



Coffman, Nico T

A00411661

Last, First Middle

Student ID

**DEGREES CONFERRED:**

Bachelor of Arts

Awarded 10 Jun 2022

**EVERGREEN UNDERGRADUATE CREDIT:**

Start	End	Credits	Title
01/2019	06/2019	32	<b>Culture, Self, and Healing</b> 4 - <i>Sociology of Health, Illness, and Healing</i> 4 - <i>Medical Anthropology</i> 4 - <i>Community Psychology</i> 4 - <i>Collaborative Research in Applied Anthropology</i> 6 - <i>Interdisciplinary Studies of Bodies and Health</i> 2 - <i>Science Carnival Research Project: The Connection of Disabilities and Nature (Ecotherapy)</i> 4 - <i>Positive Psychology</i> 4 - <i>Media Studies: Science Fiction Film Theory and Analysis</i>
06/2019	09/2019	6	<b>Anatomy and Physiology I</b> 6 - <i>Anatomy and Physiology 1 with Laboratory</i>
06/2019	09/2019	6	<b>Anatomy and Physiology II</b> 6 - <i>Anatomy and Physiology 2 with Laboratory</i>
09/2019	03/2020	32	<b>Madness and Creativity: The Psychological Link</b> 4 - <i>Abnormal Psychology</i> 4 - <i>Psychology of Creativity</i> 4 - <i>Psychology and the Arts</i> 4 - <i>World Literature</i> 4 - <i>Expository Writing</i> 4 - <i>Film History</i> 4 - <i>Film Production</i> 4 - <i>Film Theory</i>
03/2020	06/2020	16	<b>American Frontiers: Homelands and Borderlands</b> 4 - <i>Native American Studies: Treaties and Tribal Sovereignty</i> 4 - <i>Latinx Studies: Chicanx Identity and Immigrant Experiences</i> 4 - <i>Human Geography: Social and Territorial Boundaries</i> 4 - <i>Immigration Studies: Migration and Labor</i>
06/2020	09/2020	16	<b>Individual Learning Contract</b> 8 - <i>Introduction to Sociology</i> 4 - <i>Introduction to Psychology</i> 4 - <i>Introduction to Psychology of Resiliency</i>
06/2020	09/2020	3	<b>Ecopsychology</b> 3 - <i>Psychology</i>



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**EVERGREEN UNDERGRADUATE CREDIT:**

Start	End	Credits	Title
09/2020	12/2020	16	<b>Culture and Cognition: Flourishing Mind, Flourishing Society</b> 4 - Cognitive Psychology 4 - Positive Psychology 4 - Sociology of Health and Well-Being 2 - Neuroscience of Cognition 2 - Persuasive Writing
09/2020	12/2020	2	<b>Japanese - First Year I</b> 2 - First Year Japanese
01/2021	03/2021	16	<b>Business Management in Creative Industries</b> 4 - Advanced Creative Problem-Solving 4 - Managing Global Teams 4 - Music Business Management 4 - Creative Practice: Music Performance and Production
01/2021	03/2021	4	<b>Anatomy and Physiology: Communication and Continuance</b> 2 - Anatomy and Physiology I with Laboratory 2 - Anatomy and Physiology II with Laboratory
03/2021	06/2021	4	<b>Heredity, Humanity and Society</b> 3 - Biology: Genetics and Heredity 1 - Sociology: Use and Abuse of Scientific Concepts
03/2021	06/2021	2	<b>Statistics I</b> 2 - Statistics
06/2021	09/2021	8	<b>Adventures in Archaeology: Introduction to Field Methods</b> 4 - Introduction to Archaeology 4 - Archaeological Methods
06/2021	09/2021	2	<b>Political Thought for the Current Era</b> 2 - Philosophy: Contemporary Radical Political Philosophy
09/2021	12/2021	8	<b>Native Pathways Program: Tribalography</b> 4 - Native American and Indigenous Studies 1 - History 2 - Indigenous Literature and Storytelling 1 - Research and Writing
01/2022	03/2022	16	<b>Advanced Studies in Music and Humanities-W</b> 4 - Seminar: Music and the Humanities 6 - Music: Composition, Performance, and Production 6 - Project: Album Project Design and Marketing Plan
03/2022	06/2022	8	<b>Business Startups: Social Media and Strategic Branding</b> 4 - Entrepreneurial Processes 4 - Strategic Branding



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**Cumulative**  
197 Total Undergraduate Credits Earned



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Hello,

My name is Nico Coffman,

I have just completed my last quarter here at The Evergreen State College. My education path at Evergreen has given me an emphasis in Health Science and Psychology with receiving many of my credits in areas such as abnormal psychology, sociology, anatomy and physiology, neuroscience, and community as well as cognitive psychology. Previous programs I have completed were called Culture, Self, and Healing, Madness and Creativity, Eco-psychology, Culture and Cognition, Japanese, a sociology/psychology ILC (Independent Learning Contract), and Anatomy and Physiology 1 and 2. Initially in my studies here at Evergreen, it was somewhat of a challenge with trying to learn and retain college level teachings and concepts, and it had been a very long time since I was in an educational environment.

I am born and raised from Anchorage, Alaska and I am a full time single Father of an amazing 6 year old son who is one of my strongest motivations in wanting to complete my degrees. Evergreen is not like any college or educational institution that I have ever been a part of and it is unique in it's social climates, educational curriculum, and environment. I have learned a lot from my time here at evergreen, and it has opened my eyes to alternative ways of viewing the world as well as the people in it.

During my time here, I have gained a surplus of knowledge that I feel is beneficial towards my education goals. I have completed projects that entailed group collaboration and participation, learned things about myself that both affect and promote healing, and I have learned numerous techniques for coping and dealing with negative thoughts and emotions. I have developed a sense of pride and self confidence in my effort put forth into attendance, punctuality, and completion of assignments. I am extremely proud of myself and I want to keep going with this motivation and drive. I have learned the struggles of other's that exist in various cultures and societies throughout the world, as well as our own. I have also learned a lot about the inequalities that exist within our country and biomedical systems among minority and poor demographics of people. Another significant topic I have been learning is the complex connection between mind and body, and how one affects the other, for better or for worse.

Initially, coming into Evergreen, I wasn't completely sure what I wanted to do with my education and career path, but I knew that I wanted to do something that helped people in the human services or medical field. As the quarters went by, I realized that I want to do something in the realm of psychology or health field (physical therapy). I am proud to say that with great effort and resiliency, I pushed myself through and successfully obtained my Bachelors of Arts with an Emphasis in Health Science and Psychology.



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**March 2022 - June 2022: Business Startups: Social Media and Strategic Branding**  
**8 Credits**

**DESCRIPTION:**

Faculty: Takaaki Hirakawa, PhD

This class is the second term of the rigorous two-quarter foundation sequence in technology entrepreneurship and strategic branding. The second quarter covers the fundamental entrepreneurial processes, including ideation, critical insight, value proposition formulation, business modeling, go-to-market strategy, and challenges students to apply and practice these innovation processes and principles in a quarter long capstone startup project. The fundamental concepts covered in the class include conducting primary user research, applying design thinking methodologies to translate disparate user data into unbiased point of view, reframing findings for actionable insights to create values for stakeholders, developing business model and go-to-market strategy for the product, and evaluating market opportunity and growth forecast of the startup. Working in teams that comprise students of all academic backgrounds, students are exposed to a rigorous, interactive, team-based, and hands-on learning experience in technology entrepreneurship for social change making. The class uses a unique pedagogy that involves the use of interactive individual and team exercises, industry guest speakers, video blogs and pitches, and team labs to cover the early part of a startup customer need finding, product ideation process, and business modeling strategy. Each term the program explores a different theme. This term student teams tackled myriads of complex problems in the use of social media platforms. Working in teams, students learn to apply design thinking and other innovation frameworks to find non-obvious problems and capture actionable insights to design novel solution concepts that leverage technology, explore customer value propositions and business models, and revise and practice their pitch several times before students provide real-time final pitch to entrepreneurs. and learn how to receive and navigate critical feedback from industry experts.

**EVALUATION:**

Written by: Takaaki Hirakawa, PhD

Nico's overall class performance was fair. The student's participation in class learning activities was fair.

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

4 - Entrepreneurial Processes

4 - Strategic Branding



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**January 2022 - March 2022: Advanced Studies in Music and Humanities-W**

16 Credits

**DESCRIPTION:**

Faculty: Sean Williams, Andrew Buchman

Musicians and creative scholars earned college credit for their work via regular group conferences with faculty, seminars with peers, reading, listening, and viewing assignments, a detailed study plan, journaling, and academic papers. Financial planning, entrepreneurship, and management skills (components of any successful creative practice or scholarly career) were all occasional topics for discussion.

In general students divided their time between creative work and related academic projects such as research and writing on particular compositions, musicians, or other topics such as copyright, music therapy, social media, or touring. Some students in the humanities pursued capstone projects focused on a thesis requiring in-depth research and the use of primary sources. In addition to their individual projects, students worked together in small groups to build networks, share strategies, and critique ongoing work, growing as collaborators, creative artists, managers, and scholars.

**EVALUATION:**

Written by: Andrew Buchman, D.M.A., Music Composition and Sean Williams, Ph.D., Ethnomusicology

Nico is graduating this spring, having pursued a rich variety of studies at the college including psychology, creative industries (in a previous program with Dr. Buchman), archaeology, and Japanese language among other subjects—the very model of a broad as well as deep undergraduate education. Some of his work this winter grew out of the necessity to coordinate some aspects of his personal life. Eventually, this led to a move from Oregon back to Alaska. He understands that being able to negotiate and move through troubles such as these can offer not only life lessons, but new directions for future learning. Nico would likely make a fine social worker himself.

