



Mueller-Chapin, Kaylee N

A00428041

Last, First Middle

Student ID

CREDENTIALS CONFERRED:

Bachelor of Arts

Awarded 22 Mar 2024

TRANSFER CREDIT:

Start	End	Credits	Title
09/2017	06/2019	81	Lower Columbia College
09/2021	06/2022	23	University Of Maryland

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/2022	12/2022	16	The Fungal Kingdom *8 - <i>Fungal Biology and Taxonomy</i> *6 - <i>Lichen Biology and Taxonomy</i> *2 - <i>Research Seminar in Mycology</i>
01/2023	03/2023	8	Plant Propagation and Winter Season Horticultural Practices 4 - <i>Plant Propagation</i> 4 - <i>Horticulture</i>
01/2023	03/2023	4	Rooted: Food Players, Policy, and Power 2 - <i>Critical Indigenous Studies</i> 2 - <i>Food Policy</i>
04/2023	06/2023	8	Branching Out: An Ethnobotanical Garden in Community 2 - <i>Applied Ethnobotany</i> 2 - <i>Topics in Ethnobotany and Indigenous Studies</i> 2 - <i>Plant Studies</i> 2 - <i>Communications and Event Production</i>
04/2023	06/2023	4	Rooted: Food Sovereignty as Medicine 2 - <i>Critical Indigenous Studies</i> 2 - <i>Food Sovereignty</i>
04/2023	06/2023	2	Core Ballet 2 - <i>Beginning Ballet</i>
06/2023	09/2023	8	Creating Medicine and Color with Plants 4 - <i>Plant Studies: Botanical and Cultural</i> 2 - <i>Introduction to Herbal Practices</i> 2 - <i>Introduction to Natural Dyeing</i>
06/2023	09/2023	4	Contemporary Dance 4 - <i>Contemporary Dance</i>
06/2023	09/2023	4	Dance Immersion 1 - <i>Beamish Bodymind Balancing Floorbarre Technique</i> 2 - <i>Classical Ballet Technique</i> 1 - <i>Choreography</i>



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EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/2023	12/2023	14	Land-Based Learning: Foodways <i>4 - Based Learning: Foodways</i> <i>4 - Storying Land, Education, and Foodways Across Time</i> <i>4 - Agricultural Practicum: Evergreen's Organic Farm</i> <i>2 - Field to Flavor: Foodways Lab</i>
01/2024	03/2024	4	Ceramics: Fundamentals <i>4 - Ceramics</i>
01/2024	03/2024	2	Contemporary Dance <i>2 - Contemporary Dance</i>

Cumulative

182 Total Undergraduate Credits Earned



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Transferring to Evergreen as a junior with the interdisciplinary learning environment was far from what I was used to, though once I started learning it very quickly became the only way I wanted to learn, and this allowed for the part of me that loves learning to truly blossom! My time here at The Evergreen State College has been one of the most eye-opening experiences yet.

My first class was *the Fungal Kingdom*, and it was far from a beginner first class, although this class was by far one of my favorites! I not only met such wonderful people and finally felt a sense of community, but I also learned more about fungi than any amount of my own research had done up to that point. We learned how to ID them in the wild based on several types of visual specifications and based on environmental factors, discussed the plethora of ways that fungi can benefit not only our health but also our environment and the ever-increasing climate issue among many other topics and what made it all come together were field trips in which we would actually get to apply our knowledge then bring our findings back to allow for complete ID.

During my second quarter I put my hands and mind in the dirt while I learned about the ways in which agriculture of a farm is set up and how each plant grown within the organic farm functions on a botanical and horticultural level and while learning with my hands, I was also learning in the classroom about food policy and how heavily this effects our food systems. Bringing my learning full circle by giving me insight into the way to grow food as a community AND how to provide it to the communities who need it most.

Once spring quarter came, I took as many botanical classes as I could. Taking *Rooted food sovereignty as medicine* while taking *an Ethnobotanical Garden in community* and a modern style of ballet. Although Ballet may not seem relevant it was the best touch of structure, this modern take taught me mind and body techniques to bring into my other classes allowing their own set of community engagement. With the teachings of both botanical classes, we discussed the uses of plants on a medicinal level, and this further allowed me to apply my understanding of herbalist practices in my own time. Within both we learned about identifying plants on a botanical level and how to apply medicinal techniques through the preparation of a tincture, the use of it as food, and the application of it in the wild. All while showing us how plants can help us become closer with our natural surroundings and our surrounding people in community.

