood Education

Enedina Mendoza successfully completed requirements for this tribal sovereignty and early childhood education course. She wrote a reflection on what she learned about early collaborations between Ramona Bennett of the Puyallup Nation and Maxine Mimms, founder of Evergreen College Tacoma. She shared: "What I have learned is that the people from Puyallup Nation never gave up! They worked hard to fight for their land. I feel that Evergreen compares to those people because Evergreen is here to help everyone that has enrolled. Evergreen wants to see all their students succeed the way people from the Puyallup nation did, no matter their gender, race or background."

Enedina Mendoza engaged with the historical context and significance of Canada's Orange Shirt Day (National Day for Truth and Reconciliation) through an art-based project. She also wrote about Canoe Journeys and the Salish Sea as well as the historic and iconic movie, *As Long as the Rivers Run*. After hearing about the stories of the Indipino Community of Bainbridge Island and viewing the documentary, *Honor Thy Mother*, Enedina Mendoza reflected on the phenomenon of mestizaje in the Americas. Enedina Mendoza engaged with the Tulalip webpage on the Lushootseed language. She selected one of the word groups, listened to their pronunciation, and recorded herself trying out the pronunciation.

After reviewing the Since Time Immemorial: Tribal Sovereignty in Washington State website, listening to the story (A River Lost), and studying the lesson plan, Enedina Mendoza created a collage about what family means to her. For the assignment, Honoring an Indigenous African Leader, she learned about the Indigenous and African cultural influences of the Garifuna, Yenkunkun, and Taino people of the Caribbean, selected an historic person from one of these communities, and painted a portrait of this person. She included five items that represent their lives and cultural backgrounds. As a part of learning to address stereotypes of Indigenous people, Enedina Mendoza worked on accurately depicting their skin color, hair texture, facial features, environment, housing, and culture. Working with her small group, she developed a language plan for a trilingual classroom or family childcare program that introduced an African or Indigenous language as one of the three languages of the program. Enedina Mendoza reflected on the significance of culturally appropriate artistic sign language after reading about



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Fern Naomi Renville, Roger Fernandes, and Howie Seago's film wherein deaf and Native American creators reimagine Coast Salish myths in *Changer: A Hand Telling*.

Soy Bilingüe: Language, Culture, and Young Children

Enedina Mendoza successfully completed the Soy Bilingüe Seminar, with a focus on the intersections of language, culture, and young children. Building on her prior knowledge of dual language approaches in early childhood education, Enedina Mendoza deeply engaged theory and practice in supporting the linguistic and cultural development of young children. She contributed to the formation of a vibrant, supportive, creative, and lively learning community. Students began by reviewing a framework for teaching children whose primary language is one other than English as well as teaching a second language to English speaking children. They engaged relevant theoretical and practical information related to bilingual early childhood and elementary education methods with a goal of the development of cultural competence and respect for learners growing up in a bilingual world. Enedina Mendoza wrote a two-page story about her own language learning history, describing the community in which she acquired her first language. After reading about the Teaching Umoja Ten Ideas, she discussed how they each related to her own work with young children, their families, and their communities. She analyzed the way that images (historic and modern) can help tell the story about a cultural group's experiences, challenges, and triumphs. Enedina Mendoza read the *Soy Bilingüe* book and wrote an annotation. She reviewed the ways she has responded to the linguistic and cultural backgrounds of children and families in curriculum planning. She went on to develop a language plan (time based or teacher-based), specifying the ages of children, language fluency goals, her strategy for the organization of language usage, and how she will work with small group time to support both first and second language learners. Working with a team, Enedina Mendoza developed a circle time and a small-group activity for children learning a second language including props and real objects, folklore and culture, focusing on three to five words, without translation, using gestures and TPR, and including hands-on materials. In summary, Enedina Mendoza was able to demonstrate her understanding of the natural processes of acculturation, cultural transmission, and language acquisition through the use of song-games, folkloric dances, songs, finger-plays, lullabies, poetry, spoken word, and rhythms.

Enedina Mendoza engaged the notion of Teaching Umoja as a way to ground her Lyceum studies and demonstrated her understanding of Umoja as the Kiswahili word for unity. As she read and analyzed texts related to issues that have historically raised questions of whether justice was achieved, she looked to how this impacts decolonizing, social justice, diversity, equity, inclusion, and belonging in the lives of young children and their families. Enedina Mendoza examined her personal experiences with justice issues in reflective writing, class discussion, and story sharing. As a part of a linguistically and culturally responsive learning community, Enedina Mendoza deepened her understanding of modes of self-expression and the ability to work across significant human differences.

Child Development

Enedina Mendoza actively participated in the formation of a vibrant, supportive, rigorous, and creative learning community. As a group, they demonstrated an intense commitment to sharing and learning about culturally responsive approaches to supporting the development of children within the context of their families and communities. Their work was expansive, covering the developmental domains of physical, linguistic, social, intellectual, emotional, and cultural development and spanning prenatal development to early adolescent development. Enedina Mendoza engaged the specific contributions of diverse developmental theorists including Antonia Darder, Geneva Gay, Leticia Nieto, Lev Vygotsky, Jean Piaget, and Erik Erikson. She grounded her work with the notion of developing empathy as a primary reason for studying child development. Enedina Mendoza demonstrated understanding of developmentally appropriate practice, focusing on the three components: (1) the social and cultural



Mendoza, Enedina

A00439417

Last, First Middle

Student ID

context within which children develop, (2) general knowledge of what to expect from children at different ages, and (3) the child's specific developmental level.

Art with Young Children

With a commitment to ensuring that the children's natural creativity, imagination, and curiosity are supported, Enedina Mendoza engaged in practicing several art forms and described her creative processes. She developed an art activity with children that supports their creative processes. Enedina Mendoza shared the story of how she has organized annual cultural events with parents, children, youth, elders, and community artists. She was able to deeply engage with and define creativity and imagination and shared her thoughts about why these are important in the lives of children.

Intra-Afrikan Early Childhood Education

Enedina Mendoza engaged with a strengths-based approach to Intra-Afrikan Early Childhood Education, including African, African American, African Caribbean, African Indigenous, and Afro-Latino experiences. She reflected on Frederick Douglass's notion that it is easier to build strong children than to repair broken people. Enedina Mendoza completed reflective writing about Geneva Gay's culturally responsive teaching, Molefi Kete Asante's Afro-centric approaches, Janice Hale's vision for African American children, the importance of the Haitian revolution, Marcia Tate Arunga's *The Stolen Ones and How They Were Missed*; and Grandy Nanny and the Maroons of Jamaica.

Child Guidance and Socio-Emotional Development

Enedina Mendoza successfully engaged with the principles and theories of promoting social wellness among young children and creating responsive and nurturing learning environments. Her work was grounded in the interface of STEAM with Young Children and social emotional growth and development.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 48

- 3- Decolonizing Research Methodologies
- 3- Working with Families
- 5- Tribal Sovereignty and Early Childhood Education
- 5- Soy Bilingüe: Language, Culture, and Young Children
- 3- Research and Data Collection
- 3- Teaching Umoja
- 5- Child Development
- 5- Art with Young Children
- 3- Research and Project Management
- 3- STEAM with Young Children
- 5- Intra-Afrikan Early Childhood Education
- 5- Child Guidance and Socio-Emotional Development



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.