On top of this practical, personal social work, Nico continued his ongoing work as a talented writer and musician in popular styles. He has toured in the past with bands and has fine facility on electric and acoustic guitar, voice, and music production skills as well. I'm very pleased that Nico is willing to move away from creating highly polished tracks with commercial potential and start creating less finished work as a way of creating a songwriter's trunk full of possible songs, and a new mode of growing as an artist. After some time spent pursuing music as a business, he is re-learning that music-making is an ongoing process, a mode of personal expression, and a pursuit with potential for all kinds of intellectual work as well. He is moving away from the received social norms in our society that place music and other arts first and foremost as entertainments and commodities. It is clear that music will likely play a significant role in Nico's future; he has taken some important steps this winter toward finding ways to continue, first and foremost, to grow as a musician. He earns full credit for his open-minded, open-hearted, accomplished work. We congratulate him upon earning his degree, and look forward to following his progress in the years ahead.

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

4 - Seminar: Music and the Humanities

6 - Music: Composition, Performance, and Production

6 - Project: Album Project Design and Marketing Plan



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## **September 2021 - December 2021: Native Pathways Program: Tribalography**

8 Credits

### **DESCRIPTION:**

Faculty: Carmen Hoover, MFA; Corey Larson, PhD; Kendra Aguilar, MPA; Kyle Pittman, BA

Tribalography: Tribalography was a program designed to closely examine, in LeAnne Howe's (Choctaw) words "the ability of Native American stories to transform and connect people, land, and any characters across time," while also opposing a linear view of time. By approaching story as a spider web, we examined the works of, and learned from, preeminent Indigenous and Western scholars, thinkers, and activists who have created frameworks for understanding the peoples living in the American landscape--the Indigenous and the settlers. With a focus on viewing history and continuance through an Indigenous lens, students viewed self-determination through the lenses of Tribalography, as well as historiography and survivance. As such, students reflected on the role of framing in the imagining of the Native and Indigenous past, present, and future: how is culture transformed into "history"? How do we discuss the continuing social, economic, and political issues that are a direct result of, and often ignored by, mainstream histories of settler-colonization? How does Tribalography inform the long game? What is the role of non-Indigenous allied thought in the academy? What is an Indigenous/ist analysis? This program presented these questions and more to learn across a spectrum of Indigenous thought and strengthen interdisciplinary, intersectional, and academic thinking.

Students were introduced to Indigenous Research Methodologies and methods, particularly methods of Tribalography, and how these ways of knowing and being are a practice of grounding the program in Indigenous research, storytelling, and histories. We considered and applied the concepts of transformation, reciprocity, and relationality within what Howe describes as "...the eloquent act of unification that explains how America was created from a story. Native people created narratives that were histories and stories with the power to transform. I call this rhetorical space 'tribalography.'" Stories hold space and time for understanding the world around us, and students investigated circular and linear space and time as concepts in relation to disrupting the Western settler-colonial framework of Indigenous narratives. Students engaged with Gerald Vizenor's definition of survivance--"as an act of resistance and repudiation of dominance, obtrusive themes of tragedy, nihilism, and victimry. The practices of survivance create an active presence...native stories are the sources of survivance"--and developed their own strategies through the lens of storytelling to craft and continued their own survivance narratives.

### **EVALUATION:**

Written by: Carmen Hoover, MFA and Kyle Pittman, BA

Nico Coffman was regularly present for discussions and class activities during the seminar classes, demonstrating an emergent capacity to be communicative and a developing ability to articulate introductory and intermediate concepts within Native American and Indigenous Studies. Nico provided commentary on the main concept that was explored during this quarter known as "tribalography," recognizing how it explains Indigenous impacts on North American culture and identity in several key areas: Indigenous storytelling, language development, philosophical pragmatism, and historiography and historical thinking. Nico engaged in active dialogue during seminar, primarily in the small group discussions, and made helpful contributions in online discussions. For example, Nico highlighted how tribalographies and Indigenous cultures are systematically erased in mainstream discourse and worked to tie these events in with concepts such as post colonialism and decolonization, showing a keen ability to engage in discursive commentary and effectively contributing to and expanding upon the definition of tribalography in an academic sense.



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Nico participated in a rigorous writing process during the quarter. Work processes and products included definitions of tribalography as seen through both Indigenous and Western lenses. A good example of this was through the perspective of the philosophical tradition connected to American pragmatism. By reporting on Tribal and Indigenous impacts on North American culture and development, especially in the USA, Nico was able to make connections and create synthesis writings that included storytelling, traditional narratives, current events, travel logs, and fictional illuminations. Alongside tribalography, the concepts of survivance, time, and historiography were defined and deployed as lenses to individual and community research. Through this work, Nico was able to connect a research project to sweeping ideas about the impacts of storytelling on the past, present and future.

Demonstration of visual literacy was a highly valued outcome of the course, and Nico found footing with rhetorical diagrams and a well-conceived visual essay. By employing strong visual thinking, the final portfolio was various and comprehensive. Through participation within a writing group, Nico produced skillful written work.

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

- 4 - Native American and Indigenous Studies
- 1 - History
- 2 - Indigenous Literature and Storytelling
- 1 - Research and Writing





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## **June 2021 - September 2021: Political Thought for the Current Era**

2 Credits

### **DESCRIPTION:**

Faculty: Stephen Beck (Ph.D., Philosophy)

The goal of this course was for students to gain an understanding of a range of political philosophies that articulate and respond to economic exploitation, white supremacy and racism, colonialism and decolonization, sexism and patriarchy, and most generally the demands of marginalized people to be full participants in society. Students read a selection from Rawls' *A Theory of Justice* to gain an understanding of the dominant tradition in western political philosophy. They read selections from a range of contemporary political thought, including Mills' *The Racial Contract*, Fanon's *The Wretched of the Earth*, hooks' *Feminism: From Margin to Center*, Davis' *Are Prisons Obsolete?* and Young's *Responsibility for Justice*, among others. For each reading, students posted a substantive discussion entry and responded to two other students' entries to prepare for class, participated in full-class and small-group discussions during class, and wrote a post-class reflection on the reading and their learning about it. Students prepared an annotated bibliography based on their chosen topic and research into that topic. This course was conducted entirely online and consisted of a mix of synchronous and asynchronous work. Award of credit and evaluation is based upon student's understanding of the political theories we studied, as demonstrated in all of the above work.

### **EVALUATION:**

Written by: Stephen Beck (Ph.D., Philosophy)

Nico Coffman completed sufficient course work to earn two credits. Nico completed several of the discussion posts prior to our class meetings. Nico also wrote an 850-word paper that describes Nico's emerging awareness about the nature of political philosophy. Overall, Nico has gained an initial familiarity with some important political ideas. To develop a better understanding, Nico will need to dedicate more time and attention to academic work. Nico is prepared for further college-level study.

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

2- Philosophy: Contemporary Radical Political Philosophy



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**June 2021 - September 2021: Adventures in Archaeology: Introduction to Field Methods**  
**8 Credits**

**DESCRIPTION:**

Faculty: Ulrike Krotscheck, Ph.D.

This class introduced students to the science, methods, and theories of archaeology, both locally and globally, and prepared students for archaeological fieldwork. We learned about projects, collections, museums, and cultural centers in the Pacific Northwest, but also examined material remains of past civilizations around the globe. A main focus of this class was to learn methods of archaeological field work, including research project design, data gathering, sampling strategy, field survey, classification of artifacts, and stratigraphy. This class also considered the history of the discipline and the ethics of archaeological inquiry. The textbook used was Muckle and Camp, *Introducing Archaeology*, 3rd edition.

This class was offered in a hybrid mode, with students able to choose between selected in-person or remote lab activities. Assessment of work for this class was based on student attendance, participation, and the timely completion of academic work. This work included four asynchronous discussions on remote "field trips," a midterm and a final exam, four either in-person or remote labs, and a final project and presentation.

**EVALUATION:**

Written by: Ulrike Krotscheck, Ph.D.

Nico Coffman completed consistently strong work in this program. Although Nico started at somewhat of a disadvantage in the second week of a five-week session (due to circumstances completely beyond Nico's control), Nico worked hard and made up all of the assignments and discussions. Nico's attendance was solid. Nico's scores on the midterm and final exams were very good, even improving on the final exam. In addition, Nico's attention to detail on these exams meant that two mistakes were caught early, saving other students frustration and confusion. Nico's discussion posts were always detailed and thorough, and Nico took great care in responding to other students' posts, again clearly with the intent of fostering an active dialogue in the challenging world of online learning. Consistent with other work for this class, Nico's labs showed attention to detail and were always well-executed. Nico opted for the remote versions of these labs. Skills practiced in these labs included research question formation, data selection and gathering, data analysis and results reporting, dendrochronological methods, and artifact identification.

For the final project and presentation, Nico chose to present on the Alaska Native Heritage Center in Anchorage, Alaska. Nico's paper and presentation were well organized, written, and designed. Nico gave the audience a "tour" of this museum and cultural center, and explained in great detail its organization and content, the history of Alaskan tribes, as well as its current use not only as a museum, but also as a meeting place and center for conferences and other activities for indigenous people in Alaska.

Nico has met academic expectations of this program and is well-positioned to continue into more advanced work in archaeology or related subjects in the future.

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

- 4 - Introduction to Archaeology
- 4 - Archaeological Methods



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**March 2021 - June 2021: Statistics I**

2 Credits

**DESCRIPTION:**

Faculty: Alvin Josephy, MES

Students in Statistics One learned the basics of descriptive and inferential statistics. Statistical concepts covered in depth included central tendency, variance, spread and shape of distributions; other concepts included the normal distribution, standardizing scores, correlation, regression, experimental design, confidence intervals, and hypothesis testing. Understanding of these concepts was reinforced and evaluated through four Excel labs, homework assignments, midterm and final exams, and individual presentations by students of popular media articles that utilized statistics. In addition, students worked in groups to provide a narrative discussion using statistics to "tell a story" about a topic chosen by the students. The combination of these exercises was ultimately intended to provide students with an appreciation of the use of data in making informed decisions in the real world.

**EVALUATION:**

Written by: Alvin Josephy, MES

Nico Coffman completed some of the requirements of this introductory statistics course, doing good work. His work on the midterm exam was well done. He was a good participant in this class and provided insights to the topics at hand. Nico worked hard on this class material and engaged regularly with the instructor in one-on-one sessions. However, he did not complete the work required to earn full credit and will need to repeat this class before he is prepared to do more advanced work in statistics.