In the summer quarter I then took the following classes from the same professors to deepen my understanding, taking two dance classes with the structures of mind and body connection and *Creating Medicine and Color with Plants*. Both not only deepened my understanding but widened my connection to myself and nature. In the medicine and color class we made medicine and color from scratch creating tea blends, salves, concoctions, dyed artwork, and scarves all while learning why and how these plants can do such miraculous things for our bodies and eyes. Then once again the grounded structure of the dance classes, allowing me to be more present and aware of how I was showing up for myself and my classmates, was crucial to my learning.

My last program was *Land Based Learning: Foodways* and what we focused on is exactly as the name suggests. We got out into the land and learned about all the ways food affects us. It affects learning depending on accessibility to clean healthy food and it affects our land by how we grow the food and treat the farmers. I not only got to learn and experience the way the land works from several different settings, but I also got to discuss ways we can improve them for the future!

As my last quarter I took ceramics and contemporary dance to decompress and lastly, they taught me to how to be in connection with my somatic body and patience in the little things.

From land to water and back to the classroom I am forever grateful at how much of a noticeable difference in the community and myself was made while here.



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January 2024 - March 2024: Contemporary Dance

2 Credits

DESCRIPTION:

Faculty: Jehrin Alexandria, MFA

This class encourages creativity, exploration and individuality. Students will participate in a weekly dance class and study different videos of contemporary dance artists.

The versatile style of contemporary dance allows dancers to explore different and unique ways to move their bodies as well as develop self-expression through movement.

Contemporary dance is artistic and eclectic, often combining jazz, modern, lyrical, ballet, authentic movement, and improvisation.

EVALUATION:

Written by: Jehrin Alexandria, MFA

In this contemporary dance class, Kaylee, aka Nicole, did a deep dive into authentic movement as a way of accessing their true voice as a dancer. Mixing this with some structured exercises as well as non-structured solo and group work they engaged fully in whatever the class content was for the day. They worked individually and collectively to create a short performance piece that they showcased at the end of the quarter. In addition, they researched such famous contemporary choreographers as Paul Taylor and Merce Cunningham, to name a few. They explored using painting as a medium for dance expression. They fully engaged the exercises in the class and worked well with their peers.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2

2- Contemporary Dance



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January 2024 - March 2024: Ceramics: Fundamentals

4 Credits

DESCRIPTION:

Faculty: Bruce A Thompson

Students gained an overview of ceramic studio practices. They learned essential hand-building and wheel-throwing techniques. Projects drew upon traditional methods and moved toward current ceramic technologies. The course introduced students to clay types, kiln firing methods, glazing and related surfacing techniques. Presentations on the history and contemporary application of ceramic arts contextualized studio work. Through their thematic projects students gained solid foundational skills in both functional and sculptural work. Students received critical analysis of their resulting work through written observations and through group discussions.

Assigned projects included wheel thrown bowls with trimmed feet, sgraffito, Mishima and stenciled aquatic themed designs applied to both wheel thrown and hand-built decorative plates. The final course project culminated with an expressive figurative sculpture.

EVALUATION:

Written by: Bruce A Thompson

Kaylee, who goes Nicole, successfully met the learning outcomes of Ceramics: Fundamentals this quarter. Nicole's dedication was evident through regular attendance, commitment to submitting work on time, and willingness to spend extra hours outside of class to complete projects. Nicole actively participated in group discussions, contributing valuable insights and demonstrating a helpful nature towards fellow students. Nicole's self-driven approach and ability to produce work beyond the course requirements showcased Nicole's competence and drive.

