



Cook, Aniya Lenise

A00430069

Last, First Middle

Student ID

**TRANSFER CREDIT:**

Start	End	Credits	Title
09/2020	06/2021	20	Tacoma Community College
09/2020	06/2021	3	Tacoma Community College

**EVERGREEN UNDERGRADUATE CREDIT:**

Start	End	Credits	Title
09/2021	03/2022	28	<b>In Sickness and In Health</b> 6 - Positive Psychology 4 - Narrative Psychology 4 - Sociology of Health, Illness, and Healing 4 - Ethnography 4 - Applied Anthropology 4 - Community Psychology 2 - Medical Anthropology
09/2021	12/2021	2	<b>Greener Foundations</b> 2 - Foundations of College Success
01/2022	03/2022	2	<b>Greener Foundations</b> 2 - Foundations of Student Success
03/2022	06/2022	16	<b>Chemistry Counts!</b> 10 - Introductory Chemistry with Laboratory 6 - Algebraic Thinking for Science
09/2022	03/2023	25	<b>Integrated Natural Sciences</b> 5 - General Biology with Laboratory: Ecology and Evolution 2 - General Biology with Laboratory: Cell and Molecular 5 - General Chemistry I with Laboratory 3 - General Chemistry II with Laboratory 4 - Introductory Statistics 4 - Precalculus I 2 - Science Seminar
04/2023	06/2023	16	<b>Gender and Sexuality History: 1800-Today</b> 4 - Gender and Sexuality Studies 4 - History: Society and Culture in Europe and the U. S., 1800 to 2020 4 - History: Gender and Sexuality, U.S. and Europe, 1800 to 2020 4 - History Methodology: Primary Source Analysis
09/2023	03/2024	32	<b>A Place in the Past: Reading and Writing Historical Fiction</b> 8 - Composition I: Inquiry 4 - Composition II: Literary Analysis 8 - Studies in the Novel 8 - Creative Writing I 4 - Creative Writing II
04/2024	06/2024	8	<b>Literary Arts and Studies Capstone</b> 8 - Advanced Creative Writing



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**EVERGREEN UNDERGRADUATE CREDIT:**

Start	End	Credits	Title
04/2024	06/2024	4	<b>Senior Seminar</b> 2 - <i>Education Studies</i> 2 - <i>Critical Writing</i>
06/2024	09/2024	16	<b>A Writer's Paradise</b> 4 - <i>Introduction to Poetry</i> 4 - <i>Introduction to Drama</i> 4 - <i>Introduction to Multicultural Literature</i> 4 - <i>Creative Writing</i>

**Cumulative**

172 Total Undergraduate Credits Earned



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## **June 2024 - September 2024: A Writer's Paradise**

16 Credits

### **DESCRIPTION:**

Faculty: Steven Hendricks, M.F.A.

"A Writer's Paradise" was a project-intensive manuscript development program. Working on their manuscripts, students learned to develop drafts, think and write reflectively about their process and self-critique, respond to and give detailed feedback, and practice major revision work and self-editing. In addition, students read selected stories, essays, and poems and explored ideas and practices inspired by Peter Turchi's guide to writing, *Maps of Imagination: Writer as Cartographer*. Two prompts per week challenged students to try different forms, styles, and writing practices. An additional minor project challenged students to develop a query letter for their proposal, research a chosen author, or compose a publishable review for a chosen work. Students participated in peer groups to offer each other feedback, support, and discussion. Students who successfully finished the program will have worked at their individual skill level to earn credits in creative writing that include craft work, literary study, and individualized challenges to develop their writing practice.

### **EVALUATION:**

Written by: Steven Hendricks, M.F.A.

Aniya completed excellent work in the full two sessions of "A Writer's Paradise," an intensive summer program in literary studies and creative writing. Through independent study and a series of well-researched critical essays, Aniya earned credits toward an English Language Arts Endorsement in preparation for the Masters in Teaching program in these areas: drama, multicultural literature (American ethnic authors), and poetry.

Aniya was engaged in class, worked effectively with peers, and completed thoughtful and inventive work in response to writing prompts and general assignments, showing good critical thinking skills.

Aniya's chosen professional practice included two pieces of literary analysis and research: the first on Edward P. Jones's novel *The Known World*, and the second on the life and writing of William Wells Brown. Both showed cogent work with research and offered excellent introductions to, and framing of, the works. Aniya's writing was clear and nicely organized.

Aniya's major, individual, project submissions, with the exception of one creative writing piece, were composed as final synthetic research essays in the three major areas of independent study: poetry, drama, and multicultural literature. Aniya's work (substantial essays in each case) showed copious research, skill and care at building a thoughtful approach to each area of study. Aniya did good work to synthesize careful study of texts with context and some basic disciplinary principles. Aniya's creative piece was an ambitious new narrative that explored complex family dynamics in a tightly woven sequence of scenes. It was compelling work worthy of further development.