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

2 - Statistics



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## **March 2021 - June 2021: Heredity, Humanity and Society**

4 Credits

### **DESCRIPTION:**

Faculty: Karen Hogan, Ph.D.

We studied how our genetic inheritance makes us who we are. We considered older concepts of heredity from when nothing was known about genetic mechanisms, to modern science of molecular biology. Students learned how a lack of understanding of heredity lead to inbreeding in royal families, and misguided attempts to ascribe intelligence and other personal traits to genetics.

We began with basic Mendelian genetics, using examples from plants and animals to learn fundamentals of heritability. They learned why race in humans is a social, not biological concept, and looked at patterns of genetic variation within and among human populations. Students were introduced to the molecular biology of gene expression. We considered possible benefits, risks, and ethical questions of gene modification using CRISPR-Cas9, for individuals and for our species. We ended with a discussion of gene-environment interactions, particularly the effects of stress and poverty and possible epigenetic factors.

The core reading was Carl Zimmer's book, *She Has Her Mother's Laugh: The Powers, Perversions, And Potential Of Heredity* (2018), supplemented by discussions, lectures, workshops, and additional readings.

Students completed weekly writing assignments, several quizzes, and a take-home essay exam.

### **EVALUATION:**

Written by: Karen Hogan

Nico showed a grasp of some major ideas but would benefit from closer attention to details, mechanisms, and processes. Nico struggled to keep up in the early part of the program, but after meeting and discussing things with me individually, Nico made a concerted effort to catch up on missed work and keep up with work for the rest of the quarter. Life for many of us was disrupted and unusual during the pandemic, and my impression is that under more normal circumstances Nico would be better able to engage with the program.

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

3- Biology: Genetics and Heredity

1- Sociology: Use and Abuse of Scientific Concepts



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**January 2021 - March 2021: Anatomy and Physiology: Communication and Continuance**  
**4 Credits**

**DESCRIPTION:**

Faculty: Amanda Kugel, D.C.

Anatomy and Physiology "Communication and Continuance" was the second course in a three-part series. The course explored body systems involved in control and regulation of the human body, as well as reproduction. Topics covered included the endocrine system, reproductive system and nervous system. Within each system students identified the cell populations, located major tissues and organs and described the functions of each which contribute to homeostasis in the human body. The course incorporated virtual laboratory experience with microscopy, human anatomical models and animal dissections. The course used the text *Anatomy and Physiology* by OpenStax licensed under CC BY 4.0

The endocrine system included an exploration of hormone production, mechanisms of action and homeostatic regulation via feedback loops. Emphasis was placed on hormones of the primary endocrine tissues and organs; the secondary tissues and organs will be presented with their respective organ systems next quarter. The reproductive system focused on formation of sex cells, hormonally controlled cycles and the structural components and physiology of the reproductive tracts and gonads. The nervous system was broken down into subtopics of the central and peripheral nervous systems structures and physiology, general sensations, reflexes and the special senses. Physiological concepts for the nervous system included neuronal signaling, components of various types of reflex arcs and cerebrospinal fluid production and flow patterns. Laboratory activities were completed virtually to accommodate distance learning during stay at home orders during COVID-19. Students utilized online resources including interactive 3D human body models, virtual histology slides, video demonstrations and virtual physiology interactives. Labs covered topics of neural tissue, endocrine tissue, brain and spinal cord anatomy, cranial nerve and special senses testing, reproductive anatomy and hormone cycles.

Students were evaluated through standardized questions and their ability to write short essays. Weekly laboratory reports assessed their ability to locate and identify organs and tissues. Lecture exams assessed their ability to locate organs and tissues and comprehend the physiology within each body system.

**EVALUATION:**

Written by: Amanda Kugel, D.C.

Nico worked diligently and participated fully throughout the course to strengthen his comprehension of human anatomy and physiology in his pursuit of a physical therapy career. He submitted all required assignments including lab reports and exams, demonstrating an overall proficient level of comprehension.

Nico applied factual concepts of the endocrine system when he analyzed the health article about cortisol, describing the primary actions of chronically elevated cortisol levels in creating a variety of health issues throughout the body. Short answer essays showed very good comprehension for triggers of hormonal release and differences in methods of communication used by the endocrine and nervous systems. In his reproductive system essays, he accurately described the principal ideas of feedback loops and reproductive pathways. He could accurately identify hormones and their actions, locate, and identify organs in each body system, and identify tissues composing those organs as evidenced by his lab reports and exams. Nico was receptive to critique throughout the quarter, showing growth in learning on re-submitted assignments. Given appropriate direction and feedback, Nico can do very good work in topics related to human anatomy and physiology.



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

- 2 - Anatomy and Physiology I with Laboratory
- 2 - Anatomy and Physiology II with Laboratory



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## **January 2021 - March 2021: Business Management in Creative Industries**

16 Credits

### **DESCRIPTION:**

Faculty: Raja Singaram, Andrew Buchman

Management is rapidly changing to meet the challenges of the 21st Century. This program covered business management for creative industries, organizational behavior, intercultural communication, professional uses of social media, and event planning. Students learned how organizations of all kinds--commercial, nonprofit, and hybrid ones like B-corporations--depend upon clear communication across differing cultural norms, values, and attitudes.

Workshops focused on awareness building and nourishing creativity at a personal level. Creativity requires critical thinking and challenging conventional wisdom. Lectures included myth-busting about the creative process, such as the idea that experts know everything or that creativity occurs only via sudden flashes of insight dubbed "light bulb" moments. Through role-playing exercises--simulations of actual cross-cultural communication scenarios--students practiced and acquired fluency in cross-cultural communication skills. Real-world examples of the roles of founders, managers, and team members in nurturing creative enterprises came to life via guest talks and podcasts from around the globe. Cycling between convergent and divergent thinking was one approach students practiced using for idea generation, evaluation, and small group projects involving performance, critique, and research.

During winter quarter we moved on to more advanced topics in contemporary management such as international organizational behavior, managing global teams, conflict and crisis management, and ethics and public service in international contexts. Our studies of the economics of the music industry moved to contemporary trends like streaming and online performance events. Small group projects focused on topics chosen by students themselves such as studies of women in entrepreneurship, obstacles and opportunities for entrepreneurs from diverse backgrounds, case studies in management or social entrepreneurship. Students could also choose to pursue an individual research project or a creative artistic practice, or participate in a weekly seminar on contemporary media in India. New students were welcome to join this ongoing program for winter quarter, with the proviso that they completed a series of preparatory readings drawn from four different texts.

Students used laptops or a phone for our online sessions via Zoom. We met an average of 10-11 hours a week synchronously, Tu-W-Th. Our approach emphasized participation in synchronous (live) sessions; however, if students found themselves unable to participate due to technology, caregiving obligations, economic disruption, health risk, or illness, they could work with faculty to pursue alternate options to earn related credit.

This offering was intended to prepare students for careers and advanced study in Management, Entrepreneurship, International Business, Global Nonprofits, Community Organizations, Communications, Creative Professions, and the Visual, Media, or Performing Arts. This interdisciplinary offering included substantial academic work in the following fields of study: business and management, communication, cultural studies, leadership studies, and sustainability studies.

### **EVALUATION:**

Written by: Andrew Buchman

Nico has pursued a nice assortment of subjects in his studies at the college, including psychology, media, history, biology, ecology, Japanese language, and sociology. He's been a practicing musician for years, often working with his twin brother in a rock band. Both brothers are strong performers. This



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program was a perfect forum for Nico to combine his creative and practical interests and develop his creative management skills.

Nico helped critique another group's presentation in the very first round of such presentations. He not only offered compliments and gentle suggestions, but asked apposite questions that helped the presenting group expand upon their work. Functioning well within a small project group, Nico next helped to delivered a fine presentation on managing one's own boss, based on a chapter from our text Meyer's *The Culture Map*. Nico and his colleagues went well beyond the book, relating concepts from the book to real-world experiences and highlighting important social issues like power, hierarchy, and status.

In an exceptionally well-written, rehearsed, and truly droll second presentation (something few students in the program undertook), Nico and his group simultaneously explained and sent up "The Best Idea Wins," a chapter from another of our texts, Berkun's *Myths of Innovation*. In a consequent slideshow, the group gave an equally clear and entertaining précis of the chapter's main ideas. Group collaboration is a skill at which Nico excels; he has also demonstrated in this particular program that he has a relaxed, accessible presence onstage that will stand in him good stead in future management roles.

At mid-quarter and at quarter's end Nico delivered engaging presentations about his current musical practice, collaborating long-distance from Anchorage, Alaska with a producer in Florida to create new hard rock instrumentals. He's been playing music for over a decade, often performing with his twin brother. This new recording project, it was clear, was not only the result of a lot of hard work this quarter but informed throughout by Nico's long years as a gigging, working rock musician.

Although Nico had some trouble keeping up with coursework during this quarter of his college career due to work and family time conflicts, he always kept in good touch with me regarding his progress. He was a warm, caring presence in class discussions and seminars, and was always interested in other students' work. I think Nico would make a great manager, or could also pursue HR work, where his people skills would be key. I look forward to keeping in touch as he adds yet more skills to his college career, perhaps including statistics and more advanced topics in biology and psychology. He earns full credit.

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

- 4 - Advanced Creative Problem-Solving
- 4 - Managing Global Teams
- 4 - Music Business Management
- 4 - Creative Practice: Music Performance and Production





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Student ID

**September 2020 - December 2020: Japanese - First Year I**

2 Credits

**DESCRIPTION:**

Faculty: Tomoko Hirai Ulmer

The objectives of the class were: (1) an overview of the language, (2) learning basic verb forms and sentence structures and (3) *hiragana* proficiency. The class covered Lessons 1-4 of *Genki I: An Integrated Course in Elementary Japanese* by Eri Banno *et al.* The lessons included greetings, telling the time, shopping, ordering at a restaurant, talking about what one does or did as well as where things are. The class was conducted via Zoom. Students were expected to: (1) study grammar ahead of the class meeting both by listening to instructional videos and by reading the textbook and (2) review after class by taking the quizzes attached to the video instructions and completing relevant workbook pages. Three oral presentations included a self-introduction and two textbook dialogues. Students studied 29 *kanji*, primarily for recognition purposes, and were given two writing assignments. Regular attendance and timely completion of all work were required for credit.

