

**Boston College's
Global Proficiency Program
Official Transcript**

Jennifer Ibach

I. International Experience

Quito, Ecuador, Universidad San Francisco de Quito

Visited a Quechuan Trading Market and Local Artisan Shops

- Activities: Learned about traditional ethnic art and practiced bartering. Also learned about how art is passed through families and how the artisan economy is changing because of expansion and technology. Wrote paper synthesizing the experience.

Expedition to observe native cultures and the effects of oil drilling and deforestation in the Amazon Jungle:

- Activities: Explored the jungle and tributaries of the Amazon with an indigenous guide. Visited a local museum and an indigenous family. Sampled local foods and learned about the diminishing indigenous culture and the effects of big business. Wrote paper synthesizing the experience.

Toured Historic Quito and Cuenca:

- Activities: Visited local churches and government structures to learn about the history, myths, art and architecture that uniquely developed by combining the culture of the Spanish conquistadors and the native indigenous tribes.

II. Academic Component

Language: Spanish

- Boston College placement test, placed out of College Level Spanish,
- Spanish Conversation, Composition, and Reading I and II.
- Naturalmente I and II
- Contextos

Humanities Courses:

- Balkan Civilizations
- Spanish American Literature in Film

Social Science, Business, Education Courses:

- Iberoamerican Culture and Civilization (Taken while abroad)
- Sexuality and Attraction (Taken while abroad)

III. Co-curricular Activities

Activity 1: Nicaragua Immersion Experience

- Description: Attended meetings throughout the capital city of Managua to learn more about political, social, economic, cultural and human rights issues from various organizations. Also lived with and provided aide to a campesino family for three days in a rural village called El Bonete.
- Skills: Was chosen after a competitive application process. Fundraised, led group reflection, translated for Nicaraguans and fellow American participants, learned about Nicaraguan life and history, published article reflecting on my experience.
- Hours a Week: four months of one to one and one-half an hour/eleven days of Service in Nicaragua

Activity 2: Center for Working Boys

- Description: Volunteered as a tutor for a 4th grade Ecuadorian child who needed extra help in school. The Center for offers classes for economically poor families and also helps train the boys to shine shoes.
- Skills: Designed lesson plans in mathematics and literature and implemented the classes in tutorials conducted in Spanish.
- Hours a Week: three one hour classes (M/W/F) from February to May

Activity 3: Mexico Service Trip

- Description: Volunteered through a Mexican-based program called Esperanza (Hope). Volunteers help construct partially subsidized houses that are also partially paid for by the families.
- Skills: Knowledge of the Spanish language was helpful. Also needed fundraising and construction skills.
- Hours a Week: Four Months of one hour Bi-Monthly Meetings and Fundraising/eleven days of Service in Tijuana

Service Project: EPIC Center, Sunnyside, WA

- Description: Taught preschool at a summer school primarily attended by the children of local migrant workers.
- Skills: Designed appropriate lesson plans and activities, as well as teaching basic English to the children. Helped serve food to the children and to teach them personal hygiene. Also volunteered in local nursing homes in the afternoons, visiting patients and playing games.
- Hours a Week: four Months of one hour Bi-Monthly Meetings and Fundraising/seven days in Sunnyside