Aniya finished the quarter well-prepared for further study of the literary arts.

### **SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16**

- 4 - Introduction to Poetry
- 4 - Introduction to Drama
- 4 - Introduction to Multicultural Literature
- 4 - Creative Writing



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## **April 2024 - June 2024: Senior Seminar**

4 Credits

### **DESCRIPTION:**

Faculty: Elizabeth Williamson

This course provided several different learning activities to support students in writing their Academic Statements. Through reading and seminar, they reflected critically on their Evergreen education in the context of broader social and economic issues. Through in-class writing exercises, they developed greater clarity about their strengths, their interests, and how they wanted to represent their education via the Academic Statement. They also created and/or refined related documents such as cover letters, resumes, and graduate school statements. Finally, they went through three rounds of revision to ensure that their final Academic Statements are the best possible representation of what matters to them about their education.

### **EVALUATION:**

Written by: Elizabeth Williamson

Aniya chose to take this course a few quarters before she needed to turn in her final academic statement, which will allow her to focus her attention on her primary coursework next fall and winter. She was a thoughtful and consistent presence in our class. She always made sure that she understood my expectations and how they applied to her situation, and all assignments were successfully completed.

Aniya's academic statement tells the story of making the difficult choice to challenge her family's expectations for her career, and to pursue her love of writing. This is the kind of game-changing decision many of us face repeatedly throughout our lifetime, and I applaud Aniya for spending some time thinking about how and why she made this one.

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

2 - Education Studies

2 - Critical Writing



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## **April 2024 - June 2024: Literary Arts and Studies Capstone**

8 Credits

### **DESCRIPTION:**

Faculty: Steven Hendricks, M.F.A.

This intermediate to advanced Literary Arts and Studies program provided students with a forum for intensive practice in creative writing and offered the possibility for the development or completion of Capstone projects in fiction writing and literary scholarship. The program was a lively forum for sharing work, discussing ideas, building creative practices, and developing skills and habits of a working writer. Lectures, peer critique, and writing workshops guided students in developing a successful creative practice responsive to key concepts and strategies in the field and prepared them to move toward publication and other professional goals.

### **EVALUATION:**

Written by: Steven Hendricks, M.F.A.

Aniya completed excellent work in the advanced creative writing program "Literary Arts and Studies Capstone."

Aniya fulfilled regular program requirements including bringing original writing to workshop groups, reading and critiquing the work of other participants, rigorous and serious revision based on feedback, attendance and participation in lectures and seminars, and development of original creative writing projects.

Aniya was an engaged and productive member of the learning community throughout the quarter. Beyond attendance and thorough engagement in program work, Aniya's dedicated participation in small group activities and peer critique meetings was an essential part of our learning community.

Aniya gave two lectures/presentations for the class, both thoughtful and clearly organized. First, Aniya gave a presentation on several personally significant works, including the novel *Psycho* and two works of non-fiction, one on families and the other on isolation. Second, Aniya offered a discussion of writing exercises, providing a number of great examples and what makes them useful and interesting. Aniya was an effective presenter and managed the presentation process very well.

Aniya's manuscript project developed strongly throughout the quarter. Continuing to build a narrative tracing the mind and actions of a serial killer, Aniya's manuscripts this quarter deepened the cast of characters, built complex and sustained scenes, and overall enriched the layers and flow and psychological development. Aniya's writing improved in exciting ways, with strengthening dialogue, evocative descriptions, and increased sense of tension throughout. Ambitious work!

It was a highly successful and productive quarter for Aniya, working well with a supportive peer critique group, completing ambitious drafting, and sustaining commitments to creative and critical practice.

### **SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8**

8 - Advanced Creative Writing



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## **September 2023 - March 2024: A Place in the Past: Reading and Writing Historical Fiction**

32 Credits

### **DESCRIPTION:**

Faculty: Kristin Coffey, Ph.D. and Steven Hendricks, M.F.A.

This two-quarter program introduced the genre and craft of historical fiction. We focused on reading and understanding the genre, including its benefits and constraints, as well as the choices writers make in drafting setting, characters, plot, and theme in a historic context. Topics discussed included: generating ideas, developing outlines and research plans; building research skills, understanding primary and secondary sources and creating a historical backdrop and world building, creating authentic characterization and dialogue, and the ethics of telling the stories of others, especially of marginalized peoples.

Central to this program is the scholarly question of the contemporary author's responsibility to convey authenticity within the borders of fact versus fiction – where their fundamental purpose is reviving a time period and the untold stories and experiences within that history. This program discussed: How can writing students fundamentally concern themselves with the way the past survives in the imagination? How are writers positioning readers to consider the many ways we make sense of the past and understand the lived experience through historic record? How do we create fiction while acknowledging the difficulty of impartiality as we rely solely upon historic fact to represent the story of all people in the past?

