



Valdez, Joseph-Paul Descanzo

A00240916

Last, First Middle

Student ID

**CREDENTIALS CONFERRED:**

Bachelor of Arts

Awarded 14 Jun 2013

**TRANSFER CREDIT:**

Start	End	Credits	Title
09/1996	06/2000	50	Pierce College
09/1998	12/2010	40	Tacoma Community College

**EVERGREEN UNDERGRADUATE CREDIT:**

Start	End	Credits	Title
01/2011	06/2011	32	<b>With Liberty and Justice for Whom?</b> 3 - Public Health 3 - Political Science 3 - Propaganda and Persuasion 2 - Video Production 3 - Discrete Mathematics 2 - Psychology of Learning 3 - Project Management 3 - Environmental Health 3 - Sociological Inquiry: Food, Culture and Media Representation 2 - Human Biology 3 - Asian History 2 - US Foreign Policy
06/2011	09/2011	4	<b>Quantitative Research Design and Statistics</b> 4 - Statistics
06/2011	09/2011	4	<b>Therapy through the Arts</b> 4 - Art Therapy, Cognition and the Brain
06/2011	09/2011	4	<b>Writing Beyond the Basics</b> 4 - Fiction Writing
09/2011	06/2012	32	<b>Removing Barriers, Bridging Gaps</b> 3 - Autobiographical Literature and Expository Writing 3 - Political Economy 6 - Community-Based Research 2 - Ethnography 3 - Studies in Leadership Theory and Practice 5 - Environmental Law and Policy 3 - Project Management 3 - United States History *2 - Human Biology 2 - Environmental Health Policy
09/2011	12/2011	5	<b>Impacts of Endocrine Disruptor Chemicals on Fish, Frogs, and People</b> *5 - Environmental Biology



Valdez, Joseph-Paul Descanzo

A00240916

Last, First Middle

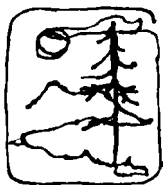
Student ID

**EVERGREEN UNDERGRADUATE CREDIT:**

Start	End	Credits	Title
01/2012	03/2012	7	<b>Asarco Case Study: Environmental Health Science and Policy</b> 4 - Case Study: Pierce County Smelter Plume 3 - Environmental Public Health Practices
04/2012	06/2012	5	<b>Public Health and Public Policy</b> 3 - Public Health Case Studies 2 - Public Health Policy and Governance
04/2012	06/2012	2	<b>An Exploration of Geometry through Sustainable Construction</b> 2 - Applications of Geometry
06/2012	09/2012	12	<b>Organic Chemistry</b> 8 - Organic Chemistry Lecture *4 - Organic Chemistry Laboratory
09/2012	03/2013	10	<b>Introduction to Natural Science: Navigating Observation and Theory</b> 5 - General Biology with Laboratory 4 - Introductory Biology with Laboratory 1 - Independent Library Research Project
01/2013	03/2013	1	<b>Precalculus I</b> 1 - Mathematical Reasoning
04/2013	06/2013	12	<b>Drawing From the Sea</b> 4 - Introduction to Marine Ecology 4 - Introduction to Acrylic Painting 4 - Independent Research Project (Ecology and Environmental Education/ Art)

**Cumulative**

220 Total Undergraduate Credits Earned



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

Valdez	Joseph-Paul	D	A00240916
Student's Last Name	First	Middle	ID Number
30599	Drawing From the Sea		
Program or Contract No.	Title		
	01-APR-2013	14-JUN-2013	12
	Date began	Date ended	Qtr. Credit Hrs.

**DESCRIPTION:**

Faculty: Gerardo Chin-Leo, Ph.D. and Lucia Harrison, Ph.D.

This program examined marine life and environments (The Sea) from the perspectives of science and visual arts. The goal was to teach concepts and skills in both disciplines and to examine how science and art can complement each other to understand human interactions with The Sea.

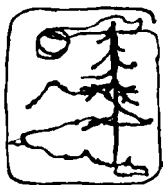
In spring quarter, the science portion of the program presented principles in marine ecology and studied major marine ecosystems (estuaries, coastal zones, deep-sea, polar regions and etc.). In addition, ecological concepts were used to understand human impacts on the ocean (eutrophication, overfishing and global climate change). There were field trips to examine the characteristics and dynamics of various intertidal habitats (salt marshes, rocky and sandy beaches). During a 4-day field trip to the San Juan Islands, that included sail training and field survey activities, students applied their knowledge of ecology to interpret field observations in various islands and the surrounding waters. (Text: Castro and Huber, Marine Biology and selected scientific articles).

The visual arts component included a lecture series on the role of artists in marine conservation and an introduction to acrylic painting. Six three-hour painting workshops introduced students to tools and materials, preparing surfaces, paint application techniques (watercolor, blending, scumbling, sgraffito, glazing and impasto), creating textured surfaces, and color mixing. Through eight homework painting assignments, students explored the painting process. They created including making composition, value and color studies, made 4 final paintings, and learned strategies for revising a painting. They worked from drawings, photographs, collages, still life and en plein air. In addition to the workshops, weekly work discussions analyzed paintings based upon content, context and formal visual elements. During a field trip to the Seattle Art Museum and art galleries in the city, students analyzed European 16<sup>th</sup>-18<sup>th</sup> century paintings, Abstract American paintings and contemporary art identifying elements that could enrich their own artwork.

In seminar, students studied human interactions with the sea focusing on habitat degradation, global climate change and the role of science/art in conservation. To develop effective seminar skills, students took turns leading the seminar, summarizing the main points of the discussion and writing a thesis-driven essay analyzing one of the readings. (Readings: *The World is Blue* (Earle), *Why We Disagree About Climate Change* (Hulme), Articles: *Promoting Conservation Through the Arts*, *Coastal Degradation*, *Wooly Thinking*, *Coral Reef Article*, *Deep Sea Readings*, Articles on Banerjee and Alexis Rockman, and assorted scientific articles from the primary literature).

Weekly assignments included a scientific and a visual arts component. For example, field trip assignments required illustrations of the environment, the dominant organisms and ecological processes (trophic interaction and food webs). Critique sessions focused on content and formal visual elements as well as the scientific content. To apply their knowledge of marine ecology and visual art, students completed an independent project on the theme of marine conservation. Each project had three components: a review of scientific primary literature relevant to the project topic, an outreach component to educate a specific audience, and artwork to visualize their ideas. In addition, students gave PowerPoint presentations summarizing selected findings from their literature review.

August 2, 2013  
Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

Valdez	Joseph-Paul	D	A00240916
Student's Last Name	First	Middle	ID Number
30599	Drawing From the Sea		
Program or Contract No.	Title		
	01-APR-2013	14-JUN-2013	12
	Date began	Date ended	Qtr. Credit Hrs.

Students were evaluated through exams (art and science), lab/field reports, seminar participation and written work, sketchbook, portfolio of scientific and expressive drawings, artist statement and the products from their independent projects.

**EVALUATION:**

Written by: Gerardo Chin-Leo, Ph.D. and Lucia Harrison, Ph.D.

Joseph-Paul (JP) attended all the activities and successfully completed the required work. An evaluation of his performance is presented below.

Marine Ecology - JP's midterm exam was poor indicating the need to review the material. However, his final exam was fair showed a significant improvement in his understanding of the material. In this exam, JP showed a good understanding of concepts relevant to understanding the diversity, distribution and productivity of marine life in intertidal habitats. JP participated in all the field trips. He was engaged and contributed positively to all the activities showing a good ability to interpret field observations.

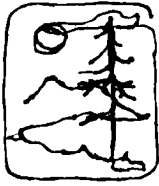
Visual Arts - A beginner at painting, JP made very good progress. His exam scores show that he has a good understanding of the role of artists in marine conservation and a very good understanding of painting techniques. JP needs to improve his visual vocabulary for image analysis. His attendance and focus was excellent. He completed all of his assignments with very good effort. JP worked hard to move from using of line to delineate forms to using value and color contrast to show how light falls across a form. His final project was a lively and ambitious large 6-panel collaborative painting that depicted coral bleaching. JP's dedication to this work and persistence in problem solving to create a unified work was commendable.