Notable work included a grouping of four, sculptural-handled mugs as an excellent solution to functional and figurative work with a heartfelt concept linking family members through custom built vessels. The mugs showed good follow through wrestling with technical issues.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Ceramics



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September 2023 - December 2023: Land-Based Learning: Foodways

14 Credits

DESCRIPTION:

Faculty: Michael Bowman, PhD and Sarah Williams, PhD

Land-Based Learning: Foodways was designed as an interdisciplinary, team-taught, year-long program to explore what can happen when we learn how to learn through our and others' connections with the land. We used a variety of experiential learning approaches to engage with how food is a medium for understanding relationships among land, eaters, and the eaten. Our curriculum was inquiry-driven:

- For whom and why has land meant sustenance, belonging and identity more than property?
- Where and when does agriculture mean food sovereignty more than continued extractive settler colonialism?
- What can re-connecting seeds, plant breeders, growers, cooks, and eaters mean and do in the contexts of climate change, post-colonialism, and regenerative agriculture?
- What are the historical relationships and future responsibilities between knowledge of the land and educational institutions?

Using case studies we addressed food and intersectionalities, particularly Indigenous and Native perspectives; community agriculture as a social and environmental movement; and food sovereignty within contemporary, historical, and evolutionary timeframes. Program activities included seminars, field trips, lectures, tasting labs, workshops, films, and a weekly farm practicum. Major student assignments included documentation of these activities in relation to student interpretation and application of corresponding texts as well as synthesis in three creative pieces in which students "storied" their relationships to land, education, and food. Highlights of these assignments were curated on individual WordPress portfolios that were presented at mid- and end-of-quarter and reflected on in self-evaluations. Key fall quarter texts included: Charlotte Cote's *A Drum in One Hand, a Sockeye in the Other: Stories of Indigenous Food Sovereignty from the Northwest Coast*; Leah Penniman's *Farming While Black: Soul Fire Farm's Guide to Liberation on the Land*; Harold McGee's *Nose Dive: A Field Guide to the World's Smells*; Enduring Legacies: Native Case Studies (selections); Robin Kimmerer's "Corn Tastes Better on the Honor System," Tamar Adler's *An Everlasting Meal*; GRuB's *Plant Teachings*; Aaron Woolf's *King Corn*, and Sanjay Rawal's *Gather*. Engaged participation was as essential for student success as a demonstrated commitment to our community agreements around interdependence, support, responsibility, and community engagement. This included consistent attendance and pro-active communication with peers and faculty when absences were required; honest participation in "challenge by choice" activities; supporting peers, staff, and faculty when needed; critical self-reflection on how one participated in small group and large group activities; and curious and respectful engagement with community educators.

EVALUATION:

Written by: Sarah Williams, PhD

Kaylee (Nicole) mostly met the program expectations with compelling strengths in critical thinking and oral communication. During seminar discussions and WordPress portfolio presentations Nicole was articulate and contagiously both engaged and engaging. If the smell of compost, as program authors McGee and Penniman emphasized, is testimony to the promises of life after death, then Nicole's capacity to sense regeneration in the cycle of life and death and to critically embrace its meaning also bore



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witness to the promises of an Evergreen seminar realized. Seminars with Nicole always contained transformative moments of experiential learning. Nicole also excelled in expanding an individual inquiry, which resulted at quarter's end with this questioning: "How does the way we interact with our food outside of our mouths affect and ultimately determine how we receive said vitamins and nutrients? In what ways are we what our brain eats?" Nicole's challenges in time management resulted in a pattern of lateness for activities, including the submission of most assignments. Nicole is encouraged to explore the development of writing skills as Nicole's thinking and oral skills deserve full expression in written formats. The WordPress portfolio created by Nicole beautifully expressed Nicole's aesthetic design sensibility and the love of medicinal plants that Nicole brought to Land-Based Learning: Foodways. Nicole's curiosity and ability both to articulate and to share the thinking process generative of the curiosity, in personal learning and in the learning processes of peers, contributed directly and immensely to the success of seminars, food labs, and field trips during fall quarter.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 14

- 4 - Based Learning: Foodways
- 4 - Storying Land, Education, and Foodways Across Time
- 4 - Agricultural Practicum: Evergreen's Organic Farm
- 2 - Field to Flavor: Foodways Lab



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June 2023 - September 2023: Dance Immersion

4 Credits

DESCRIPTION:

Faculty: Jehrin Alexandria, MFA

Dance Immersion is a 2 week daily immersion into movement exploration. This class is designed to de-stress and revitalize the mind and body. The day begins with the Beamish Bodymind Balancing Technique™, a core strengthening floor barre class. This system is used by dancers, singers and actors from around the world to help prevent injuries, increase flexibility, strength and focus while decreasing tension in the mind and body. Daily dance classes consist of alternating between Ballet, Choreography and Authentic Movement.