In the fall, students read three historical fiction novels, Amor Towles' *A Gentleman in Moscow* (2016), Edward P. Jones' *The Known World* (2003), and Julie Otsuka's *When the Emperor Was Divine* (2002). In addition, students read and discussed a number of critical articles and produced submissions to a total of ten academic assignments, including three literary analysis papers, an interest board, historical try-on, character sketch, world building map, personal essay, bibliographic essay, and new start of an original historical fiction piece.

In the winter, students engaged in seminar, close reading, and critical writing about two works: Yang's *Boxer's and Saints*, and Sebald's *Rings of Saturn*. Meanwhile, students' manuscripts became a major focus. Each student participated in weekly peer critique, revised according to in-depth feedback from faculty, and wrote reflective "Author's Notes" and other materials that demonstrated development of creative writing skills. Workshops and seminars in the winter emphasized closed reading, generative writing and revision skills, and professional practices for writers.

### **EVALUATION:**

Written by: Steven Hendricks, M.F.A.

Aniya completed excellent work throughout "A Place in the Past: Reading and Writing Historical Fiction," a full-time interdisciplinary program in historical research, creative writing, and literature. With perfect attendance and submission of all assignments, Aniya earned full credit in the program.

Aniya was a positive member of our learning community, contributing thoughtfully in small group discussions with generosity and seriousness. Aniya submitted increasingly effective writing for seminar papers (Towles, Jones, Otsuka, Yang, Sebald). Aniya's writing gave attention to themes and symbols and showed skills in informal literary analysis, close reading, and extracting textual evidence towards explorations of meaningful themes. Perhaps Aniya's best exploration was of Yang's twin graphic novels. In that essay, Aniya crafted a detailed and insightful examination of the central characters' roles as leaders and how the story complicates and condemns their actions and choices. Aniya pursued the analysis with rigor, and the writing was strongly organized and clear.



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Aniya did exciting work on the manuscript project. Aside from the work itself, Aniya used ancillary pieces — process work, author's notes, progress notes, and a query letter — to explore creative process, revision, and to express themes, goals, and formal choices of the narrative. Each draft showed some significant progress, even as Aniya switched projects and pursued a new storyline in a similar setting. Aniya wrestled productively with key areas of development, including characterization, building tension through scenes, crafting the interiority of a complex character, and balancing a narrative split among different times. The final draft showed Aniya's ambitious work to carry the tragic and horrific experiences of characters as they are pursued by a menacing central figure; with a stark and eerily familiar sense of place and culture, Aniya crafted visceral emotional moments.

At the end of the program, Aniya was well prepared for further study of creative writing and literature at the intermediate and advanced levels.

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

- 8 - Composition I: Inquiry
- 4 - Composition II: Literary Analysis
- 8 - Studies in the Novel
- 8 - Creative Writing I
- 4 - Creative Writing II



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## **April 2023 - June 2023: Gender and Sexuality History: 1800-Today**

16 Credits

### **DESCRIPTION:**

Faculty: Stacey Davis, PhD, Bradley Proctor, PhD

This program covered the history of gender and sexuality in Western Europe and the United States from the 19th century to the present. Emphasis was on understanding shifting gender roles and changes in sexual identities in light of larger socio-cultural, political, economic, legal and religious histories. Common women and men, such as factory workers, domestic servants, soldiers, and immigrants were the focus of our study, and their daily experiences were analyzed in light of 19th-century theories of the "separate spheres"; first-, second-, and third-wave feminist movements; 20th-century battles for gay and trans rights; the history of science and medicine as it shaped understandings of sex, gender, and sexuality; and shifting portrayals of gender and sexuality in literature and art. Special areas of attention include the gendered and embodied realities of African Americans from Reconstruction to the present; experiences of gender and sexuality in war; and gendered and sexed aspects of political movements, including communism in the Soviet Union and fascism in Germany. Program readings and writing assignments were extensive; students practiced primary source text analysis, seminar skills, and academic essay writing. As a cumulation of learning, students completed a five-hour, in-class, essay-based final exam. For their final project, each student compiled a gallery of annotated primary sources, complete with analytic footnotes and a contextual introductory essay. Key texts included Simone de Beauvoir, *The Second Sex*; Tera Hunter, *Bound in Wedlock: Slave and Free Black Marriage in the Nineteenth Century*; Ann-Louise Shapiro, *Breaking the Codes: Female Criminality in Fin-de-Siècle Paris*; Modris Eksteins, *The Rites of Spring: The Great War and the Birth of the Modern Age*; Margot Canday, *The Straight State: Sexuality and Citizenship in Twentieth-Century America*, and Zoë Playdon, *The Hidden Case of Ewan Forbes: And the Unwritten History of the Trans Experience*.