Independent Research - JP worked with another student to study the phenomena of coral bleaching. Their report explained the biology of coral reefs including the symbiosis between the coral polyp and algae. They also examined the factors that cause coral bleaching and how these factors are related to global climate change. Finally, they discussed the consequences of coral bleaching to the coral reef ecosystem. Their report was based on the review of several papers from the scientific primary literature and contained substantial information. The final draft was also well organized and clear reflecting the work of the authors to incorporate the reviewer's comments on the first draft. This team submitted a PowerPoint presentation summarizing their findings, but did not deliver this talk in class. For the outreach activity and artwork, this team produced a large 6-panel painting of a bleaching coral reef. They did a great job completing this labor-intensive project that integrated their learning about the science of coral bleaching with the painting skills that they learned in class.

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

- 4 - Introduction to Marine Ecology
- 4 - Introduction to Acrylic Painting
- 4 - Independent Research Project (Ecology and Environmental Education/Art)

August 2, 2013  
Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

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Valdez	Joseph-Paul	D	A00240916
Student's Last Name	First	Middle	ID Number
20021	Precalculus I		
Program or Contract No.	Title		
	07-JAN-2013	22-MAR-2013	1
	Date began	Date ended	Qtr. Credit Hrs.

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**DESCRIPTION:**

Faculty: Vauhn Foster-Grahler

This was a problem-solving-based overview of functions that model change. We explored linear, quadratic, exponential and logarithmic functions and their applications in depth and represented them and worked with them algebraically, numerically, graphically, and verbally. In addition we worked with the concepts of inverse functions and composition of functions. There was an emphasis on context-based problem solving and collaborative learning. In addition to the content of the course, the students were assessed and self-assessed on the following eight outcomes for each content area. The text was Connally, Hughes-Hallet, et. al., *Functions Modeling Change, A Preparation for Calculus, 4<sup>th</sup> edition*, T.J. Wiley, 2011.

1. Used correct mathematical notation
2. Used appropriate mathematical procedures
3. Developed and correctly interpreted mathematical models.
4. Used technology appropriately to investigate and solve problems
5. Linked algebraic, graphic, verbal, and numeric solutions
6. Demonstrated an understanding of functions
7. Used logical and correct critical reasoning
8. Communicated mathematics for the clarity of the receiver

**EVALUATION:**

Written by: Vauhn Foster-Grahler

Joseph-Paul, "JP", had regular attendance and was prepared for class two-thirds of the time. Unfortunately, "JP's" written assessments did not demonstrate satisfactory performance for any of the outcomes above for the any of the course content. Credit is awarded as marginal and "JP" should take care to prepare himself academically in fundamentals of arithmetic and algebra before attempting another college level math class.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 1**

1 - Mathematical Reasoning

March 20, 2013

Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

Valdez	Joseph-Paul	D	A00240916
Student's Last Name	First	Middle	ID Number
10101, 20528	Introduction to Natural Science: Navigating Observation and Theory		
Program or Contract No.	Title		
	24-SEP-2012	22-MAR-2013	10
	Date began	Date ended	Qtr. Credit Hrs.

**DESCRIPTION:**

Faculty: Dharshi Bopegedera, Ph.D. (chemistry), Rachel Hastings, Ph. D. (mathematics and linguistics), and Benjamin Simon, Ph.D. (biology)

The Introduction to Natural Science program focused on studying topics in biology, general chemistry, and mathematics (pre-calculus or calculus) to provide students a foundation for future work in the sciences. Attention was paid to integrate the three disciplines to help students make connections between them. Throughout the program, students used science process and reasoning skills and were engaged in hands-on laboratory experiences to develop their lab techniques and data analysis skills. Student assessment was based on in-class quizzes and exams in each discipline, homework, laboratory notebooks, and participation in all program activities, which included lectures, problem solving workshops, library research, and lab work.

**General Biology with Laboratory** – The biology component consisted of lectures, workshops, in-class case studies, and discussions of research articles using *Biological Science by Freeman, 4<sup>th</sup> Ed* as the primary text. Fall quarter lecture and workshop topics included: Experimental design, mechanisms of natural selection, modern evolutionary theory, sexual selection, conservation biology, ecology models, community trophic structures, behavioral ecology, co-evolution, altruism, mutualism, macromolecule structure and function, diffusion and osmosis, cellular membranes and channel proteins, cell structure and function, and mitosis. In Winter quarter topics included meiosis, Mendelian inheritance, cellular respiration, photosynthesis, recombinant DNA technology, genomics, and bioinformatics. The laboratory component Fall and Winter quarters was designed to engage the students in an authentic research experience by isolating and characterizing novel bacteriophages specific for *Mycobacterium smegmatis*. Students were expected to maintain a laboratory notebook and detailed records of their process. Additionally this laboratory structure required some student autonomy and initiative.

**General Chemistry with Laboratory** – Content in chemistry was based on the text *Chemistry, 8<sup>th</sup> Ed.* by Zumdahl and Zumdahl (Cengage Learning) with custom laboratory work. Students were given weekly homework assignments and three exams each quarter to assess their learning. The chemistry laboratory focused on learning a variety of techniques and maintaining a good lab notebook. Weekly labs explored properties of matter, accuracy and precision in measurements, absorption and emission spectroscopy, chemical synthesis, Bohr model through the H emission spectrum, reaction stoichiometry, acid-base titrations, and calorimetry. The spreadsheet software package "Microsoft Excel" was used in data analysis and graphical representation of data. Lecture topics included classification and properties of matter, atomic structure, the periodic table, IUPAC nomenclature, quantum theory, Lewis structures, VSEPR model, hybridization, molecular orbital theory, stoichiometry, solution chemistry, titrations, thermochemistry, kinetics, and chemical equilibrium. Students studied the chapter on nuclear chemistry on their own, assessing their understanding by preparing notes on the chapter and answering questions from the textbook.

**Mathematics** – Students studied two quarters of mathematics, placing themselves initially into Precalculus I or II or Calculus I based on a Fall self-assessment. In Winter, they proceeded on to Precalculus II or Calculus I or II. In each level, students completed weekly homework assignments and took a weekly quiz drawn from the homework. Students also took midterm and final exams each quarter. Weekly in-class workshops in which students worked on problems in groups allowed students to gain experience communicating about mathematics. Students also wrote a short essay in which they explained a

April 22, 2013

Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

Valdez	Joseph-Paul	D	A00240916
Student's Last Name	First	Middle	ID Number
10101, 20528	Introduction to Natural Science: Navigating Observation and Theory		
Program or Contract No.	Title		
	24-SEP-2012	22-MAR-2013	10
	Date began	Date ended	Qtr. Credit Hrs.

mathematical concept drawn from their studies of biology or chemistry. Precalculus students worked from the text *Functions Modeling Change* (Connally et al., 4e). Students who started in Precalculus I covered chapters 1-11 in that text (linear, quadratic, exponential, and logarithmic functions; transformations of functions, trigonometric functions, and polynomial and rational functions). Students who started in Precalculus II covered those same topics along with the following Calculus I topics: review of precalculus, and concept and applications of the derivative, comprising chapters 1-4 of *Applied Calculus* (Hughes-Hallett et al.). Finally, students who started in Calculus I covered two quarters of calculus, including concept and application of derivatives and integrals as well as a 3-week unit on differential equations (chapters 1-7 and 10 from Hughes-Hallett).

**Independent Library Research Projects** – In the Fall quarter students participated in a quarter-long independent research project culminating in a poster presentation on the last day of class. Each student chose a topic in biology, chemistry, and/or mathematics and identified a research question on that topic. They produced an annotated bibliography including at least ten sources (seven peer-reviewed) with annotations as well as a poster for presentation to their faculty and peers and an abstract of their project. They attended library research workshops on databases and citations, and participated in two sessions of peer review on the abstract; they also submitted initial and final drafts of the annotated bibliography. Students ultimately presented their posters to class members and answered questions on their findings.

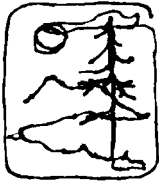
In the Winter quarter students, working in small groups, participated in a quarter-long independent research project. Each student group chose a topic of interest in biology or chemistry and identified a lab experiment they plan to conduct in the spring quarter to explore this topic. They produced an annotated bibliography including at least ten sources (seven peer-reviewed) with annotations, prepared a plan and a time line for their spring quarter lab work, ordered necessary chemicals and supplies, delivered a ten minute presentation to their faculty and peers and responded to questions from the audience. They also submitted a group portfolio of their work and wrote self and peer evaluations describing the contributions to the project by group members.