**EVALUATION:**

Written by: Tomoko Hirai Ulmer

Nico, who was known as Coffman-san in class, was committed to learning Japanese at the beginning of the quarter and participated well in class. He presented well-prepared oral presentations and his work showed progress. After mid-quarter, however, Coffman-san showed no evidence of progress as his absences and missed work affected his overall proficiency.

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

2 - First Year Japanese



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## **September 2020 - December 2020: Culture and Cognition: Flourishing Mind, Flourishing Society**

16 Credits

### **DESCRIPTION:**

Faculty: Toska Olson, Ph.D. (Sociology) and Ada J. Vane, MA (Psychology)

This program, which was conducted remotely during the COVID-19 pandemic, utilized the twin lenses of psychology and sociology to examine both functional individual psyches and thriving social structures. Students explored how our brains and cognitive processes create perceptions, language, memories, and values; how our choices impact our brains and thought processes; and the ways in which these processes and choices are conditioned by cultural and social factors. Well-being itself was conceptualized as a cognitive construct whose definition and experience vary across time and place. Through an integrative examination of cognitive psychology, sociology, and positive psychology, students learned and practiced how to intentionally, mindfully curate resilient cognitive and social structures. Students cultivated foundational skills that are relevant across all careers and fields of study—observation, analysis, critical thinking, and writing—but that may be particularly helpful in social and human services, health care, and education.

In addition to learning the content of the course material and developing skills in persuasive writing, the central objective of this program was to challenge students to explain optimal functioning/well-being from a micro- to macro-level, analyzing the ways in which the levels are mutually reinforcing, and how to apply the information learned to their daily lives. In this integrative exploration, students described and analyzed: 1) How brain biology and functionality work and contribute to a thriving person, and reciprocally, how a person can influence brain structure, chemistry, and function; 2) How the brain is influenced by and also influences context -- both the community of neurons within the brain, and the social and cultural context in which the person lives; and 3) How individual, relational, and community flourishing can be promoted by our personal acts, and reciprocally, how large-scale cultural, social, and economic factors contextualize people's definitions of and ability to pursue well-being.

Lectures, workshops, seminars, and weekly group work helped to further contextualize program texts. Students engaged written assignments throughout each academic week that included short persuasive essays in preparation for seminars and workshops. In addition, students generated and took a quiz, created a final group synthesis presentation based on weekly integrative discussions, and made a formal presentation of their main argument and findings.

Students applied their learning through a well-being practicum in which they engaged in 13 positive psychological interventions as well as either an 8-week Mindfulness-Based Cognitive Therapy practice or an additional 12 positive psychological exercises and associated readings. Each student reflected regularly on their progress through written check-ins and shared their learning in a weekly community of practice. In addition, students analyzed the sources of strength and resilience in their communities through a PhotoVoice fieldwork assignment.

In addition to a collection of sociology and positive psychology articles, students read and discussed Bstan-?dzin-rgya-mtsho and Tutu's *The Book of Joy: Lasting Happiness in A Changing World*, Damasio's *Descartes' Error: Emotion, Reason and The Human Brain*, McBride and Cutting's *Cognitive Psychology (2nd Edition)*, Merzenich's *Soft-Wired: How The New Science of Brain Plasticity Can Change Your Life*, Perry's *Breathe: A Letter to My Sons*, Teasdale, Williams and Segal's *The Mindful Way Workbook: An 8-Week Program to Free Yourself from Depression and Emotional Distress*, and Williams, Teasdale, Segal and Kabat-Zinn's *The Mindful Way Through Depression: Freeing Yourself from Chronic Unhappiness*.



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**EVALUATION:**

Written by: Toska Olson, Ph.D. (Sociology) and Ada J. Vane, MA (Psychology)

Nico made good progress toward the program's learning objectives this quarter. This was an exceptional quarter that took place amidst a pandemic, a contentious presidential election, and community outrage about social inequities. While these topics provided fodder for discussion, they also significantly impacted many students' experiences and resourcefulness during our program. Some of Nico's work was turned in late, but they had excellent attendance and showed dedication to their academic progress by turning in assignments before the program concluded. In all, Nico achieved a solid foundation for the social sciences we covered.

In seminar and disciplinary workshop discussions, Nico demonstrated a good ability to communicate in a remote environment. They had excellent attendance for the cognitive psychology and sociology/positive psychology program meetings and was an engaged, and supportive participant both verbally and over the Zoom chat function.

Nico revealed solid disciplinary comprehension through their work this quarter. They submitted over half of the required lecture quizzes for sociology and positive psychology. This work demonstrated some engagement with and a satisfactory grasp of this content. Nico completed all of the cognitive psychology quizzes, which showed a fair understanding of the concepts. Nico's PhotoVoice fieldwork on community resilience documented his good analysis of the roles that safety and mask-wearing play in individual and community well-being. They completed all of our six seminar papers. Although some of these papers were late, Nico showed dedication to their academic progress by turning them in before the end of the quarter. Their work on these papers demonstrated basic knowledge of the subject matter, and an adequate ability to integrate key points and quotes into explorations of our program themes.

Nico made some progress over the quarter in their persuasive writing skills and revealed they were able to accept faculty feedback. They showed a beginning knowledge of how to formulate a comprehensive thesis statement and articulate their points in an academic tone. Nico's writing will continue to improve with attention to paragraph structure, thesis formulation, and supporting quotations.

In the well-being practicum, students were asked to develop personal initiative and disciplinary knowledge by engaging in regular positive psychology interventions and reflecting on their engagement and learning. Nico also participated in weekly explorations of Mindfulness-Based Cognitive Therapy practices. They completed most of the check-in assignments, and although some of these were turned in late, Nico made up the work before the quarter concluded. Nico demonstrated fair engagement in the practicum and their reflections revealed the potential for thoughtful considerations of the interventions.

This quarter, Nico worked with three peers to summarize and synthesize each week's content. Nico's contributions to weekly work demonstrated a developing understanding of program themes. The group's final synthesis presentation, "Reciprocal Determinism," was structured to address reciprocal determinism from micro through macro levels. They discussed and sometimes integrated sources from each of our program's disciplines. The group covered a range of topics that could have been united under a clearer and more comprehensive thesis statement. The group argued that although unequal societies can create biased perceptions and painful somatic markers among their inhabitants, practicing self-inquiry and compassion can rewire our brains to correct biases and create stronger relationships. Most contributions were related to the overarching theme, though explicit connections between the quotations would have made the argument more coherent. This group experienced an unequal division of labor that compelled some members to compensate for the disengagement of others. Nico played a key role in the presentation. Nico demonstrated a basic understanding of the biological basis of sight and perception, and also contributed information on the social benefits of cultivating joy. In all, the presentation



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demonstrated a fairly good understanding of the relationship between individual and societal flourishing, a good utilization of APA style, and acceptable skills in evidence-based argumentation.

We congratulate Nico for their successes in our program and wish them the best in their future studies.

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

- 4 - Cognitive Psychology
- 4 - Positive Psychology
- 4 - Sociology of Health and Well-Being
- 2 - Neuroscience of Cognition
- 2 - Persuasive Writing



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## **June 2020 - September 2020: Ecopsychology**

3 Credits

### **DESCRIPTION:**

Faculty: Susan J. Cummings, PhD

Mind and nature are inseparable. The natural world is not outside of us or separate from us, but it *is* us. Ecopsychology is an exciting emerging perspective that explores the connection between psychological and ecological health. Many of our psychological ills and our addictions are directly related to our lack of awareness and our perceived disconnection from our natural origins. The very destruction of our habitat is an expression of this lack of connection to the ground of our being. There are many emerging approaches to deal with this, such as the greening of playgrounds, nature-based therapy, architecture that aims to connect us with a healthy habitat, and the exploration of our assumptions.

We explored the historical and cultural influences underlying and leading up to this perceived separation from nature, cultural differences in perspectives, assumptions in psychology, the connections between pathology and this perceived separateness from nature, and the role of connectedness with nature in child development.

We also explored the role of innovation, creativity and Active Hope in ecopsychological healing.

Students reviewed the literature, engaged in experiential activities and projects, and brainstormed solutions.

### **SPECIFIC GOALS:**

1. To allow students to gain a deepening understanding of historical and cultural influences on our perceptions of our place in the ecology.
2. To gain a deepening understanding of the impact of our perceptions, beliefs and cosmologies on the ecology and our psychological wellness.
3. To explore personal change and transformation.
4. To explore the "Three Stories of Our Times": Business as Usual; The Great Unraveling; The Great Turning.
5. To examine the role and relevance of Ecopsychology in psychological health.
6. To examine the role of psychological health and Active Hope in planetary transformation.

### **EVALUATION:**

Written by: Susan J. Cummings, PhD

Although his work was often late, Nico did complete most projects and requirements for this course. His work demonstrated a solid understanding of the connection between our understanding of and connection to our rootedness in nature and the consequences of a lack of this awareness. He's clear on the cultural and historical forces that led to our current planetary situation.

Nico's presentation on the impact of plastic was very well organized and informative and described non profit organizations cleaning up the oceans. His eco-challenge presentation was inspiring. He is committing himself to clean up garbage as he spots it, and reduce his carbon footprint.

Nico only submitted four journal entries out of nine required. One was not really a journal entry but a photograph.



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**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 3**

3 - Psychology



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## **June 2020 - September 2020: Individual Learning Contract**

16 Credits

### **DESCRIPTION:**

Faculty: Wenhong Wang, Ph.D.