### **EVALUATION:**

Written by: Bradley Proctor, PhD

Aniya Cook did very good work in this program. Aniya had excellent attendance and good participation in both small group and large class discussions. Aniya's contributions to discussion were always grounded in a strong understanding of the history being discussed.

Aniya's written work was also very good and improved over the quarter. Aniya completed all of the reading workshops with thorough answers that demonstrated strong comprehension of the readings. For the first essay, Aniya wrote a fair essay that did a solid job summarizing the historical document "The Women of England, Their Social Duties, and Domestic Habits." Aniya wrote a stronger paper for the second major essay, analyzing Jean Auguste Dominique Ingres's painting *Venus Anadyomene*. The essay began with very good close visual analysis of the painting, then moved into some good historical analysis of gender norms that would have shaped the painting, and ended by posing great questions for future research.

For the major project of the quarter, Aniya researched women's fashion through the lens of sexuality. Aniya submitted pieces of this project in scaffolded assignments throughout the quarter. On the last day of class, Aniya brought in a large cardboard poster with the outline of a corset, images of women's fashion, annotations of them, and selections from the project's framing essay.

Aniya found excellent primary sources to annotate. The project included a thorough framing essay about changes to women's fashion in the nineteenth and twentieth centuries. The project then included a strong variety of sources, including a cartoon from 1810, nineteenth-century photographs of women in clothes that challenged gender norms, and even a clip from the film *Seven Year Itch* featuring Marilyn Monroe.





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Aniya included many excellent annotations for these sources, highlighting both major historical trends as well as interesting specific details in the sources. This was a thorough, impressive project.

Aniya's final exam demonstrated exceptional command of program materials and showed strong understanding of the history the program covered. Aniya wrote short and long essays that drew from lectures, workshops, films, and program readings—including readings that were not much discussed in class. The concluding essay drew from multiple readings to make a sharp argument about the ways changing social norms have changed sexuality's role in society.

In sum, it was a pleasure to have Aniya as part of our learning community this quarter. Aniya is prepared for advanced study in the humanities, particularly history.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16**

- 4 - Gender and Sexuality Studies
- 4 - History: Society and Culture in Europe and the U. S., 1800 to 2020
- 4 - History: Gender and Sexuality, U.S. and Europe, 1800 to 2020
- 4 - History Methodology: Primary Source Analysis



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## **September 2022 - March 2023: Integrated Natural Sciences**

25 Credits

### **DESCRIPTION:**

Faculty: Vauhn Foster-Grahler, M.S., Mike Paros, D.V.M, Paula Schofield, Ph.D., and Erik V. Thuesen, Ph.D.

*Integrated Natural Science* is an interdisciplinary science program that included general biology, general chemistry, statistics and pre-calculus. The following description is for fall and winter quarters only, and although each subject is listed separately, the material was delivered in an integrated manner, approaching many concepts from biological, chemical and quantitative perspectives. Some students were enrolled in all components listed below, for 32 credits. Other students opted to take selected components, ranging from 12-30 credits. Students were assessed on completion of weekly homework assignments, quality of laboratory reports and laboratory notebooks, and performance on weekly online quizzes, and several in-class examinations.

### General Biology with Laboratory: Ecology and Evolution

The textbook was Hillis et al. 2020. *Life: The Science of Biology*, 12th edition. Students studied evolution, the diversity of life and some selected topics in ecology. Studies in evolutionary biology included natural selection, macroevolution and speciation. The diversity of life included in-depth study of bacteria, archaea, fungi, protists, plants, and animals. Particular attention was made to learning about synapomorphies for clades on the Tree of Life in the textbook. Topics in ecology included Red Queen Hypothesis, Intermediate Disturbance Hypothesis, Biodiversity, primary production, and energy flow in food webs. Laboratory investigations included diversity of bacteria, diversity of Fungi, field collection and measurement of local tardigrades using light microscopy, and measurements of marine bivalve biodiversity, among other activities.

### General Biology with Laboratory: Cell and Molecular

The textbook was Hillis et al. 2020. *Life: The Science of Biology*, 12th edition. Students learned core concepts in genetics, cellular biology, molecular biology, and biochemistry. Weekly assignments consisted of textbook readings on fundamental biology subjects that included: mitosis and meiosis, Mendelian and non-Mendelian Genetics, chromosomal basis of inheritance, DNA biology and gene expression, protein structure and function, cell membrane transport and signaling. Laboratory sessions focused on basic cellular and molecular techniques such as microbial growth curves, cytology, PCR, and gel electrophoresis. Student evaluations were based on weekly online quizzes.