#### **EVALUATION:**

Written by: Dharshi Bopegedera, Ph.D. (chemistry), Rachel Hastings, Ph. D. (mathematics and linguistics), and Benjamin Simon, Ph.D. (biology)

**Biology** - In Fall quarter Joseph Paul (JP) had excellent attendance and participation in lecture and workshop activities. Performance on the midterm exams (covering scientific method, evolution, and ecology) indicated weak to fair comprehension of the material, with a slightly stronger grasp of ecology and environment. On the cumulative final exam (including macromolecules, diffusion and osmosis, cell structure and function, and mitosis) JP's performance was lower, indicating fair recall of specific facts but weak ability to explain the concepts. JP was an active participant in some of the laboratory sessions, and he came to the lab outside regular class time. While he initially seemed unprepared for lab, over the quarter he clearly became more comfortable in the lab setting. His lab notebook indicates that some procedures were performed and results obtained, however, the notebook is completely lacking in detail as to how the experiments were carried out and what the results might mean.

April 22, 2013  
Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

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Valdez	Joseph-Paul	D	A00240916
Student's Last Name	First	Middle	ID Number
10101, 20528	Introduction to Natural Science: Navigating Observation and Theory		
Program or Contract No.	Title		
	24-SEP-2012	22-MAR-2013	10
	Date began	Date ended	Qtr. Credit Hrs.

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Winter quarter was a struggle for JP. His attendance and participation in lecture and workshop activities was sporadic. Performance on all of the in-class exams indicated poor comprehension of the material. In general JP demonstrated very weak ability to explain the concepts in free-response questions but better recall of specific facts. JP appeared to be an active participant in most scheduled laboratory sessions. He worked with his partner to complete the procedures in the phage characterization project, but it was not clear whether he had been coming in outside the scheduled lab hours to help move their project forward. His lab notebook was somewhat weak; containing evidence of real-time data recording but sparse results, and conclusions.

**Independent library research** - For his library research project Fall quarter, JP elected to study phthalates in cosmetics. The initial topic proposal was a strong candidate for a very fruitful research project. Unfortunately the execution of the project did not match this promising beginning. He consistently missed project milestones, suggesting he was not progressing in the project. Without a submitted annotated bibliography, evaluation of whether JP is capable of distinguishing between academic and non-academic sources is not possible. His final poster did not meet the goals of the assignment (namely a visual presentation of the topic) and consisted entirely of text without clear theses or points of information. He fairly effectively answered questions from his peers and faculty during the class poster symposium.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 10**

- 5 - General Biology with Laboratory
- 4 - Introductory Biology with Laboratory
- 1 - Independent Library Research Project

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April 22, 2013  
Date





The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

Valdez	Joseph-Paul	D	A00240916
Student's Last Name	First	Middle	ID Number
40096	Organic Chemistry		
Program or Contract No.	Title		
	25-JUN-2012	07-SEP-2012	12
	Date began	Date ended	Qtr. Credit Hrs.

**DESCRIPTION:**

Faculty: Peter J. Pessiki, PhD

The Organic Chemistry Lecture taught at TESC in the summer of 2012 utilized the text *Organic Chemistry: Structure and Function* by Peter Vollhardt and Neil Schore. This intense summer course required the students to devote themselves to the field of organic chemistry. Every class contained two lectures, a quiz and ended with a workshop to encourage constant focus while building problem solving skills. The lecture was structured around organic functional groups. Topics included nomenclature, chemical bonding, stereochemistry, synthesis, mechanistic organic chemistry and the acid-base/physical properties of both aliphatic and aromatic compounds. Other topics covered included heterocycles, some molecular orbital theory and an introduction to lipids, carbohydrates and the amino acids.

The organic chemistry laboratory part of the program focused on macro scale experiments. Separation techniques such as pH dependent extractions, distillations and column chromatography were performed. Natural product chemistry was included as well as some synthetic chemistry. The synthesis included saponification reactions, the preparation of a porphyrin and the formation of esters. NMR, GC-MS, IR and absorption spectroscopy were covered in some detail, both at the theoretical and experimental levels. An introduction to the scientific literature/resources was also incorporated into the lab and the *Merck Index* and *Aldrich Chemical Catalog* were used on a regular basis to retrieve physical data concerning organic molecules.

The criteria utilized for evaluating my students were attendance, workshop participation and their performance on written assignments and exam/quizzes.

**EVALUATION:**

Written by: Peter J. Pessiki, PhD

JP's performance in Organic Chemistry lecture has been solid the entire course. His participation has been near perfect though he has kept current with the assigned work. JP scored less than satisfactory on many of the quizzes and exam. He has gained some understanding of nomenclature, hybridization and the relationship between functional groups and the physical properties of organic molecules. In addition, JP has been introduced to reaction mechanisms and multi-step synthesis problems. He is starting to becoming at ease drawing structures and discussing the chemical reactivity of organic molecules. I feel JP will need to do some extra work if he plans to continue with courses requiring a knowledge of organic chemistry.

JP was an active participant the entire lab; he has good lab sense and enjoys working with his hands. His lab technique improved throughout the term as he became comfortable in the lab. He turned in many of his lab reports though some were lacking in completion and all were turned in late. JP completed some of the spectroscopy aspect of the program. He gained experience interpreting NMR, IR and MS data and has an understanding how spectroscopy is used by an organic chemist for structural analysis.

JP has participated actively in the entire lecture and lab. This to me was impressive and it shows that he has the ability to dedicate himself (both physically and intellectually) to a challenging and time consuming

August 30, 2012

Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

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<u>Valdez</u>	<u>Joseph-Paul</u>	<u>D</u>	<u>A00240916</u>
Student's Last Name	First	Middle	ID Number
<u>40096</u>	<u>Organic Chemistry</u>		
Program or Contract No.	Title		
	<u>25-JUN-2012</u>	<u>07-SEP-2012</u>	<u>12</u>
	Date began	Date ended	Qtr. Credit Hrs.

commitment. JP did this in a professional manner and is awarded 12 credits in Organic Chemistry for his effort.

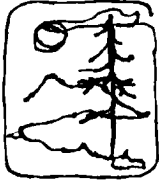
**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12**

8 - Organic Chemistry Lecture

\*4 - Organic Chemistry Lab

(\* indicates upper-division science credit)

August 30, 2012  
Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

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Valdez	Joseph-Paul	D	A00240916
Student's Last Name	First	Middle	ID Number
30665	Individual Learning Contract		
Program or Contract No.	Title		
	02-APR-2012	15-JUN-2012	2
	Date began	Date ended	Qtr. Credit Hrs.

**DESCRIPTION:**

Faculty: Paul McCreary, Ph.D.

During spring quarter, Joseph-Paul Valdez successfully carried out an Individual Learning Contract, entitled **An Exploration of Geometry through Sustainable Construction**, designed for him to understand the value of geometry in everyday life through the use of geometrical concepts applied to architecture. With a group of students, Mr. Valdez formulated a Washington code compliant plan to design a tiny house and created a tiny house building guide book.

**EVALUATION:**

Written by: Paul McCreary, Ph.D.

For this Individual Learning Contract, Joseph-Paul Valdez developed an understanding of the value of geometry in everyday life through the use of geometric concepts in the architecture realm.

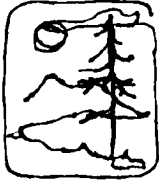
Mr. Valdez did a very thorough job of investigating geometric ideas and their application in tiny house construction.

All of the work that Mr. Valdez submitted for this contract was of very good quality. He demonstrated critical engagement and a very good understanding of the material.

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

2 - Applications of Geometry

August 6, 2012  
Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

Valdez	Joseph-Paul	D	A00240916
Student's Last Name	First	Middle	ID Number
30516	Individual Learning Contract		
Program or Contract No.	Title		
	02-APR-2012	15-JUN-2012	5
	Date began	Date ended	Qtr. Credit Hrs.