In this Individual Learning Contract titled **Sociological and Psychological Resiliency** in Uncertain Times, the student aimed to use psychology and sociology to make sense of his own personal struggles during the pandemic and study foundational sociological and psychological concepts and develop psychological resiliency. The book list included *The Happiness Hypothesis* by John Haidt, *Not Just Me: Anxiety, Depression, and Learning To Embrace Your Weird* by Lisa Jakub, *The Willpower Instinct* by Kelly McGonigal, *Ten Lessons in Introductory Sociology* by Kenneth Alan Gould and Tammy L. Lewis, *The Sociology Book: Big Ideas Simply Explained* by Sarah Tomley, *The Presentation of Self in Everyday Life* by Erving Goffman. The student wrote weekly book report and two reflection essays during mid quarter and end of the quarter.

### **EVALUATION:**

Written by: Wenhong Wang, Ph.D.

Nico is a warm, compassionate and resilient person. He designed this individual learning contract to study sociology and psychology with a focus on resiliency. He worked hard to stay focused, overcame numerous obstacles and demonstrated academic and personal growth during the contract. He achieved the learning goals of the individual learning contract and earned full credit.

Nico's weekly book report summarized the major concepts in the book he read and incorporated his critique of the readings in his reports later in the quarter. His writing and thinking progressed throughout this contract; his authenticity and openness to growth continued to show in his work. The next step for Nico to grow academically is to continue to develop critical thinking skills and analytical writing skills. In his final reflection essay, he identified differences and connections between sociology and psychology drawn from his personal experience as well as the readings. He also perceptively alluded to the importance of societal as well as individual resiliency in these tumultuous times.

It was not a small task to finish this ten quarter long Individual Learning Contract while facing tremendous challenges. As Nico proudly stated in his final reflection essay, "... given the fact that I have made myself stay on top of my schoolwork, personal health, and have managed, I would say that in itself could be called resiliency". I congratulate Nico on his achievements and was grateful to have the opportunity to work with him this summer. I wish Nico the very best in his future classes.

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

- 8 - Introduction to Sociology
- 4 - Introduction to Psychology
- 4 - Introduction to Psychology of Resiliency



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## **March 2020 - June 2020: American Frontiers: Homelands and Borderlands**

16 Credits

### **DESCRIPTION:**

Faculty: Zoltán Grossman, Ph.D. and María Isabel Morales, Ph.D.

The lands straddling the U.S.-Mexico border are one of the few spaces worldwide where there is direct contact between the Third World and First World. This borderland provides an illuminating arena within which we can examine the intersections of Indigenous nationhood, Latinx identities, and whiteness. This program critiqued the "Frontier Thesis" (first articulated by Frederick Jackson Turner) that the Anglo-American frontier is "the meeting point between savagery and civilization"--as a racist rationale for the settler colonization of Native American and Chicanx homelands.

The program studied how place and connection is nurtured, reimagined, and interpreted, particularly along the U.S.-Mexico "unnatural boundary," but also extending down into southern Mexico and Central America, and up into the Pacific Northwest. We connected the on-going process of "Manifest Destiny" in North America and subsequent U.S. imperial expansion into the Pacific and Latin America.

Students explored the juxtaposed themes of Frontier and Homeland, Empire and Periphery, and the Indigenous and Immigrant experience. We examined the recurring tension between the "edge" concept of borders and the "center" concept of homelands, as well as intersecting borderland and homeland identities, including among Latinx and Indigenous peoples who "didn't cross the border, the border crossed us." To explore these themes, we used historical analysis (changes in time), geographic analysis (changes in place), and cultural analysis (race, nation, class, and gender).

Lastly, we looked at the legacies of "frontier" processes in the present-day U.S. and world, and toward future change and re-imaginings (climate crisis, Indigenous nationhood, immigration, etc.). In particular, we explored the backlash to immigrant rights and Native sovereignty, and explored strategies for countering far-right movements opposing cultural diversity. As the Laguna Pueblo writer Leslie Marmon Silko asserts, "The great human migration within the Americas cannot be stopped; human beings are natural forces of the earth, just as rivers and wind are natural forces."

Required texts included *The Legacy of Conquest: The Unbroken Past of the American West* (Patricia Limerick), *Yakama Rising: Indigenous Cultural Revitalization, Activism, and Healing* (Michelle Jacob), *Borderlands / La Frontera: The New Mestiza* (Gloria Anzaldúa), *Harvest of Empire: A History of Latinos in America* (Juan Gonzalez), *Signs Preceding the End of the World* (Yuri Herrera), *Are We Not Foreigners Here?: Indigenous Nationalism in the U.S.-Mexico Borderlands* (Jeffrey Schulze), *Transborder Lives: Indigenous Oaxacans in Mexico, California, and Oregon* (Lynn Stephen), and *Yellow Woman and a Beauty of the Spirit* (Leslie Marmon Silko).

Students developed skills in writing, synthesizing information, and public speaking, viewed a range of films on Indigenous and Latinx themes, and participated in workshops. The submitted weekly synthesis papers connecting the week's reading to class activities. They completed a case study research project, documenting in three stages the imprint of historic policies on contemporary realities, and presented it in a class symposium.

The program was taught online, due to the coronavirus pandemic, which also profoundly intersected with our class themes. The class had planned to visit sites in Washington State where Indigenous, settler, and recent immigrant communities closely interact with each other in conflict and cooperation. Instead we had guest speakers from the Yakama Nation, Squaxin Island Tribe, and Latinx communities in the Yakima Valley, Tacoma, and elsewhere, and the class participated in Evergreen's annual Farmworker Justice Day.





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**EVALUATION:**

Written by: Zoltán Grossman, Ph.D.,

Nico Coffman was enrolled full-time in our all-level spring-quarter program *American Frontiers: Homelands and Borderlands*. Nico did very good work in exploring the juxtaposed themes of Frontier and Homeland, and the overlap of Indigenous and Immigrant experiences. He attended nearly all required program activities—faculty lectures, films, workshops, and guest speakers—and took good notes. Nico was fully engaged in the online program, making thoughtful observations, and kept in communication with faculty under our remote learning guidelines.

Nico participated fully in the twice-weekly seminars on the readings, offering useful insights. Students wrote weekly synthesis papers integrating our seminar readings with other class activities, organized under weekly themes. Nico submitted all seven required synthesis papers, improving in the length of his text and depth of his analysis over the course of the quarter, and made helpful observations on fellow students' posts.

In our week on Indigenous Diasporas, Nico reported on Lynn Stephen's *Transborder Lives*, and noted the "contradicting reality that migrant workers in our country are both invisible, and under surveillance, and essential but illegal.....[O]ne of the biggest problem currently being faced by the migrant farm workers is COVID-19, considering how vulnerable they are with their working conditions and lack of access to health care, both preventative and primary."

As their research project, students submitted two short papers on the historical roots of a contemporary issue, and submitted a final combined paper that identify the origins of the present-day issue in the past. Nico examined the connections between historic Pacific Northwest canoe voyaging and the revitalization of the Tribal Canoe Journeys since 1989, including protocols and the reintroduction of potlatch ceremonies. In his very good final paper, Nico observed, "On the centennial (100th year) of statehood for Washington state, a man named Emmett Oliver, who was a member of the Quinault Nation organized an event called 'Paddle to Seattle.' Every year since 1989 people from various local tribes get together and create dug-out canoes that are often hand crafted from a single log hundreds of years old and take them on a water-based journey from their own Salish Sea or Pacific Ocean communities and converse at one community every summer.... At least 15 different Native nations originally took place in this event and each year a different Native nation hosts canoe puller and supports crews and other visiting people from Alaska, Washington, Oregon, California, and British Columbia. This tradition is kept alive and made into a large event where many families, tribal and nontribal members can get together and learn about the culture and ways of the people."

Nico's final version of his paper evidenced revision based on faculty feedback. At the end of the program, Nico presented to the class on his research findings, as part of a student panel on Cultural Protection. His very good 10-minute presentation drew from his paper to conclude, "This annual event has allowed thousands of people to reconnect with their heritage and culture and encourages the youth and elders to be proud of where they come from, and to experience how their ancestors lived. Tribal Canoe Journeys has encouraged Indigenous people all over the world to reclaim their heritage and embrace who they are, and to keep their culture alive. This shows promise for the future in a sense that what Emmett Oliver revitalized, will allow the succession of these people and their culture." Nico also made helpful comments on other students' presentations.

In spring quarter 2020, Nico Coffman grew as a thinker and writer on the history of Indigenous and Latinx homelands, the Western "frontier" and borderlands, and their legacy in the present-day United States and the world. It was a pleasure to have him in our program and my seminar to learn about important, timely issues during this difficult quarter.



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

- 4 - Native American Studies: Treaties and Tribal Sovereignty
- 4 - Latinx Studies: Chicanx Identity and Immigrant Experiences
- 4 - Human Geography: Social and Territorial Boundaries
- 4 - Immigration Studies: Migration and Labor



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## **September 2019 - March 2020: Madness and Creativity: The Psychological Link**

32 Credits

### **DESCRIPTION:**

Faculty: Carrie M. Margolin, Ph.D., Patricia A. Krafcik, Ph.D., Albert Lee, M.F.A.

Our program explored the relationship between human psychology and the creative imagination. Students studied abnormal psychology, discussed and analyzed a variety of assigned readings in weekly book seminars, listened to faculty lectures in psychology, film history and theory, as well as literature, and participated in collaborative film production projects based on themes of madness and creativity. Readings included (fall term) "Ward No. 6" (Anton Chekhov); *Hallucinations* (Oliver Sacks); "The Overcoat" and "The Portrait" (Nikolai Gogol); *The Runaway Species: How Human Creativity Remakes the World* (David Eagleman & Anthony Brandt); *Darkness Visible: A Memoir of Madness* (William Styron); *The Bell Jar* (Sylvia Plath); and (winter term) *A Sweet Death* (Claude Tardat); "Diary of a Madman" (Gogol); *The Double* (Fyodor Dostoevsky); selections from *Great Short Works of Edgar Allan Poe: Poems, Tales, Criticism* (Poe); *Divided Minds: Twin Sisters and Their Journey Through Schizophrenia* (Carolyn Spiro and Pamela Spiro Wagner); *Meeting Dave: A Journey Through the Looking Glass* (Pamela Voccia); *The Reason I Jump: The Inner Voice of a Thirteen-Year-Old Boy with Autism* (Naoki Higashida); *Letters to a Young Poet* (Rainer Maria Rilke); and selected peer-reviewed psychology articles online both terms. Over the course of both terms, students read the textbook *Fundamentals of Abnormal Psychology* (9<sup>th</sup> ed., Ronald J. Comer and Jonathan S. Comer).