### General Chemistry I with Laboratory

The textbook was *Chemistry: The Central Science*, 14th Ed., by Brown, Le May and Bursten. Topics covered included measurement, nomenclature of inorganic compounds, stoichiometry, aqueous reactions and ionic equations (acid-base, precipitation, redox), periodic properties of the elements, electron configuration and thermochemistry. Laboratory exercises and techniques included UV and visible spectroscopy to determine the concentration of unknowns via standard curve methods; titrations, including an EPA method to determine the hardness of water, and a back titration; use of coffee-cup and bomb calorimeters to determine enthalpies of solutions and calorie content of foods.

### General Chemistry II with Laboratory

The textbook was *Chemistry: The Central Science*, 14th Ed., by Brown, Le May and Bursten. Topics covered included Lewis structures, chemical bonding, molecular shape, intermolecular forces, and



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properties of liquids and solutions. More detailed topics included chemical kinetics, chemical equilibria and acid-base equilibria. Aspects of introductory chemistry as they relate to both biological and chemical processes such as enzyme kinetics, catalysis, and thermodynamics were also presented. Laboratory exercises and techniques included TLC and column chromatography; determination of partition coefficients; determination of the activation energy of a chemical and enzymatic reaction. Students also worked on their scientific writing skills; they were required to write comprehensive formal lab reports of all lab experiments and were given detailed feedback on each.

### Introductory Statistics

The textbook was *Elementary Statistics*, 10th Ed., by Mario Triola. This portion of INS was an introduction to the analysis of data using descriptive statistics, probability, and inferential statistics. Topics included sampling and data collection methods, percent, percentile, and percent change; measures of central tendency and variation; graphical representation of data; probability; normal distribution; hypothesis tests of one and two parameters using Student-t and chi-square distributions; linear correlation and regression. In addition, students learned, and applied to Chemistry and Biology labs, Excel techniques for much of the above content.

PreCalculus I: The text was *Functions Modeling Change: A Preparation for Calculus*, 5th Ed. Connally, Hughes-Hallett, Gleason, et al. Chapters 1 - 6 and parts of chapter 10. This was a problem-solving-based overview of functions that model change. Students participated in regular in-class group work and were assessed through multiple modalities including, daily homework, multiple take-home problem sets, two multiple-choice quizzes, and two in-class, resource-limited exams. Content included functions and functional notation, linear, exponential and logarithmic functions. Applications of these functions were studied in depth. Students represented these functions and worked with them algebraically, numerically, graphically, and verbally. 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 process outcomes: use of correct mathematical notation and procedures, development and interpretation of mathematical models, appropriate use of technology, demonstrating and understanding of and linking multiple representations of functions, use of critical thinking and communicating mathematics effectively.

### Science Seminar

Each week students read primary literature and other texts, and discussed the science and societal implications of each topic, in both small and large groups. Topics covered include microbial degradation of petroleum hydrocarbons, the human microbiome, energy use in the USA, biofuels from algae, PPCP pollution in wastewater and surrounding environments, mycorrhizal networks. Readings were taken from: *Frontiers in Marine Science*, *National Geographic*, *U.S. Energy Information Administration (EIA) Annual Outlook 2022*, *Bioresource Technology*, *Trends in Ecology and Evolution*, *PNAS*, and *Nature*.

### EVALUATION:

Written by: Vauhn Foster-Grahler, M.S., Mike Paros, D.V.M., Paula Schofield, Ph.D., and Erik V. Thuesen, Ph.D.

Aniya did an overall good job in biology during fall quarter. Her homework assignments were completed with excellent results. Aniya's quiz scores were very good. Aniya did satisfactory on the midterm biology exam and on the final cumulative biology exam at the end of fall quarter. She was attentive in laboratory, developed her biology lab skills and did excellent work on her lab assignments.

Based on weekly quizzes, Aniya achieved basic comprehension of the Biology concepts covered in winter quarter. Aniya showed a rudimentary understanding of Mendelian and non-Mendelian Genetics, the cellular and molecular basis of mitosis and meiosis, DNA biology, protein structure and function, and



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cell communication. Aniya completed all of the assigned reading and homework assignments, demonstrating excellent preparation prior to lecture. Aniya took advantage of learning opportunities in biology lectures, workshops, and labs through engagement of the subject material.

Aniya's performance in the general chemistry component of the program ranged from adequate to fairly good. She attended class activities regularly and completed homework and laboratory assignments to a high standard. Overall, Aniya demonstrated a fairly good understanding of the fundamentals of general chemistry, such as chemical equations, chemical bonding, and stoichiometry. However, Aniya really struggled with the more complex and quantitative topics such as chemical kinetics and equilibria. In lab, Aniya carried out her experiments in a safe and professional manner, and learned the basic laboratory bench skills and techniques in general chemistry. In addition, Aniya developed good scientific writing skills; her chemistry formal lab reports improved over the quarter and the final one was very good in detail, presentation and analysis. Her chemistry lab notebook was excellent. Aniya would need to re-take general chemistry II if this is a required course for her future studies.