**DESCRIPTION:**

Faculty: Lin Nelson, Ph.D.

Joseph-Paul (JP) Valdez developed an Individual Learning Contract entitled **Public Health and Public Policy**. This followed on and built upon his independent work during winter quarter, when he focused on a long-term industrial hazard in the Tacoma area. For spring quarter, his plan involved a more in-depth look at elements of community and consumer risk and the interconnection of policy and science. In addition to sustaining a connection to the Tacoma Pierce County Health Department (TPCHD), JP's plan included assisting his faculty in the Environmental Health class in hosting TPCHD and Department of Ecology visitors and facilitating their panel, as well as more in-depth reading and writing.

**EVALUATION:**

Written by: Lin Nelson, Ph.D.

To augment his background in industrially-based hazard, JP shaped his reading path to explore the related hazards of exposure to industrial compounds through food and cosmetics. He wrote two good analytic and summative papers that provided sound, well researched and effectively profiled overviews. His paper on personal care products focused on the emergent and well documented concern over phthalates in cosmetics; his paper examined the particular hazards to young women of reproductive age and the special risk this poses in terms of cross-generational health. The paper on food additives was a very competent presentation on the history of food augmentation, relevant policy and law, the scope and scale of potential impacts through diet and the process and arguments over food labeling. JP's final paper provided a well written retrospective review of his reading, his linking of case materials in environmental and consumer health to his broad and evolving thinking about public health and a synopsis of some of his learning through volunteering at TPCHD – regarding code enforcement, public education, soil sampling and health department governance and policy. The paper provided brief overviews of a range of concerns, from the impacts of lead on community behavior to consumer concerns such as BPA-lined cans and mercury loadings in fish. JP's paper also provided a very interesting commentary on the relation of science to policy and education, with his growing interest in the role that film can play in telling the dramatic, but often untold, stories of public health. Overall, JP has wisely used this individual learning opportunity to explore the many features of public health, as he strategizes his own next steps in learning and practice.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 5**

- 3 - Public Health Case Studies
- 2 - Public Health Policy and Governance

September 25, 2012  
Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

Valdez	Joseph-Paul	D	A00240916
Student's Last Name	First	Middle	ID Number
20477	Individual Learning Contract		
Program or Contract No.	Title		
	09-JAN-2012	23-MAR-2012	7
	Date began	Date ended	tr Credit Hrs

**DESCRIPTION:**

Faculty Lin Nelson, PhD

J.P. Valdez shaped an Individual Learning Contract **Asarco Case Study: Environmental Health Science and Policy**. This widely noted case of regional pollution, industrial operations and ongoing monitoring provided the focus of his work, as he examined the history, industrial/corporate profile, public health interventions, and scientific practices and controversies. J.P.'s focus has been on the scientific foundations for the planning, interventions, monitoring and health screening that has emerged over the past few decades at the Tacoma Pierce County Health Department (TPCHD). He has been able to serve as a regular, formally identified volunteer with the TPCHD, involving working with the department in public settings, observing soil monitoring and helping with public education. A special feature of this work is metals monitoring in Superfund areas and the identification of differential community risks.

**EVALUATION:**

Written by Lin Nelson, PhD

J.P. Valdez has done some very good work for this Individual Learning Contract. He has been engaged and interested in this work and has been a thoughtful contributor to discussions. Along with his sponsor and two other students doing similar community-based work, he attended and participated in meetings involving the King County and Pierce County Health Departments and the Washington State Department of Ecology. He visited the site of the Asarco smelter and Superfund redevelopment, and met with a community environmental health advocate. After a few weeks into the quarter, he was able to become a formal trained volunteer for the TPCHD. From then on, he attended and assisted at some community events, including a health fair where he spoke to area residents about the smelter plume and TPCHD monitoring. He did extensive readings on the smelter plume and the related science, policy and community features of this regional health challenge. He was able to connect those readings to other coursework he was taking on environmental policy. He was a speaker in the *Toxic Chemicals and Environmental Injustice* class, where he did a very good job of identifying key elements in the smelter-plume story, especially information on environmental science and monitoring. He submitted three short essays that connected his readings on this case study to his focus in environmental science. J.P. will continue on next quarter as a TPCHD volunteer, participating in work related to the smelter plume "Dirt Alert" project.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 0**

- 4 Case Study/Pierce County Smelter Plume
- 3 Environmental Public Health Practices

May 29, 2012  
Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

Valdez	Joseph-Paul	D	A00240916
Student's Last Name	First	Middle	ID Number
10530	Individual Learning Contract		
Program or Contract No.	Title		
	26-SEP-2011	16-DEC-2011	5
	Date began	Date ended	Qtr. Credit Hrs.

**DESCRIPTION:**

Faculty: Tyrus Smith, Ph.D.

This quarter Mr. Valdez completed an Individual Learning Contract, entitled **Impacts of Endocrine Disruptor Chemicals on Fish, Frogs, and People**, designed to focus on the sources, properties, and mechanism of action of Endocrine Disruptor Chemicals (EDCs), dispersal of EDCs in air and water, and how humans and aquatic organisms are exposed to these chemicals. This included the impacts of specific EDCs and mixtures of EDCs, primarily on humans, with some examples drawn from the aquatic environment, e.g., impacts on brain development, the immune defense system, carbohydrate metabolism, body weight (links with obesity), and reproductive health, as well as links between EDCs and certain types of cancer in humans. The contract concluded with a discussion of regulatory reform and individual actions that can be taken to reduce exposure to EDCs.

**EVALUATION:**

Written by: Tyrus Smith, Ph.D.

Mr. Valdez met the prescribed learning outcomes which included learning to identify human activities that contribute to discharge of EDCs to water, air, and soil; learning to describe the consequences of exposure to EDCs; and, gaining a better understanding to make informed decisions in my everyday life on actions that can be taken to protect health and reduce the exposures.

Dr. Frances Solomon, the faculty subcontractor for this contract, wrote an evaluation of Mr. Valdez's work. According to Dr. Solomon, "Mr. Valdez has satisfied all requirements for this contract and earned full credit. The work he submitted demonstrated his understanding of all of the topics covered in the course. Mr. Valdez has demonstrated satisfactory writing skills in his write-ups of the assigned readings, his research paper about the endocrine disrupting effects of bisphenol-A, and his summary of The Ban Poisonous Additives Act. However, this research paper did not go beyond the assigned readings and would have benefited from delving more deeply into the topic. Mr. Valdez participated satisfactorily in the weekly discussions. His presentations of a case study about EDCs and an environmental nonprofit organization (Washington Toxics Coalition) demonstrated excellent speaking skills and a full understanding of the topics. He went beyond the requirements of these assignments by presenting excellent PowerPoint slides."

Overall, Mr. Valdez's work during this Individual Learning Contract has met expectations. He has significantly increased his understanding of issues related to EDCs. His engagement with course content was good. He attended meetings regularly and turned in all assignments on time.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 5**

\*5 – Environmental Biology

\*denotes upper division science credit

December 30, 2011  
Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

Valdez	Joseph-Paul	D	A00240916
Student's Last Name	First	Middle	ID Number
10418-20347-30378	Removing Barriers, Bridging Gaps		
Program or Contract No.	Title		
	26-SEP-2011	15-JUN-2012	32
	Date began	Date ended	Qtr. Credit Hrs.

**DESCRIPTION:**

Faculty: Artee Young, Ph.D., J.D. (Law, Literature), Campus Director and Lyceum Facilitator; Dorothy Anderson, Ed.D., LMHC (Psychology); Peter Bacho, J.D., LL.M. (Literature, Writing, Law, Political Science); Erin Ceragioli, M.F.A. (Writing, Dance); Barbara Laners, J.D., (Public Policy, Foreign Policy, Law); Paul McCreary, Ph.D. (Mathematics and Social Justice, 3D Modeling, Life Science); Lin Nelson, Ph.D. (Sociology); Gilda Sheppard, Ph.D. (Media Literacy, Sociology, Cultural Studies); Tyrus Smith, M.S., Ph.D. (Environmental Science, Ecology, Environmental Policy); Frances Solomon, Ph.D. (Environmental Science); Arlen Speights, M.F.A. (Multimedia Art and Design, Web Design, Graphic Design, Video Production, Sound Editing).