Students and faculty viewed several films linked with topics in psychology, analyzing them from historical, theoretical, and aesthetic perspectives in post-viewing discussions led by the film faculty. These included both narrative and documentary features, as well as silent and experimental short films. During the fall term, this included *K-PAX*; "La Jetée"; *Titicut Follies*; *Hearts of Darkness*; *Black Swan*; *Barton Fink*; *A Page of Madness*; *The Treasure of the Sierra Madre*; "The Red Balloon"; *Annie Hall*; *Psycho*; *Adaptation*; *Sunset Boulevard*; *At Eternity's Gate*; *The Punk Singer*; and excerpts from *Night on Earth* ("Paris") and *Akira Kurosawa's Dreams* ("Crows"). During the winter term, this included the films *Safe*; *Visions of Light*; *Killing Us Softly*; *Superstar: The Karen Carpenter Story*; *Frida*; *Basquiat*; "Vincent"; "The Tell-Tale Heart"; *Sex, Lies, and Videotape*; *The Stanford Prison Experiment*; *Desert of Forbidden Art*; "I Love Sarah Jane"; Tim Burton's *Alice in Wonderland*; "An Exercise in Discipline: Peel"; *The 400 Blows*; *Twitch and Shout*; *Between Madness and Art: The Prinzhorn Collection*; *Poetry*; and *Amélie*, as well as episodes of the television series *Twilight Zone*, *BoJack Horseman*, and *The Simpsons*.

Intensive readings in psychology introduced students to a series of abnormal conditions defined in the current *DSM-5 (Diagnostic and Statistical Manual of Mental Disorders, 5<sup>th</sup> ed., of the American Psychiatric Association)*. To enhance and test their knowledge, students worked with online software ("LearningCurve" from Macmillan Publishers). LearningCurve is an interactive, self-paced tutorial on our textbook's readings in abnormal psychology. This software requires that students fully master the material. The students' knowledge is assessed through quizzes, and incorrect answers to questions are followed by immediate corrective feedback, with subsequent retesting until a perfect score is achieved. Students and faculty also discussed and debated six controversial topics in psychology in the *Taking Sides* series of pro- and con- arguments presented by specialists and learned to read critically and to formulate their own opinions about these issues. The arguments were drawn from *Taking Sides: Clashing Views in Abnormal Psychology, 8<sup>th</sup> ed., Richard P. Halgin*.

In addition to film history and theory, students learned about the practical considerations that inform filmmaking craft, which they applied to digital film production projects shot in small teams of six people. Students were also given the opportunity to gain proficiency in digital video camera operation, nonlinear video editing software, or digital audio recording. They produced a series of graduated digital filmmaking



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exercises during the fall term—*photo roman* process film, live-action process film or 60-second commercial, and short film adaptation—aimed at demonstrating their ability to apply the same shot-sentence framework that is taught at leading American film schools: “Every shot is a thought. Shots are sentences.” For the final fall project, students produced short film adaptations and mock trailers based on the films screened in class, using these exercises to examine the creative choices made by world-class filmmakers; to experiment with genre and other film conventions; and to enhance their creative problem-solving skills. For the final winter project, students shot short films based on original screenplays generated by their assigned film groups. These original stories were developed as a series of graduated exercises—from one-sentence loglines to individual scenes to 5-to-12-page screenplays—which were workshopped at the script level and as filmed scene studies. This process provided students the opportunity to gain practical experience as they learned how to write in proper screenplay format, direct actors, and record dialogue and ambient sound, while also exchanging constructive feedback on their peers’ written and filmed work.

Students practiced their writing in weekly seminar commentaries based on the assigned readings, midterm learning plans, written responses to six major controversial issues in psychology (from the *Taking Sides* book mentioned above), and two major thesis essays in initial and final draft forms based on issues presented in the film *K-PAX* and on two films or works of literature of the students’ choice, as well as quarterly self-evaluations. Each quarter, students submitted three brief papers in response to the films screened in class, and were encouraged to use these open-format reaction papers for analysis and creative expression, depending on their personal interests and academic goals. In order to promote project-based learning and encourage a thoughtful approach to their creative work in collaborative film production, students also submitted reflection papers for the digital filmmaking exercises. The students participated in creative workshops in beading and mask making. They benefited from a private teleconference with the renowned social psychologist Philip Zimbardo of Stanford University, as well as an educational field trip to the Museum of Glass in Tacoma and the Tacoma Art Museum.

#### **EVALUATION:**

Written by: Patricia A. Krafcik, Ph.D.

Nico, who prefers to be called Vinny, was enrolled in the coordinated studies program Madness and Creativity: The Psychological Link during fall and winter quarters 2019-20. He did good work throughout and earned full credit for it. He was a member of my book seminar and participated well in discussion, especially as he became more accustomed to the seminar setting. In addition, he was a skilled listener, always treating his classmates and their opinions with respect. Over the course of the two terms, Vinny expressed his engagement with our seminar readings also in his weekly written seminar commentaries and in other activities within our program.

Vinny participated fully in the writing requirements of our program. He produced the written online commentaries referred to above in connection with each of the seminar texts, demonstrating a level of engagement with the topics and ideas in our readings. The quality of his commentaries varied with some reflecting a deeper understanding and analysis of the assigned text than others. If such an assignment should be required in his future studies, he is encouraged to approach it as a way to demonstrate a thorough and careful reading of an assigned work. It is easy to produce a superficial commentary which fails to show engagement. We encourage Vinny to take the time to share in greater detail his responses to the readings and also to make sure that even in such “low stakes” writing he focus on constructing his texts with content accuracy, good grammar, and punctuation. He clearly has the potential and determination to move forward both in his writing and his study of psychology.

For the major essay of fall term, Vinny responded to a prompt regarding the character Prot in the classic film *K-PAX*. From the first draft to the final, he made progress, exhibiting a solid stride forward as he undertook appropriate corrections and readjusted elements in that final version. His evidence and



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argument were strongly persuasive. In his winter term essay, Vinny brought together the protagonists from Poe's story "William Wilson" and Dostoevsky's short novel *The Double*. He demonstrated how the two protagonists, despite some differences in the nature of their doubles, both feel sheer terror at the emergence and activity of their doubles and how their experiences reflect possible mental illness. Here, as in fall term, he made significant strides forward in his writing between the first and final drafts, applying suggestions from faculty feedback successfully.

Vinny did consistent work on the interactive LearningCurve assignments for abnormal psychology, completing most of the required chapters in both terms. His work showed a mastery of the covered material. In addition to his work on LearningCurve, he also showed his knowledge of abnormal psychology through his completion of the Taking Sides analyses. He submitted almost all of the required analyses over the two terms, and his analyses revealed that he had read and understood the controversial issues presented in them and could articulate a reasoned opinion of his own. On the plagiarism quiz given at the beginning of fall term, he showed an excellent grasp of the steps necessary to avoid plagiarizing the work of others.

Albert Lee, the film faculty in our program, submitted the following two paragraphs evaluating Vinny's work in the creative segment of our program:

In fulfillment of the Film History and Theory requirements for the program, Vinny delivered a presentation with his twin brother Corbin (also a student in our program) on *The Butterfly Effect* that showed how the story connects to the course material on dissociation. Vinny completed the film writing requirements by submitting all of the film reaction papers required for both fall and winter terms, demonstrating in those papers a thoughtful approach to the films screened in class.

In fulfillment of the Film Production requirements for the program, Vinny participated in three short films shot by his assigned group during the fall term—an experimental film that played with the phenomenon known as pareidolia (the tendency to see patterns—especially faces—in inanimate objects); a comedic public service announcement on worker safety called 'Hard Hat Mo,' and a shot-for-shot remake of the showdown scene from *The Good, The Bad, and The Ugly*. Particularly noteworthy was Vinny's participation as director and actor for the group's second film, 'Hard Hat Mo.' In addition to supporting the screenplay directorially with his clear shot selection, Vinny also showed a thoughtful approach to filmmaking during the in-class critique and in the reflection paper he submitted after completing the film. Although the film included both continuity errors and unintended objects in certain shots, Vinny showed a certain maturity in recognizing these issues and accepting constructive feedback. During the winter term, Vinny worked on two short films with his assigned group: a two-minute scene study and a six-minute short film based on a screenplay about a boy who enters foster care after being separated from his parents.

In both terms, Vinny contributed substantially to his film groups' work and success with editing, props, and acting. His groups assessed his overall work as excellent.

Vinny is a responsible and conscientious student who takes his work seriously and puts effort and forethought into it. The Faculty wish him the very best in his future academic and professional career.

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

- 4 - Abnormal Psychology
- 4 - Psychology of Creativity
- 4 - Psychology and the Arts



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- 4 - World Literature
- 4 - Expository Writing
- 4 - Film History
- 4 - Film Production
- 4 - Film Theory



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## **June 2019 - September 2019: Anatomy and Physiology II**

6 Credits

### **DESCRIPTION:**

Faculty: Amanda Kugel, D.C.

Anatomy and Physiology II with Laboratory was designed to build upon previously acquired knowledge of the cellular and tissue levels, as well as integumentary, skeletal, muscular and nervous systems of the human body presented in Anatomy and Physiology I with Laboratory. This course explored the remaining human body components including the endocrine, reproductive, cardiovascular, respiratory, lymphatic, digestive, and urinary systems. The course used the text *Visual Anatomy and Physiology, 2<sup>nd</sup> edition*, by Stephen Sarikas.