EVALUATION:

Written by: Jehrin Alexandria, MFA

In this class, Kaylee, aka Nicole, learned in-depth basics of the Beamish Bodymind Balancing Technique™. They practiced these exercises daily which consist of a variety of strength and stretching exercises to better prepare their body for upright dancing. Daily basic anatomy was covered and functional movement patterns. The second half of class was spent in practicing and apply the principles of the Beamish Technique™ to classical ballet class. Nicole learned about the traditional oral way of learning classical ballet through copying and repeating patterns versus learning from an anatomical perspective i.e. how the joints and bones align and move in pain free range of motion. In addition, they studied Authentic Movement and choreography, working with choreographer Deanna Carter. They were present and fully engaged the material wholeheartedly.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

- 1 - Beamish Bodymind Balancing Floorbarre Technique
- 2 - Classical Ballet Technique
- 1 - Choreography



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June 2023 - September 2023: Contemporary Dance

4 Credits

DESCRIPTION:

Faculty: Jehrin Alexandria, MFA

In this class students studied various contemporary dance styles and expression. Students studied the work of Mary Stark-Whitehouse's Authentic Movement, as well as working with guest teachers from the Cuban Ballet and Walla Walla Dance Theater.

The class focused on building strength, coordination and flexibility, as well as developing a playful, creative attitude as we explored movement in class.

EVALUATION:

Written by: Jehrin Alexandria, MFA

In this contemporary ballet class, Kaylee aka Nicole learned the fundamentals of movement technique, using various contemporary styles of dance, including experiment with Improvisational Movement and, Authentic Movement. Nicole fully participated in the weekly classes and improved in overall confidence and coordination in practicing the various movement techniques. Their willingness to try on new techniques that require a certain amount of vulnerability and open mindedness, was admirable. Their sharing in class was supportive not only to themselves but to the entire class and was very insightful.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Contemporary Dance



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June 2023 - September 2023: Creating Medicine and Color with Plants

8 Credits

DESCRIPTION:

Faculty: Marja Eloheimo, Ph.D.

This summer program taught students various methods for co-creating both medicine and color with plants. In the first summer session (Weeks 1-5), we began by exploring the plants we would engage with from a botanical perspective. Then we practiced both medicine-making and natural dyeing. In the second summer session (Week 6-10), we repeated the sequence using different plants and different methods for creating medicine and color. Some students enrolled for the full summer session and others enrolled for the second session only. While second session students had access to class recordings from the first session, participation in the full session provided the most complete preparation for transferring skills to daily life.

This program was appropriate for both beginning and experienced students. Special note: an Indigenous Sámi plant, dye, and textile artist visited during the second session, which enriched our experience. (The Indigenous Sámi live in their homeland, Sápmi, which occupies the far north of Europe and predates the existence of Norway, Sweden, Finland, and northwest Russia.)

This was a hybrid program, with Wednesday evening online classes and four Saturday in-person classes.

EVALUATION:

Written by: Marja Eloheimo, Ph.D.

Nicole enrolled for the full summer program. Nicole was actively engaged throughout the program, showing strong interest in both community herbalism and natural dyeing. For example, Nicole attended most class sessions and submitted nearly all assignments. These included two very well-done plant profiles, one on lavender (*Lavandula* spp.) and another on goldenrod (*Solidago* spp.). Both were well researched, well organized, accurate, and very nicely illustrated, demonstrating a strong ability to research a plant with both medicinal and dye attributes. Since this was an exploratory course, each student had unique highlights of learning. As Nicole explained,

"Medicinal applications: By learning about the plants that are native and nonnative, as well as their usage and medicinal properties, I feel that I have a deeper connection and understanding... Since herbal medicine is my biggest passion, this knowledge has helped me in the pursuit of my future as an herbalist and it has increased my values of such teachings by showing me the deeper side of it all. *Nature journaling:* ... I felt a sense of ease and calm in drawing the plants around me... In my previous experience, classes don't incorporate this kind of learning unless it's an art class but doing this really helped me understand my fellow plants as well as see them deeper. It especially helped me look at the taxonomy of them better. This also increased my values of how drawing can be one so therapeutic but also how it can help my brain make learning connections and understanding in a physical sense... *Tea blending:* I have made tea blends before but ... I just found it so interesting and fun to go through and pick out plants to add based off very specific things they provide in order to make a very specific tea! This experience has increased my understanding and now allows me to have prior knowledge on how to figure out what herbs to add to teas..."