Aniya was a positive participant in statistics and often contributed to group discussions. Aniya was fully engaged prepared for class. Aniya completed all homework assignments. Aniya's exams demonstrated near-satisfactory performance and Aniya's quizzes demonstrated good understanding of the course content. Aniya successfully completed Excel workshops related to statistics content and applied these to biology and chemistry labs.

Aniya completed all precalculus homework assignments and was always prepared for class. Aniya completed all assessments. Aniya's take home assessments and overall demonstrated satisfactory to proficient performance for the precalculus process outcomes for the entire course content. Aniya's resource-limited, timed exams showed near-satisfactory understanding of the concepts and procedures of precalculus I. Aniya is marginally prepared for precalculus II.

Aniya had excellent attendance to seminar and made valuable contributions during discussions.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 25**

- 5- General Biology with Laboratory: Ecology and Evolution
- 2- General Biology with Laboratory: Cell and Molecular
- 5- General Chemistry I with Laboratory
- 3- General Chemistry II with Laboratory
- 4- Introductory Statistics
- 4- Precalculus I
- 2- Science Seminar



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## **March 2022 - June 2022: Chemistry Counts!**

16 Credits

### **DESCRIPTION:**

Faculty: Dharshi Bopegedera, Ph.D., Vauhn Foster-Grahler, MS., M.Ed.

The Chemistry Counts! program explored topics in introductory chemistry and algebraic thinking for science using a context-based problem-solving approach. Although students were held responsible for their individual work, collaborative learning was emphasized in all parts of the program. Synchronized lectures and workshops via the Zoom platform and in-person chemistry laboratories were utilized each week.

The lecture portion of Introductory Chemistry covered classification and properties of matter, the periodic table, IUPAC nomenclature, modern atomic theory, introduction to the quantum mechanical model, atomic and molecular weights, the mole concept, percent composition by mass, balancing chemical equations, reaction stoichiometry including limiting reactants and yields, molarity, Lewis structures, VSEPR model, bond and molecular polarities, intermolecular forces, acid-base reactions, and precipitation reactions. Students worked in small teams in weekly workshops designed to develop problem solving and quantitative reasoning skills. Students were given weekly homework assignments and three exams to assess their learning. Text: *Chemistry: Atoms First* (2nd Ed.). Flowers, Theopold, Langley, Neth, and Robinson, OpenStax (Rice University, TX).

In the chemistry laboratory students developed wet lab skills, record keeping skills, and lab report writing skills. Students learned to use Microsoft Excel software for graphing and analysis of laboratory data. Experiments included exploring accuracy and precision using volumetric glassware, emission and absorption spectroscopy including Beer-Lambert law, chromatography of a homogeneous mixture, separation of a heterogeneous mixture, extracting copper from malachite, and synthesis of aspirin. In addition, several hands-on activities were included so students could make connections with chemistry concepts covered in lectures. These included building a home-made spectrometer, exploring ultra-violet detecting beads (interaction of matter with light) and light sticks (chemiluminescence), making bath bombs (acid-base reactions), and creating tie-dye scarves and a chemical bookmark (chemical bonding and polymer chemistry). Students submitted written reports of their laboratory investigations each week for evaluation.

The Algebraic Thinking for Science portion of Chemistry Counts! introduced students to concepts and algebra of functions, as well as linear, quadratic, exponential, and logarithmic functions and their applications. In addition, students learned scientific notation, proportional reasoning, and unit conversions. Students worked with these topics algebraically, graphically, numerically, and verbally. Context-based problem solving and collaborative learning were emphasized. Students completed homework, weekly submitted problem sets and 3 time and resource limited exams. Text: *Algebraic Thinking for Science*. Vauhn Foster-Grahler and Megan Olson-Enger. 2020. In addition to the content, students were assessed and self-assessed on process outcomes including use of correct mathematical notation and procedures, the ability to develop and interpret mathematical models, appropriate use of technology, understanding and linking multiple representations of functions, use of logical and correct critical reasoning and communicating mathematics effectively.

### **EVALUATION:**

Written by: Dharshi Bopegedera, Ph.D., Vauhn Foster-Grahler, MS., M.Ed.

**Introductory Chemistry with Laboratory:** Aniya completed all the homework assignments on time, and these were consistently excellent. She worked enthusiastically in small teams with fellow students during breakout sessions to solve chemistry problems. She also engaged well in class discussions. Her



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performance in the exams was overall well above average indicating a very good grasp of the concepts covered this quarter. Aniya is ready for further studies in chemistry.

Aniya participated in all the laboratory sessions and submitted all of her lab reports on time for evaluation. These indicate that Aniya learned all the skills and analyzed laboratory data exceptionally well. She can use Microsoft Excel for graphing and data analysis confidently and draw meaningful conclusions from her analyses.