This year's program was designed to help students discover new understandings of leadership and the various issues associated with effective leadership. We focused on individual and community capacity building and the role that humanities, social sciences, mathematics, science, media and technological illiteracies play in informing our understandings of the world around us. A major emphasis of this program was the examination of internal and external factors that influence one's ability to access, overcome and excel in spite of personal and institutional barriers. The expectation was that students were able to demonstrate understanding, action and leadership in their areas of interest.

This program took a holistic approach to systemic change at the community level. For example, one area we addressed was that of math, science and writing phobia. Communities need citizens who can advocate for their children, parents who can navigate and understand the law and caregivers and teachers who can assist our youth in understanding subject matter presented to them in the classrooms.

Evergreen students who anticipate careers in education were provided with a solid grounding in the humanities, science and math. This grounding allowed them to obtain endorsements for further studies in education and prerequisites for graduate school.

Mr. Valdez's individual classes were:

Lyceum: Removing Barriers, Bridging Gaps

Faculty: Tyrus Smith, Ph.D.

This fall, students examined how race, class, and gender stratification are perpetuated in urban school contexts. This included examining the relationship between the educational system and other social institutions such as the workplace, family, and community. Students also focused on their personal experiences and the world around them in order to understand those internal and external factors that have limited or encouraged them to achieve and take on leadership roles in education and in civic engagement. A major emphasis was the examination of internal and external factors that influence one's ability to access, overcome and excel in spite of personal and institutional barriers. The expectation was that students were able to demonstrate an understanding of action and leadership in their areas of interest.

Community-Based Research: Knowledge, Values, Methods and Goals

Faculty: Lin Nelson, Ph.D. and Gilda Sheppard, Ph.D.

This class engaged students in an exploration of doing research in connection to and in collaboration with communities. We examined the history, philosophy, debates and strategic modes of community-based

August 9, 2012

Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

Valdez	Joseph-Paul	D	A00240916
Student's Last Name	First	Middle	ID Number
10418-20347-30378	Removing Barriers, Bridging Gaps		
Program or Contract No.	Title		
	26-SEP-2011	15-JUN-2012	32
	Date began	Date ended	Qtr. Credit Hrs.

research – which is also called or connected to “participatory research,” “popular education,” “action research” and “critical ethnography.” We learned about academics who work with communities in initiating or supporting research. At the same time, we learned about and from community organizations – about research they launch and how they work with faculty, staff and students in colleges and universities. We explored community-based research (CBR) as a social movement in the U.S. and internationally. A key feature of our work involved cultivating a flexible, critical and adaptive understanding of the broad arena of CBR. We also explored how CBR is part of the broader terrain of research and the debates about approaches and ethics of research practices. As a class, we learned about and heard organizations that work on building the knowledge base in and for the community; we learned how they might connect to, challenge and collaborate with professional researchers. One area we looked at as an example was community, health and the environment. Students explored areas of community knowledge and research that they care most about; this provided the foundation for year-long, collaborative research projects that connected with our shared Lyceum. A strong feature of the development of CBR is the challenge of creating, finding and adapting effective documentation. We explored – and tried out – how imagery, message and story is shaped. Communities are using video, imagery, art, mapping and spoken/written word to communicate and explore the shaping of knowledge. We explored how to connect and question the visual, oral, written, data-based and archival aspects of reporting or telling the research story.

Lyceum: Removing Barriers, Bridging Gaps

Faculty: Tyrus Smith, Ph.D.

This winter, students continued to study historical notions of leadership, leadership theories, leadership styles and contemporary views of leaders and followers. The scope of inquiry paid particular attention to local and national issues involving leadership in education. Students also focused on their personal experiences and the world around them in order to understand those internal and external factors – such as effective/ineffective cross-cultural communication – that have either limited or encouraged them to achieve, encouraged/discouraged them to take on leadership roles and encouraged/discouraged them to engage effectively in civic life. A major emphasis of this course was the examination of internal and external factors that influence one's ability to access, overcome and excel in spite of personal and institutional barriers. The expectation was that students would be able to demonstrate understanding, action and leadership in their areas of interest and work collaboratively to apply this understanding to develop an action oriented research project.

Environmental Law and Policy

Faculty: Prof. Peter Bacho and Tyrus Smith, Ph.D.

This course enhanced students' understanding of the field of environmental law and policy and the role environmental laws and regulations play in protecting human health and the environment. The purpose of this course was to increase students' understanding of the foundations of United States environmental law, the history and rationale for major environmental laws and emerging issues shaping the development and implementation of environmental law.

Lyceum: Removing Barriers, Bridging Gaps

Faculty: Tyrus Smith, Ph.D.

This spring, students completed the year-long program studying historical notions of leadership, leadership theories, leadership styles and contemporary views of leaders and followers. The scope of inquiry paid

August 9, 2012

Date





The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

Valdez	Joseph-Paul	D	A00240916
Student's Last Name	First	Middle	ID Number
10418-20347-30378	Removing Barriers, Bridging Gaps		
Program or Contract No.	Title		
	26-SEP-2011	15-JUN-2012	32
	Date began	Date ended	Qtr. Credit Hrs.

particular attention to local and national issues involving leadership in education. Students also bridged the gap between theory and practice. To that end, they utilized a variety of expansive methods to demonstrate and communicate their perceptions and findings to a wider audience. Students presented their collaborative research projects publicly. The information presented was directed toward benefiting individual and community capacity as well as communicating a wider understanding of their findings to enhance their own lives, the lives of those in their community, and the world that we all share.

Environmental Health: Science, Policy and Community

Faculty: Lin Nelson, Ph.D. and Frances Solomon, Ph.D.

This class explored the links between environmental health science foundations, public policy developments, social science research and community-based experience. A key feature of the class was how environmental health science can be nourished, democratized and made accessible to the public. With the focus on case studies of selected key contaminants such as lead, arsenic and PVC, the class learned about efforts toward monitoring, prevention, remediation and health protections, with an introduction to local-to-global frameworks. Our key readings were: Deceit and Denial: The Deadly Politics of Industrial Pollution (Gerald Markowitz and David Rosner) and Doubt is Their Product: How Industry's Assault on Science Threatens Your Health (David Michaels). We had the benefit of special guest speakers: a toxicologist with Physicians for Social Responsibility, representatives from county and state agencies and the playwright/actress Kaiulani Lee who spoke about Rachel Carson. Students participated in two labs and prepared lab reports. Students' work also included a "personal exposure memoir," a book review on one of our key texts, working on a group project (involving research, writing and presentation), and participation in discussions.

**EVALUATION:**

Written by: Tyrus Smith, Ph.D.

Mr. Valdez enrolled in the *Removing Barriers, Bridging Gaps* program for the 2011-12 academic year. He fulfilled all requirements for the program.

Mr. Valdez did some very good work in the fall quarter Lyceum seminar. He is attentive to and respectful of the group and offers insightful questions and comments. He is clearly a thoughtful, engaged person. Mr. Valdez developed very good commentaries and notes on our readings, on U.S. history. Clearly, he has been persistent in keeping up with our reading and exchange of ideas.

Winter quarter Lyceum, Mr. Valdez was a steady, engaged student – attentive and offering comments to the group. For this quarter's writing, he submitted two promising essays. His first was a solid first draft exploration of Lies My Teacher Told Me and The Shallows, in which he offers a view into the basics of each text. His second essay was a lively, impassioned exploration of Lies in connection to our other key text Quality Education. Mr. Valdez has been effectively involved in the development of a two-quarter group project, "Toxic Beauty." The group did extensive and effective preparation, through a well-developed literature review and good planning for community education. This project convincingly met course expectations and indicated their ability to frame their research within the context of a problem statement, present a purpose statement and research question to guide their inquiry. The end-of-quarter writing was

August 9, 2012

Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

Valdez	Joseph-Paul	D	A00240916
Student's Last Name	First	Middle	ID Number
10418-20347-30378	Removing Barriers, Bridging Gaps		
Program or Contract No.	Title		
	26-SEP-2011	15-JUN-2012	32
	Date began	Date ended	Qtr. Credit Hrs.

very good – very well researched, with a well done literature review, and impressive planning for spring quarter.