For each body system, students were asked to locate associated organs, identify cell populations, and describe their physiologic roles in maintaining homeostasis. Concepts detailed within the endocrine and reproductive systems included hormonal actions and regulation, formation of sex cells, and the reproductive cycles. The cardiovascular system encompassed the blood, heart, and circulatory components. Concepts related to blood included a discussion of blood formation and composition, hemostasis and laboratory typing of synthetic blood for ABO & Rh groups. A comprehensive analysis of the heart and circulation involved tracing the flow of blood from the heart through the circulatory system while also naming major arteries and veins, identification of heart structures through drawing and dissection of a sheep heart, understanding the cardiac cycle with auscultation of heart sounds, discussion of blood pressure dynamics along with laboratory measurement using a sphygmomanometer, and analysis of the electrical and mechanical events of the heart on diagrams of normal and abnormal electrocardiograms (ECGs). The respiratory system included discussion of breathing mechanics and gas exchange, along with use of the wet spirometer to understand pulmonary volumes and functional capacities. For the lymphatic system, we discussed formation of lymph in relation to hydrostatic and osmotic pressure forces, as well as defense of the organism through the innate and adaptive immune systems. The digestive and urinary systems included discussion of renal physiology, and identification of digestive and urinary system organs through dissection of fetal pigs and sheep kidneys. A common reading of "*Cortisol—Its Role in Stress, Inflammation and Indication for Diet Therapy*" by Dina Aronson was used to integrate the hormonal response to stress and its impact on all body systems.

Students were evaluated throughout the course through several modalities. Preparatory abilities were evaluated by weekly worksheets to accompany videos viewed outside of classroom. Standardized assessments involved daily in-class worksheets for labeling anatomy of body systems and short-answer essays of physiology, dynamic online quiz modules from the textbook for each body system, and a final comprehensive standardized exam for the course. Daily attendance, participation in laboratory activities and online article discussion were used to assess engagement on an individual and group level.

### **EVALUATION:**

Written by: Amanda Kugel, D.C.

Nico continued into this session to complete his studies from the previous session of Anatomy and Physiology I with laboratory. Nico attended all classes, engaged meaningfully in lecture discussions and laboratory activities and worked cooperatively with group members, balancing a nice line between leading and participating. Overall, he demonstrated a proficient level of knowledge for remembering and understanding type questions, as assessed by standardized quizzes, diagrams, and the final comprehensive exam. His best work consistently involved hands-on laboratory physiology activities, interaction with torso models and dissection of the heart and fetal pig to identify and locate organs. Nico completed all laboratory objectives, including performance of clinical skills for



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cardiovascular auscultation, use of the wet spirometer to measure and calculate lung volumes and calculate capacities, and perform synthetic blood typing. Nico's enthusiasm for learning contributed positively to the class atmosphere and learning of those around him. Observations of Nico during laboratory revealed a dynamic individual capable of working independently or integrating as a strong member of a team. Overall Nico was a valuable member of the course and earned full credit for the session.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 6**

6 - Anatomy and Physiology 2 with Laboratory





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## **June 2019 - September 2019: Anatomy and Physiology I**

6 Credits

### **DESCRIPTION:**

Faculty: Amanda Kugel, D.C.

Anatomy and Physiology I with Laboratory was designed to assist students in developing knowledge and understanding of the structures and functions of the human body while learning to communicate properly using anatomical terminology. Topics covered first session included a review of cellular structure and the fluid mosaic model, a detailed discussion of the four primary tissues types, as well as exploration of the integumentary, muscular, skeletal and nervous systems. The course used the text *Visual Anatomy and Physiology*, 2<sup>nd</sup> edition, by Stephen Sarikas.

For each body system students were expected to locate and identify pertinent tissues and organs, as well as describe the physiologic processes of each in their contribution to the individual body system, as well as overall homeostasis of the organism. Anatomical position and terminology were integrated throughout the course to give students the necessary tools for communicating effectively with others in health-related fields.

Laboratory activities included proper use of the compound light microscope to view tissues and organs, identification of the axial and appendicular skeletal system components using articulated skeletons, skulls and disarticulated bones, use of anatomical models and diagrams to identify major skeletal muscles and their actions, and eliciting ipsilateral stretch reflexes to understand components of a reflex arc. Optional dissections of animal brain and eyeball were offered to deepen the students understanding of the anatomy discussed within the nervous system and special senses topics.

Students were evaluated throughout the course through several modalities. Preparatory abilities were evaluated by weekly worksheets to accompany videos viewed outside of classroom. Standardized assessments involved daily in-class worksheets, dynamic online quiz modules from the textbook, short-answer essay questions, and an in-class final laboratory practical for bone identification. Daily attendance, participation in laboratory activities and an online article discussion were used to assess engagement on an individual and group level.

### **EVALUATION:**

Written by: Amanda Kugel, D.C.

Nico joined the course to gain applicable knowledge toward his goal of working in physical therapy. He consistently attended class, where his enthusiasm and intuitive nature contributed positively to the class atmosphere when he asked clinical-type questions during lecture, demonstrating a higher level of analysis and evaluative skills than expected in this course. Overall Nico proved an intuitive student who frequently thought outside of the box to understand the material presented. Daily class worksheets, weekly quizzes and the final laboratory practical all revealed a proficient understanding of definitions, identification of anatomical structures and comprehension of physiology as evidenced by his responses to both standardized questions and written essay responses. Initial work with anatomical language showed the need for improvement; Nico was receptive to feedback and quickly improved his use of terminology to communicate effectively. As the session progressed his written responses on assignments improved; where he initially presented incomplete sentence fragments, with feedback, he improved to complete thoughts which someone outside of class would be able to understand. He successfully demonstrated clinic skills during the reflex physiology laboratory as well as identification of anatomical structures during the eye and brain dissections. Nico demonstrated good identification of axial and appendicular bone names on the final laboratory practical, and above average identification of major



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muscle groups. During laboratory he consistently worked cooperatively with peers to accomplish tasks and create a meaningful learning experience. Nico was a memorable student for his engaged attitude and inquisitive nature. He completed all requirements and earned full credit for the course.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 6**

6- Anatomy and Physiology 1 with Laboratory



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## **January 2019 - June 2019: Culture, Self, and Healing**

32 Credits

### **DESCRIPTION:**

Faculty: Toska Olson, Ph.D. (Sociology), Carolyn Prouty, D.V.M. (Public Health, Health Sciences), Julie Levin Russo, Ph.D. (Media Studies), and Eric Stein, Ph.D. (Anthropology and History)

Winter quarter, students explored cultural, social, and psychological approaches to the body and health. Using the lens of medical anthropology and medical sociology, we considered diverse cultural practices around sickness and healing and developed an understanding of Western biomedicine as a complex cultural system. Students expanded their abilities to analyze written texts and to communicate orally and in writing through participation in weekly seminar discussion and by writing seminar passes and two iterative integrative essays. As part of this work, students learned introductory qualitative ethnographic techniques through documenting and analyzing cultural and social contexts in four short observational notebook assignments. They also worked collaboratively to research and present findings on a particular set of complementary healing practices. As part of our program work, students cultivated foundational skills that are relevant across all careers and fields of study—observation, note-taking, analysis, researching, speaking, and writing—and are particularly helpful in social and human services, health care, and education.

In spring quarter, students in Culture, Self, and Healing studied applied approaches to health and community. We completed readings in community psychology, learning core concepts in the field and considering their applications to a range of contexts. In addition, we completed studies of applied anthropology and global health, with an emphasis on farmworker health and global sanitation. Our studies were framed by considerations of ethics and methodology; students completed a substantial essay that asked them to relate ethical principles to our readings and develop their own standpoints.

For our major collaborative project, Health and Resilience at Evergreen (HARE), we conducted research examining the everyday challenges faced by Evergreen students, how students meet these challenges with forms of resilience, and ways campus members can collaborate to better serve the community as a whole. Students consulted with key stakeholders on campus to identify a current area of concern at the College. Following principles of community psychology and applied anthropology, collaborative groups completed an ecological assessment of a related physical or behavioral setting and conducted original research designed around the principles of ethical research. Each group's final deliverable was based on their research results and grounded in the concepts and techniques of community psychology and applied anthropology. The deliverables recommended a data-based intervention that both addressed the needs of Evergreen students and utilized their strengths. Groups presented their findings and recommendations in front of campus decision-makers, which included administration, staff, faculty, and students.

Program texts included A. Fadiman, *The Spirit Catches You*; R. Hanson, *Buddha's Brain*; E. Forney, *Marbles*; R. Anaya, *Bless Me Ultima*; Kloos et. al., *Community Psychology*; Chodron, P. *Living Beautifully with Uncertainty and Change* as well as regular short readings and films.

Part of our curriculum entailed a shared lecture series and seminar readings examining interdisciplinary approaches to the body, health, power, and knowledge. These sessions involved lectures and workshops led by four faculty on the social determinants of health, the social construction of gender, beauty standards, cybernetics, primitivism, stigma, pain, and zombies. In winter quarter, students participated in small group "jigsaw" learning activities, produced writing and online discussion of texts, and worked in teams to produce a 'zine that collaged and synthesized their ideas over the course of winter quarter around a shared theme. For their spring studies of Resilience and the Social Body, students worked in small groups to conduct library research on a topic of their choice concerning how bodies/health are



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socially constituted and how these frameworks can support practices of well-being and resilience. Students gathered evidence from primary social scientific literature, produced draft and revised annotated bibliographies and abstracts, created a large poster display, and presented their work to their classmates and the public at the Evergreen Science Carnival.

The Happiness workshop took an integrated social science exploration of health and well-being that included readings and experiential exercises in areas such as positive psychology, sociology, neuroscience, somatic studies, and contemplative practices. This workshop had a practical component: through weekly movement labs and reflective exercises, students aimed to integrate mind, body, and spirit, learning how to build the positive qualities that social scientists have determined are associated with strong and happy individuals, relationships, and communities. Readings included J. Prendergast, *In Touch* as well as regular scholarly articles.