**Algebraic Thinking for Science:** Aniya was an active and positive participant in our synchronous Zoom sessions and consistently contributed to work in breakout rooms. Aniya completed all take-home problem sets and all timed and resource-limited exams, including a comprehensive final exam. Aniya's written assessments demonstrated satisfactory to proficient performance for the math process outcomes for the entire course content. Aniya is prepared to take Precalculus I and is encouraged to do so.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16**

10 - Introductory Chemistry with Laboratory

6 - Algebraic Thinking for Science



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**January 2022 - March 2022: Greener Foundations**

2 Credits

**DESCRIPTION:**

Written by: Cynthia Kennedy, MBA

First-Year students' academic skill development was supported by their participation in Foundations of College Success, a module of instruction and community-building activities where students were introduced to college support services and practices and academic skills including using metacognition to improve learning. The bulk of their work this quarter centered around creating an academic plan based on their personal values and strengths which was designed to help them meet their academic, career and personal goals.

**EVALUATION:**

Written by: Cynthia Kennedy, MBA

Aniya has successfully completed the Foundations of College Success course. In the winter, Aniya demonstrated strong time management skills and the ability to plan, organize, and submit their work with thoughtful reflection and strong ideas. Aniya demonstrated strong leadership skills and was consistently engaged in class workshops, activities, and discussions. Aniya was able to balance academic and personal goals, giving evidence of compassion, empathy, and understanding. In developing their academic plan and presentation, Aniya learned that their passion lies in the sciences, and their final paper demonstrated a beautifully synthesized educational path.

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

2 - Foundations of Student Success



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**September 2021 - December 2021: Greener Foundations**

2 Credits

**DESCRIPTION:**

Faculty: Wade Arave and Julie Rahn

First-Year students' academic skill development was supported by their participation in Foundations of College Success, a module of instruction and community-building activities where students were introduced to college support services and practices, wellness strategies, seminar skills, reflective writing, time management strategies, and more to foster both personal and academic growth.

**EVALUATION:**

Written by: Wade Arave and Julie Rahn

Aniya Cook completed the Foundations of College Success course with full credit, submitting her work in a timely fashion. She also had the distinction of being the only student who turned in all the assignments on time. From Aniya's final writing assignment, she shared she was learning the value of interdependence, as well as more ways to become resilient.

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

2 - Foundations of College Success





Cook, Aniya Lenise

A00430069

Last, First Middle

Student ID

## **September 2021 - March 2022: In Sickness and In Health**

28 Credits

### **DESCRIPTION:**

Faculty: Eric A. Stein, Ph.D., Toska Olson, Ph.D., and Arita Balaram, Ph.D.

In this foundational, hybrid (online and in-person) social science program, students explored cultural, social, and psychological approaches to the body and health in order to develop a complex, integrative understanding of well-being. Students completed weekly seminar synthesis essays and an extensive autoethnographic project that cited our readings in feminist psychology, narrative psychology, community psychology, medical anthropology, and the sociology of health, illness, and healing. As part of our studies of positive psychology, students completed a weekly collaborative ecotherapy practicum that entailed shared reflective activities and writing exercises. Sophomore - senior students completed additional work in applied anthropology, community psychology, and medical anthropology that culminated in a short project overview, a 5 - 7 page library research report on a social problem, and a presentation on interventions by existing organizations. Winter studies featured psychological, ethnographic, and activist approaches to loneliness, disability, and housing instability, as well as readings in positive psychology on gratitude, joy, self-compassion, affective forecasting, and other topics; students completed short summaries of readings each week, composed questions, and wrote a preamble exploring ideas between texts. For their major collaborative project in winter quarter students learned applied anthropology and community psychology approaches to developing ethical, community based, applied projects on wellbeing on the Evergreen campus, culminating in extensive research-based reports and major presentations attended by Evergreen staff. Students also had options to complete a substantial pre-capstone research proposal; a community-based internship or volunteer position; or additional studies in a weekly group-based positive psychology practicum. Our texts included Lorde's *The Cancer Journals*, Morgan & Cornwell's *Ecotherapy Workbook*, Radke's *Seek You: A Journey Through American Loneliness*, Bstan-'dzin-ryga-mtsho & Tutu's *The Book of Joy: Lasting Happiness in a Changing World*, and Desmond's *Evicted: Poverty and Profit in an American City*, in addition to a selection of disciplinary articles.

### **EVALUATION:**

Written by: Eric A. Stein, Ph.D., Toska Olson, Ph.D., and Arita Balaram, Ph.D.

Aniya was a highly responsible and intelligent student who made excellent progress toward our program's learning objectives. The faculty regards attendance to all program activities, timely submission of written work, and participation in program activities as one indication of a student's commitment to learning. Aniya met or exceeded our expectations for attendance, assignments, participation, and successful collaboration and demonstrated substantial learning in the humanities and social sciences. Aniya was a strong self-directed learner who earned full credit for this very good work.