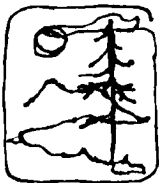
Mr. Valdez has continued to be a very dedicated student during spring quarter. He is respectfully and attentively connected with other students and does his work responsibly and effectively. He wrote a very good essay on the book we read about Malcolm X; the essay was thoughtful and attentive to the text. Careful selection of quotes and attention to the implications of that political period made this very interesting to read. Mr. Valdez has been a very responsible and effective participant in the group project focusing on how to raise awareness about chemical toxins in personal care products and nontoxic alternatives. This team has done some of the finest work this year, in creating and sustaining a demanding project, working well together and sharing their work with the community. Mr. Valdez wrote a thoughtful retrospective on the group project, demonstrating key lessons learned. He has also done some important writing on his overall college experience and plans for the future. It has been a pleasure to work with him, who I know will be doing important and valued work in the future. Mr. Valdez's coursework over the course of the year for the all campus *Lyceum and Seminar Series* has convincingly met course expectations.

In addition to his engaged participation in the all-campus *Lyceum and Seminar series*, Mr. Valdez completed significant work in elective courses:

Mr. Valdez completed all of the required work for fall's *Community-Based Research*. His group research proposal examined the conditions that enable communities to develop unconventional strategies to expand their economic options and attain a measure of financial freedom. The proposal was well organized and comprehensive. In addition to his overall role in conducting qualitative research, he was responsible for developing the PowerPoint presentation and conclusion section of the proposal. These tasks were pivotal in completing the research proposal. The group's presentation of the proposal and creative representation of an area of this proposal involved an engaging PowerPoint presentation and a creative skit to embellish their research findings and translate these findings into a creative production. His writing of the individual essay involving community-based research and critical ethnography demonstrated solid writing skills as well as critical and creative thinking skills. He provided a good preliminary look at community-based research ideas and methods, exploring some important themes. He is encouraged to develop closer editing. His participation in seminar discussion oftentimes brought depth to these discussions.

In *Environmental Law and Policy*, Mr. Valdez demonstrated a very strong ability to analyze information and conduct insightful assessments of the assigned texts. Overall, he has easily met course expectations. Mr. Valdez's engagement with course content was of a consistent and high quality. He has demonstrated consistent progress throughout the quarter. In fulfilling the objectives for this class he has clearly demonstrated his understanding of the links between law, politics and science. His participation in class discussions and completed writing assignments easily met course expectations. His overall work demonstrated a solid grasp of effective writing in a wide variety of contexts. Mr. Valdez has demonstrated his ability to effectively edit and to write clear and well organized prose. He submitted his assignments. He worked effectively with his group on a book review topic that was well presented. He is an intelligent, focused, enthusiastic and attentive student – an excellent adult learner. . .

August 9, 2012  
Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

Valdez	Joseph-Paul	D	A00240916
Student's Last Name	First	Middle	ID Number
10418-20347-30378	Removing Barriers, Bridging Gaps		
Program or Contract No.	Title		
	26-SEP-2011	15-JUN-2012	32
	Date began	Date ended	Qtr. Credit Hrs.

In *Environmental Health: Science, Policy and Community*, Mr. Valdez composed an insightful memoir about his new knowledge of toxic chemicals, the importance of communicating this information to the general public, the importance of preventive health care and his related career goals. He worked collaboratively with a team of classmates to perform laboratory exercises about endocrine glands and blood cells and how they are affected by toxic chemicals discussed in class. Each lab team also tested local surface water, soil, dust and paint samples for lead. Mr. Valdez also worked collaboratively with a team of classmates to develop and present an excellent, informative and inspiring community workshop titled "Safe and Equitable Sustenance." The team provided a wide-ranging view of moving from a controversial hazard currently in the public eye – Bisphenol-A (BPA) in food packaging and baby supplies – to an increasingly available option of locally grown food available through farmers' markets. The group did solid research, both via document searches and exploration of local food options. The oral presentation was very well done, with everything from a show-and-tell display of BPA items to very good film footage and student interviewing at the local farmers' market. Mr. Valdez's contributions to the project included producing an excellent video on community gardens, conducting an excellent interview on this topic, writing the accompanying sections of the group paper, and editing the paper that offered readers a clear movement from hazard to solutions. Throughout the quarter, Mr. Valdez was attentive in class and engaged in the course material. His participation in class discussions was good. He successfully completed an extra assignment that involved crafting questions for a panel of five guest speakers from the Tacoma-Pierce County Health Department and the Washington Department of Ecology, and moderating the panel discussion.

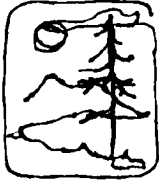
Overall, Mr. Valdez's performance during his time in this academic program demonstrates that he is a motivated and conscientious student. His personal engagement with course content was very good. Throughout his time in this academic program he was engaged in his learning. His work was of consistent and good quality. As a result he has met or exceeded course expectations.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 32**

- 3 - Autobiographical Literature and Expository Writing
- 3 - Political Economy
- 6 - Community-Based Research
- 2 - Ethnography
- 3 - Studies in Leadership Theory and Practice
- 5 - Environmental Law and Policy
- 3 - Project Management
- 3 - United States History
- \*2 - Human Biology
- 2 - Environmental Health Policy

\*denotes upper division science credit

August 9, 2012  
Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

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Valdez	Joseph-Paul	D	A00240916
Student's Last Name	First	Middle	ID Number
40159	Writing Beyond the Basics		
Program or Contract No.	Title		
	20-JUN-2011	02-SEP-2011	4
	Date began	Date ended	Qtr. Credit Hrs.

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**DESCRIPTION:**

Faculty: Prof. Peter Bacho

This class focused on enhancing writing skills needed for communicating with academic and popular audiences. In the **Second Session**, students learned plotting, dialogue, effective narrative and the other tools of fiction. They applied their newly found skills toward the development of a complete piece of short fiction.

**EVALUATION:**

Written by: Prof. Peter Bacho

Mr. Valdez has satisfied all requirements for this course and earned full credit. His work submitted convincingly demonstrated a good and growing grasp of the standards and expectations of effective fiction writing.

His exercises and his flash fiction were well done. His work improved throughout the session. The scenes were vivid; the dialogue was realistic; the tension was credible.

His engagement with course content was excellent.

Mr. Valdez has demonstrated consistent growth throughout the session, resulting in improved skills as demonstrated in his assignments. In fulfilling the objectives for this class, he has convincingly demonstrated his understanding of the process of writing fiction.

His participation in class discussions and completed writing assignments met course expectations. His overall work product amply demonstrated a growing understanding of how to use the different tools fiction writers have available to them. .

He has convincingly demonstrated his growing ability to write good fiction.

Mr. Valdez attended classes regularly. He submitted his assignments. He was fully engaged with the course content.

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

4 – Fiction Writing

September 6, 2011

Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

Valdez	Joseph-Paul	D	A00240916
Student's Last Name	First	Middle	ID Number
40323	Individual Learning Contract		
Program or Contract No.	Title		
	20-JUN-2011	02-SEP-2011	4
	Date began	Date ended	Qtr. Credit Hrs.

**DESCRIPTION:**

Faculty: Gilda Sheppard, Ph.D.

During summer quarter, Joseph-Paul Valdez successfully carried out an Individual Learning Contract, entitled **Therapy through the Arts**, designed for him to explore the role that movement, visual art, music, writing and media play in problem solving and the resolution of internalized fear, conflicts or blocks. Through hands-on activities, field trips, readings films/video and writing Mr. Valdez discovered sources of imagery as tools to awaken creative problem solving from two perspectives: creator and viewer. Readings were from Malchiodi's *The Art Therapy Sourcebook*, Buchalter's *Art Therapy Techniques and Applications* and Ai's *Vice*. Mr. Valdez's exploration of art therapy included the creation of a mask, mandala and a life map; development of a monologue addressing therapy modalities; authoring a poem focusing on art therapy in action; and the creation of a two minute film synthesizing his learning for the contract.

**EVALUATION:**

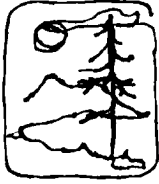
Written by: Gilda Sheppard, Ph.D.