In the Cyborg Bodies workshop, students investigated how the cybernetic organism, or cyborg, has figured the contested boundary between humans and machines in theory and science fiction. Through advanced scholarly readings and analytical seminars, we engaged the films *Blade Runner* (dir. Ridley Scott, 1982), *A.I. Artificial Intelligence* (dir. Steven Spielberg, 2001), *Sleep Dealer* (dir. Alex Rivera, 2008), *Robocop* (dir. Paul Verhoeven, 1987), *Ghost in the Shell* (dir. Mamoru Oshii, 1995), and Janelle Monáe's visual album *Dirty Computer* (dir. Andrew Donoho and Chuck Lightning, 2018). Learning assessments included markings and annotations on assigned texts, film viewing notes, and participation in critical discussions focused on what cyborgs can tell us about our conceptions of bodies, identity, and difference. Students completed a comparative essay on cyborg media and a creative "cyborg collage" with accompanying concept statement.

#### **EVALUATION:**

Written by: Toska Olson, Ph.D. (Sociology), Carolyn Prouty, D.V.M. (Public Health, Health Sciences), Julie Levin Russo, Ph.D. (Media Studies), and Eric Stein, Ph.D. (Anthropology and History)

Nico entered "Culture, Self, and Healing" with interests in psychology and medicine. He worked hard to acclimatize to Evergreen, and can be proud of his progress. 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. Nico had outstanding attendance, submitted every assignment on time, and succeeded on both independent and collaborative assignments this quarter. His thorough lecture notes are another indication of his dedication to his own education. Nico's ethnographic notebook contained several illustrations and some good, initial reflections on the significance of objects and place. In all, Nico is developing the skills of a solid self-directed learner. He earned full credit for his studies both quarters.

Nico was an active listener and regular participant during seminars and larger class discussions, and he gained experience communicating with diverse others in these settings. His seminar papers revealed a good engagement with the themes in the readings. He was able to identify central quotations in the text and to use quotes to support his discussions. In spring, a short seminar paper on Pema Chodron's *Living Beautifully with Uncertainty and Change* spring quarter offered a thoughtful engagement with Shenpa, but might have done more to consider social justice and human strengths. Nico did relatively well on bi-weekly quizzes on the Community Psychology material, demonstrating significant learning.

The integration papers were designed to assess students' comprehension of the program readings and their ability to succinctly synthesize several readings around a particular theme. Nico's paper was a thoughtful examination of the ways in which culture influences and dismisses forms of healing. He examined many relevant topics, such as the Lees' experiences with the Western biomedical system as a Hmong immigrant family in *The Spirit Catches You and You Fall Down* and the ways in which people with mental illnesses are socially ostracized and economically disadvantaged in the U.S. in the film



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"Crazywise." He provided a brief integrative discussion in his conclusion, but the paper would have been stronger with more substantial syntheses. In spring quarter, Nico's Research Ethics Standpoint essay set out basic principles of ethics – right to privacy, confidentiality, methodological competency, and informed consent – and moved toward a consideration of how power and hierarchy might impact ethical practices. While these principles were not applied systematically to the evaluation of particular research contexts, the essay showed promise. In all, Nico's work revealed satisfactory expository and integrative writing skills and a good grasp of our program themes and readings.

In their Complementary and Alternative Medicine project winter quarter, Nico's group provided a good overview of the principles of Tibetan Medicine. One strength of their presentation was that they emphasized the high level of compassion exhibited by practitioners, who help strengthen the powers already present within individuals. The group used a short video clip to illustrate an example of healing a child's exposure to chemicals in food, though more could have been done to expand on the example. Collectively the team demonstrated an adequate level of research and knowledge about this healing system.

In their Health and Resilience at Evergreen project, Nico's team identified accessibility for students with physical, non-physical, and unrecognized disabilities as an area of concern on campus. They conducted some library research to contextualize their work, and wrote an acceptable annotated bibliography. As part of their project, students did an ecological assessment of an Evergreen setting designed to examine how the physical and social contexts of an environment influence the individuals within them. Nico's drawing of a large classroom included appropriate details about the location's size, furnishings, and boundaries. His analysis of social climate recognized that people with certain disabilities may be more challenged to socialize and collaborate with those around them in this setting, leading to isolation and exclusion. This very good general discussion would have been even stronger with a firmer grounding in Moos's concepts. In all, the group's report demonstrated a good basic foundation in understanding how the ecology of settings can impact the people within them. For their original research project, the group designed and implemented a survey about students' experiences with disabilities on campus, and received 54 responses. They also conducted an informational interview with staff at Access Services. While research ethics and community psychology were tangential to their final presentation, their presentation overall was very good. Some important findings from their research include that Evergreen students may feel much more excluded at the College on the basis of disability status than on the basis of race, gender, or sexual orientation; that having a disability very much affects the students' experience at the College; that students are generally not very comfortable asking for help from Access Services; and that many students do not feel that their accommodations are being met very well. The group also collected a wealth of valuable open-ended responses about what Evergreen does right in terms of disability and access, what Evergreen could change to help respondents have a more positive experience, and unique strengths people with disabilities bring to Evergreen. This data set, which is part of their deliverable, will undoubtedly be useful to both Access Services and the Office of Equity and Inclusion, and both offices have requested copies of this work. The team made many useful recommendations, grounded firmly in their research findings, which have the potential to make a substantial difference in our community. These include moving Access Services to a private location, including education about teaching students with disabilities at faculty institutes, utilizing separate generators for the elevators, adding experiences of exclusion based on disability status to the Evergreen Student Experience Survey, and adding a counselor dedicated to serving students with disabilities who will consider developing Individualized Educational Programs. The team suffered from a lack of cohesion, with multiple group members unable or unwilling to allocate their full effort to the project. This caused stress, frustration, and additional work for the remaining group members. It is impressive what this group was able to accomplish under these circumstances. In their evaluations of his role, Nico's teammates commented on his contributions to the survey collection and transcription, and to the final PowerPoint presentation.



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As a conclusion to the interdisciplinary lecture and seminar series, Nico's team did very good work on their integrative zine, "Stigma, Health, and Healing." The zine collected notebook reflections and additional analysis on a wide range of interests, including the psychology of happiness, cyborgs, power and socialization, mental illness, and medicalization. The design of the zine, while sparse, included some accompanying illustrations and found art. Nico contributed several illustrations and reflections on cyborgs as figures that take on a range of gendered, sexualized, and marginalized attributions in the popular and media imagination, connecting most strongly with the zine's "stigma" theme.

For the Science Carnival Project, Nico was part of a four-person group that studied the effects of nature on aiding people with disabilities, trauma, or depression. The group's final annotated bibliography made substantial improvements over an earlier draft, replacing several popular internet sources with valid peer reviewed scholarly sources in psychology, geography, and public health, though more of these sources would have been welcome. The adequately written project abstract provided several insights drawn from research studies and emphasized the effectiveness of Ecotherapy approaches. Especially notable was the group's well-designed, extensively revised final poster, which used an accessible well-organized layout to convey key points from the work. While the group's presentation of the material was quite short, it gave a brief overview of findings; peer reviewers noted that the presentation was mostly proficient in the material. Nico played a key role in organizing the work overall, contributing significantly to the presentation on disability and working productively through challenges with group members. The group faced some significant challenges with even collaboration and communication, but was able to complete the work sufficiently.

Nico met expectations for learning and participation in the Cyborg Bodies workshop. In class, he frequently shared opinions and questions that enhanced our discussion. Nico sometimes struggled with the challenging texts, but he persevered and was able to complete most of the readings. He used markings and annotations effectively to show where his understanding was growing and record where he needed clarification. Nico's notes on screenings demonstrated his engagement with representations and themes in the films. In his essay, he compared *Blade Runner* to the "Old War Blues" quest in the post-apocalyptic video game *Fallout: New Vegas*, in which the player must upgrade their organic body with machine parts to become a superhuman cyborg. Nico is in the process of developing his academic writing skills, and he did a good job of pointing to questions about cyborgs as metaphors for difference, suggesting that we consider whether they are seen as superior or inferior to humans. For his collage, Nico created a large 2-dimensional figure of a feminized and militarized cyborg, hand-drawn and decorated with quotations from Donna Haraway's "Cyborg Manifesto." This design cleverly referenced a number of the characters we studied and integrated ideas from the whole quarter (Haraway is a citation from the first week). In his accompanying statement, Nico wrote thoughtfully about how the cyborg evokes gendered hierarchies and stands in for people who "pass as 'normal' in society but are generally rejected due to their difference." His project juxtaposes the "sexualized stereotypical cyborg" shaped by the male gaze with Haraway's contribution to "criticizing the very significance of categories like race, gender, sexuality, and class." This creative assignment is Nico's strongest work and fittingly culminates his exploration of cyborg studies.

Nico made good strides in the Positive Psychology workshop spring quarter. He had very good attendance, submitted most assignments, and was willing to share his perspectives and experiences in both the lecture sessions and movement labs, which contributed to a sense of community. Nico demonstrated very good engagement in the psychological interventions that were assigned as weekly homework. He showed a particular appreciation for gratitude, acts of kindness, and counteracting irrational thought patterns. Nico particularly excelled at reflecting on how the psychological interventions are beneficial in promoting human well-being. He sometimes participated in the developmental work assigned from Prendergast's *In Touch*, and showed perseverance by sticking with the text through the challenging work. Through this work, he demonstrated a clear dedication to his own growth. Nico's reading journal would have been stronger with more comprehensive engagement in the workshop's



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readings. For his final project, Nico reflected on a “beautiful day” that he had lived. Although he did not live an intentionally-planned day, which was the goal of the assignment, Nico’s retrospective reflection of living through his senses and with friends and family revealed his very good self-awareness of the personal and social activities that bring him joy and satisfaction.

It was a pleasure to work with Nico. We congratulate him on his successes in our program.

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

- 4 - Sociology of Health, Illness, and Healing
- 4 - Medical Anthropology
- 4 - Community Psychology
- 4 - Collaborative Research in Applied Anthropology
- 6 - Interdisciplinary Studies of Bodies and Health
- 2 - Science Carnival Research Project: The Connection of Disabilities and Nature (Ecotherapy)
- 4 - Positive Psychology
- 4 - Media Studies: Science Fiction Film Theory and Analysis



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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.