In seminar, Aniya balanced the roles of speaker and listener well and contributed to conversations about readings, films, and ideas, especially in small groups. Aniya's proficient seminar papers showed a good understanding of arguments in the texts and strengths in academic writing. An essay on a chapter from Seth Holmes' book *Fresh Fruit, Broken Bodies* especially grasped the dynamics at work that disadvantage migrant workers more than other workers. A paper on Audre Lorde's book *The Cancer Journals* was especially insightful and considered Lorde's honoring of her surgery scars as a form of voice, empowerment, and locus of storytelling. In the winter, Aniya demonstrated strong integrative writing skills and a careful consideration of key themes in our readings. A Photovoice project documenting various resources for resilience on Evergreen's campus was insightful and comprehensive. Aniya's final autoethnography made significant improvements over an earlier draft, adding in substantial insights from scholarly research that helped show how place-based structural racism intersected with



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Aniya's own story. In all, the successful project showed Aniya reflecting substantially on experience and thinking actively about narrative frameworks in storytelling. Aniya's ethnographic assignments showed a proficient capacity for analysis, with some observations yielding detailed reflections and others needing additional expansion.

The goal of the positive psychology component of the program was to provide students with an opportunity to examine and practice well-being promotion strategies through readings, lectures, and substantial engagement in weekly exercises. Aniya excelled in this portion of the program. Aniya's work in ecotherapy during fall quarter demonstrated a strong commitment to exploring the reciprocal relationships between self, community, and ecosystem. Aniya did consistently good work on the ecotherapy assignments, clearly applying concepts from the workbook to the exercises. In commenting on Aniya's collaborative skills, ecotherapy group members described Aniya as respectful, always prepared, and a skillful listener. The group's journal demonstrated consistently solid engagement with the Ecotherapy Workbook material and its personal applications, and a strong sense of collaboration and communication. A particular strength of this group was in their growth throughout the quarter in building trust among members and engaging with ecotherapy concepts, deepening their collaboration over time. In the winter, Aniya's insightful reports documented excellent engagement in the positive psychology practices, an advanced personalization of the readings and concepts, and a proficient analysis of the benefits of interventions such as finding perspective and being mindful of one's self-narrative. Aniya also participated in a weekly positive psychology practicum. The group's journal revealed their fruitful conversations about how positive psychological practices such as awe, play, and mindfulness enhance social connections and positive emotions. The journal showed clear patterns in participants' emotional states; their check-in ratings improved following practicum activities, which underscored the benefits of their time together. Overall, the journal demonstrated proficiency in their collaboration skills and in their substantive engagement with and depth of reflection about the discipline of positive psychology.

In their excellent Health and Resilience at Evergreen project winter quarter, Aniya's six-person team identified student mental health as an area of concern on campus. This group clearly took the subject and their work seriously. As a result, they effectively applied community psychological procedures and principles to design an informed mental health promotion intervention on campus. The team's well-written final report utilized academic research proficiently to contextualize the scope of the problem and its exacerbation by the COVID-19 pandemic. In their analysis of risk and protective factors, the group identified stigma, a lack of visible resources, and a lack of mental health literacy as key targets for intervention. In addition, their comprehensive examination of how six local colleges and universities address mental health provided an important contrast to Evergreen's approach. Based on successes at other colleges, the group recommended incorporating Mental Health Awareness and Advocacy programs within the Evergreen community to improve mental health literacy and reduce the stigma associated with seeking resources. As part of their project, the group delivered an original survey to assess students' awareness of mental health resources on campus. Though the report could have focused more extensively on the results of this survey, the team found that a high percentage of their 51 respondents were either unaware of or had difficulty locating or accessing campus mental health services. This important finding informed the group's unique interventions, which focused on improving the promotion of resources already available to students on campus by putting QR codes in high traffic areas that would take students to Evergreen's crisis resource page and by creating a laminated mental health resource card to distribute to students. To cultivate self-awareness and mental health resilience, the team also began developing a series of guided introspective writing prompts and positive psychological practices to be offered throughout the college. The group presented their findings to campus stakeholders in a professional and well-rehearsed presentation that highlighted their original interventions. The team's work was deeply appreciated by Student Wellness Services staff, who invited group members to collaborate on additional survey research and interventions. In all, this group collaborated effectively and demonstrated their strong capacity to work together to complete a complex and extensive original research project.



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It was a pleasure to work with Aniya in this program.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 28**

- 6 - Positive Psychology
- 4 - Narrative Psychology
- 4 - Sociology of Health, Illness, and Healing
- 4 - Ethnography
- 4 - Applied Anthropology
- 4 - Community Psychology
- 2 - Medical Anthropology



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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.