Joseph-Paul Valdez completed all requirements for this Individual Learning Contract. In this contract, he examined some of the key ideas and processes involving therapy through the arts. This interdisciplinary study included reading, application, and the use of a variety of materials in order to experience different methods of art therapy. He used writing, discussion, and active demonstration in order to examine, analyze, and interpret topics in art therapy, both in theory and practice. Mr. Valdez applied art therapy to difficult subjects written about in contemporary poetry. In response to his independent study, Mr. Valdez developed projects that reflected insights about himself including an expanded self-understanding and ability to communicate. For these projects, he combined several different methods of art therapy. The methods included, among others: music, movement, mask making, drawing, psychodrama, guided poetic writing, spontaneous drawing, video camera, collage and mandalas.

Mr. Valdez completed a series of artistic representations of self and learning utilizing diverse art therapy modalities. These included creation of a mask, mandala and a life map, and the development of a monologue to address areas of discovery of self and pathways to new learning. He produced these artistic pieces revealing the power of reflexivity and artistic expression as a tool to this consciousness. His reflexive work was excellent as were his art pieces. In addition to these artistic representations, Mr. Valdez authored a poem entitled "Fear Ampers and Love" in response to a poem "Why Can't I Leave You?" written by Ai in her book *Vice*. It was excellent in its tone, rhythm, expression and poetic depth. Mr. Valdez extended the life of the poem by translating it into a script between client and therapist demonstrating his understanding of the power of listening and the importance of contexts and past experiences not as a frozen frame, but as data for therapy and communication. His written applications of different modalities of art therapy were practical and effective. Mr. Valdez was particularly attentive and discussant when he explored and examined brain research and cognition. His mask and final film were the culminating evidence of his learning of physiological and neural networking. His papers and art projects demonstrated his research in this area and his interest in the role of science and art.

September 9, 2011

Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

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Valdez	Joseph-Paul	D	A00240916
Student's Last Name	First	Middle	ID Number
40323	Individual Learning Contract		
Program or Contract No.	Title		
	20-JUN-2011	02-SEP-2011	4
	Date began	Date ended	Qtr. Credit Hrs.

Mr. Valdez's culminating film was a narrative monologue of his synthesis of learning for the contract. His two minute film entitled "Sustainable Smoke and Mirrors Natural Light" was engaging and somewhat hypnotic with images of the universe and color abstractly moving as Mr. Valdez spoke to the role of art in healing, wellness and well being. The seriousness and scholarship of the film's content was balanced with wit in words, phrases and the production name "Contingency Responsibility Intellectually Dishonest Productions." It was excellently presented. He demonstrated distinctive learning in the contract to receive full credit for a very good quarter.

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

4 – Art Therapy, Cognition and the Brain

September 9, 2011  
Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

Valdez	Joseph-Paul	D	A00240916
Student's Last Name	First	Middle	ID Number
40111	Quantitative Research Design and Statistics		
Program or Contract No.	Title		
	20-JUN-2011	02-SEP-2011	4
	Date Began	Date ended	Transfer Credit Hrs

**DESCRIPTION:**

Faculty: Tyrus Smith, PhD

This course explored the interdisciplinary use of quantitative reasoning and statistics to analyze social and environmental issues and problems. Course content focused on increasing students' understanding of quantitative research design, specifically, the methods and procedures for data analysis. Within this context, students demonstrated the ability to correctly calculate and interpret descriptive and inferential statistics. This included learning how to select and apply appropriate statistical tests. The statistical tests introduced in this course included Chi-Square, correlation and regression analysis.

**EVALUATION:**

Written by: Tyrus Smith, PhD

Mr. Valdez has demonstrated a proficient understanding of the role statistics plays in quantitative research, specifically, how to select an appropriate statistical test to investigate a socially or environmentally relevant research question. In the process he has also demonstrated that he can correctly summarize, calculate and interpret descriptive and selected inferential tests. His participation in class discussions and completed writing assignments have convincingly met course expectations and afforded him the opportunity to articulate his understanding of the quantitative method of inquiry while demonstrating his ability to analyze social and/or environmental data. This also included demonstrating his ability to analyze and critique quantitative information presented in scholarly research articles, news reports, popular media, etc.

Mr. Valdez has convincingly demonstrated his ability to correctly calculate and interpret descriptive statistics and appropriately apply selected statistical tests. He worked collaboratively with a fellow student to complete a statistical report analyzing General Social Survey data. This assignment included selecting variables that operationalize concepts that inform their research question, extracting data, and analyzing these data. For this assignment they performed a regression analysis which modeled the relationship between variables measuring socioeconomic factors and respondent attitudes about the affordability of healthcare. The analysis of results and presentation of the final report convincingly demonstrated his understanding of the tenets of quantitative research design and statistics. In the process, this work indicated a sound understanding of statistical concepts such as sample size, statistical significance, validity of data, and addressed the limitations of the dataset analyzed. The final report was well-developed and included relevant background research. Mr. Valdez's engagement with course content was very good. Overall, his work reflects a very good understanding of quantitative research design, and methods and procedures for data analysis.

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

4 Statistics

August 2, 2011  
Date



The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

Valdez	Joseph-Paul	D	A00240916
Student's Last Name	First	Middle	ID Number
20339-30327	With Liberty and Justice for Whom?		
Program or Contract No.	Title		
	03-JAN-2011	10-JUN-2011	32
	Date began	Date ended	Qtr. Credit Hrs.

**DESCRIPTION:**

Faculty: Artee Young, Ph.D., J.D. (Law, Literature), Campus Director and Lyceum Facilitator; Dorothy Anderson, Ed.D., LMHC (Psychology); Peter Bacho, J.D., LL.M. (Literature, Writing, Law, Political Science); Erin Ceragioli, M.F.A. (Writing, Dance); Barbara Laners, J.D., (Public Policy, Foreign Policy, Law); Mingxia Li (Zhang Er), M.D., Ph.D. (Medical Sciences, Public Health, Bioethics, Chinese Cultural Studies); Paul McCreary, Ph.D. (Mathematics and Social Justice, 3D Modeling, Life Science); Gilda Sheppard, Ph.D. (Media Literacy, Sociology, Cultural Studies); Tyrus Smith, M.S., Ph.D. (Environmental Science, Ecology, Environmental Policy); Arlen Speights, M.F.A. (Multimedia Art and Design, Web Design, Graphic Design, Video Production, Sound Editing), Tony Zaragoza, Ph.D. (Political Economy).

The faculty and students embarked 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 considered included: social and environmental justice, just political and economic systems, criminal justice, just healthcare and educational access, representations of justice in media, as well as concepts of equity, fairness and equality. By the end of the academic year we were able to offer concrete recommendations as to the steps necessary to achieve justice for all in our society.

Mr. Valdez's individual classes were:

Lyceum: With Liberty and Justice for Whom?

Faculty: Tyrus Smith, Ph.D.

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

Agitation Propaganda: An Awakening of the Community

Faculty: Gilda Sheppard, Ph.D. and Prof. Arlen Speights

This class examined propaganda as a tool to persuade, influence and manipulate a community as well as a tool to agitate resistance to such persuasion, influence and manipulation. We explored propaganda historically from both national and international contexts. We drew from the fields of ethnographic research, social psychology, sociology, media literacy, communication studies, and graphic arts. We learned how to recognize and take apart propaganda messages. And along the way we produced our own mass persuasion in fliers, clothing, videos and other forms that harnessed the power of propaganda for the broad purposes of social justice. This course was recommended for students interested in sociology, education, law and public policy, social work, media and graphic arts.

Psychology of Learning and Mathematical Understandings

Faculty: Dorothy Anderson, Ed.D., LMHC and Paul McCreary, Ph.D.

Discrete mathematics! Finally! A math course WITHOUT any algebra! In this course we investigated logic (how to determine if an argument holds water!), graph theory (how to get from one place to another while

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Date





The Evergreen State College - Olympia, Washington 98505  
**FACULTY EVALUATION OF STUDENT ACHIEVEMENT**

Valdez	Joseph-Paul	D	A00240916
Student's Last Name	First	Middle	ID Number
20339-30327	With Liberty and Justice for Whom?		
Program or Contract No.	Title		
	03-JAN-2011	10-JUN-2011	32
	Date began	Date ended	Qtr. Credit Hrs.

going through some cities and avoiding others), combinatorics (looking at anything that can be counted), sets (how to organize things, like what you are counting), and relations (how to compare and contrast ideas and objects). This course was helpful to anyone interested in teaching or using mathematics as an empowering tool.

Lyceum: With Liberty and Justice for Whom?

Faculty: Tyrus Smith, Ph.D.

In the spring, the theme progressed 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. The course assisted in the successful implementation and evaluation of the student group activities.

Global Pots: Food and Culture

Faculty: Mingxia Li, Ph.D. and Gilda Sheppard, Ph.D.

This class examined the relationship between food and culture from sociological and evolution biological perspectives. Human nutritional needs were studied as an approach to understanding the history of this dynamic duet. Anthropological documentary studies of cultural phenomena related to food, such as hunting/gathering, farming, cooking, sharing and passing on knowledge to next generations were examined in light of community building and restoration. Justice issues, such as how we put community wellness at the center of human society yet ensure every individual's "fair share," were debated. Students were encouraged to demonstrate their learning through team work to research and complete doable acts creatively, which were showcased at the Annual Community Spring Fair at the Tacoma campus. This class was recommended for students who are interested in social work, education, nutritional sciences, culinary arts, sociology, biomedical sciences, ethics, literature and filmmaking.

Pacific Visions: The Influence of Stereotypes on U.S. Foreign Policy

Faculty: Prof. Peter Bacho and Prof. Barbara Laners

For many Americans, Asia and Asians have always been the unknowable "other." Hence, the 20<sup>th</sup> Century prism through which many Americans viewed developments in Asia was distorted, often reflecting the wishes, hopes and biases of American observers. Stereotypes ranged from the negative (China and Japan as the "Yellow Peril") to the benign (China as potentially Christian). Such misperceptions are bad enough, but when used as the basis for U.S. foreign policy, the results have been disastrous. Students studied the roots of these biases, as well as the consequences of flawed U.S. foreign policy. Students also examined whether such views have changed much in this still new century.

**EVALUATION:**

Written by: Tyrus Smith, Ph.D.

For the winter and spring lyceum series, Mr. Valdez completed weekly assignments analyzing and reflecting upon the content presented in assigned readings, lectures and other course related materials. Mr. Valdez's

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coursework met course expectations. His completed assignments and participation in seminar discussions were evidence of this. His analyses and reflections upon assigned readings and course related materials indicated a more in-depth understanding of the historical evolution of American immigration policy (including the economic costs and benefits of immigration and perspectives on how immigration shapes the American identity), and the interconnections between food systems, human health and the environment.

Throughout the academic year, Mr. Valdez refined his skills in critical reading and textual analysis. His written work and contributions to class discussions met course expectations and demonstrated his ability to critically evaluate arguments formulated from different cultural models and worldviews. Mr. Valdez has demonstrated very good technical writing skills. The critical essays he completed have convincingly met course expectations by demonstrating his ability to present objective and informed analyses of course content.

Mr. Valdez also completed an action research project titled "Misleading Food Labels." This project convincingly met course expectations. The review of the literature on this topic indicated a deeper understanding of the factors that contribute to or exacerbate this problem and identified strategies taken from research articles and interviews that may be effective in addressing or mitigating the negative impacts associated with the problem identified. His work on this assignment demonstrates that he can work effectively with others to design and present an in-depth research project. As a result he has enhanced his skills in research, communication, presentation, evaluation, and reflection.

Throughout his time in this academic program, Mr. Valdez participated in small group and larger class discussions where he demonstrated his ability to articulate his thoughts and clarify his understanding of course materials. His contributions to class demonstrated his ability to engage in discussions that require communication across social, culture, and personal differences.

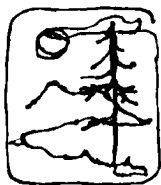
Mr. Valdez also completed elective courses during winter and spring quarters.

According to Dr. Sheppard, Mr. Valdez has fulfilled the expectations of the course titled Agitation Propaganda: An Awakening of the Community. In doing so, he was able to integrate his learning of rhetoric, ethnographic research and media production. With his final project, he demonstrated an interdisciplinary understanding of propaganda, persuasion, and public influence. Mr. Valdez submitted a memoir of his experiences with propaganda, two summary response papers, and a team-produced final paper. Overall, the work demonstrated his ability to use clear and concise language and to effectively communicate ideas in writing. He also participated in class discussions and demonstrated his ability to engage ideas and interactions in a group setting, and to practice the principles of effective and inclusive communication. Through his participation in team work, Mr. Valdez demonstrated his ability to work collaboratively on assignments and projects. He made significant contributions to the success of his team's submissions. He also learned the use of iMovie to produce videos. Additionally, his class work demonstrated his ability to use hand lettering and digital layout techniques to produce fliers and wearable propaganda messages. The digital work he submitted demonstrated a strong grasp of the digital software.

Professor Bacho noted that Mr. Valdez has satisfied all requirements for the course titled Pacific Visions: The Influence of Stereotypes on U.S. Foreign Policy. In fulfilling the objectives for this class he has clearly

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demonstrated his understanding of works of literature and history relevant to the subject matter. He has also demonstrated his understanding of how erroneous perceptions have triggered tragedies, as well as other aspects of the course material. His participation in class discussions and completed writing assignments met course expectations. His overall work demonstrated a thorough and thoughtful grasp of effective writing in a wide variety of contexts. Mr. Valdez's engagement with course content was of a consistently high quality. He is an intelligent and focused adult learner, with very good academic skills. Overall, Mr. Valdez has had a very good quarter.

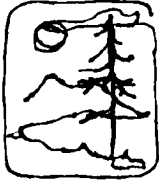
For the course titled Psychology of Learning and Mathematical Understanding, Dr. McCreary noted that Mr. Valdez showed especially keen understanding of psychological concepts related to memory and cognitive processes. Mr. Valdez was able to articulate and apply traditional theoretical approaches to math education and related behavioral concerns. He made significant contributions to the research project and was confident and competent during his presentation. Mr. Valdez demonstrated his ability to integrate his learning of mathematics and psychology of learning by producing a final project titled "Mathematics Phobia." His final presentation was an interesting demonstration of the interdisciplinary understanding of mathematics and the psychology of learning, and how they can be related in a research proposal. He described how modeling personality traits can be a guiding concept for studying academic phobias. Mr. Valdez participated in small group work that took on challenging problems in discrete mathematics and demonstrated his understanding of principles of effective and inclusive communication. His participation in team homework demonstrated Mr. Valdez's ability to work collaboratively on assignments and projects. He made contributions in the problem solving process, and contributed in presentations made to the entire class. Mr. Valdez participated in team homework activities and made contributions to the quality of his team's submissions. His work demonstrated his understanding of the discrete mathematics topics. His submitted assignments demonstrated that Mr. Valdez has an excellent understanding of the proposition constructions in formal logic.

According to Dr. Li, Mr. Valdez has completed the course titled Global Pots: Food and Culture. In fulfilling the objectives for this class he has convincingly demonstrated his understanding of foundational principles in human biology, ecology, physiology and the anatomy of the human digestive system, nervous system, sensory organs and endocrine system. He has also demonstrated his understanding of the varied nutritional values of natural vs. processed food in the contemporary American food system. His work reflects a deep appreciation of food as a possible source of nutrients, pleasure, individual and cultural identity and medicine. He enhanced his knowledge of the pressing issues of world hunger and the environment's degradation due to human activities. Mr. Valdez has convincingly demonstrated his ability to effectively create a digital film in collaboration to convey the team's focused research on comparing the nutritional value of a home cooked meal vs. a fast food meal of same price. He also worked effectively in the film workshop and in the biology lab studying the human nervous system and sensory organs using a compound optical microscope and physiological methods.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 32**

- 3 – Public Health
- 3 – Political Science
- 3 – Propaganda and Persuasion

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2 – Video Production  
3 – Discrete Mathematics  
2 – Psychology of Learning  
3 – Project Management  
3 – Environmental Health  
3 – Sociological Inquiry: Food, Culture and Media Representation  
2 – Human Biology  
3 - Asian History  
2 - US Foreign Policy

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## 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](http://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.