Through participation in this program, Nicole strengthened understanding of terms and concepts in plant morphology, herbalism, and natural dyeing as well as developed skills in dye practices (including basic



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dye baths, creating an organic indigo dye vat, and simple shibori practices) and skills in medicine-making with plants (including salve-making and tea blending). Nicole earned full credit.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

- 4 - Plant Studies: Botanical and Cultural
- 2 - Introduction to Herbal Practices
- 2 - Introduction to Natural Dyeing



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April 2023 - June 2023: Core Ballet

2 Credits

DESCRIPTION:

Faculty: Jehrin Alexandria, MFA

In this course, students will learn fundamentals of ballet and gain greater physical flexibility and coordination. In addition, we will study the Beamish BodyMind Balancing Technique™ to achieve heightened awareness of self through movement both in and outside class.

EVALUATION:

Written by: Jehrin Alexandria, MFA

Kaylee (Nicole) participated fully in weekly ballet class. In practicing the ballet vocabulary and steps they increased their overall flexibility as well as coordination. They engaged in regular core strengthening exercises via the Beamish Bodymind Balancing technique. In addition, they learned new modalities of movement, such as Authentic Movement and Neurological Re-patterning that introduced the exploration of the mind/body connection.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2

2- Beginning Ballet



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April 2023 - June 2023: Rooted: Food Sovereignty as Medicine

4 Credits

DESCRIPTION:

Faculty: Kendra Aguilar, MPA

Critical Indigenous Studies (CIS): Rooted: Food Sovereignty as Medicine focused on health and well-being from an Indigenous lens and used plant teachings for social-emotional skills and a medicine wheel framework to explore how our food is part of a sacred circle which allows us to acknowledge relational accountability and address how the revitalization and reclamation of our food systems can help repair the circle and help restore all aspects of wellness for ourselves, our communities, and our planet.

It was part of a non-sequential series that examined historical injustices responsible for the complex and inequitable food systems we experience today, from an Indigenous lens and critical analyses. The course materials and structure intended to honor grassroots efforts (both Indigenous and Western, and collaborations between) to bring control over food production, distribution, and restore access to the peoples most impacted. Discussions included critical reflection of historical events and the current debates around food, agricultural systems and human rights in a local and global context, with an emphasis on social movements aimed at food justice and food security locally and throughout the United States. Topics included human rights, equity, food deserts, food scarcity, colonization and decolonization, traditional and healthy foods, Tribal food sovereignty, local food production, and activism. The goal of this course was to create a foundation of knowledge to support further academic work and civic engagement in the food sovereignty and food justice movements.

Book: *Plant Teachings for Growing Social-Emotional Skills*, a collaborative project by GRuB and Northwest Indian Treatment Center

EVALUATION:

Written by: Kendra Aguilar, MPA

Kaylee, who went by Nicole, succeeded in achieving all objectives and outcomes of this course while having a meaningful impact on the learning community through a grounded and gracious presence and insightful contributions, whether verbally or in writing. Nicole expressed a superior ability to utilize critical thinking, Indigenous research methodology, and powerful self-reflection to engage with Indigenous knowledge of local plants and how to protect and promote healthy plant communities and ecosystems through ethical harvesting and ecological restoration. By synthesizing course resources, materials, and existing personal knowledge, and participating in small and large classroom seminar discussions and process work groups, Nicole was able to brilliantly articulate key concepts relating to how the acts of food sovereignty can help mend and restore balance and relationships with self, family & community, and the broader global community on micro, mezzo, and macro levels. Nicole also displayed a deep understanding of individual and community resilience through a series of weekly meditative medicine wheel journals, thoughtfully completed plant teachings worksheets, and other class activities that supported the building of social-emotional skills such as mindfulness, self-awareness, tolerating stress, and building healthy relationships.

Students took their learning from theory to practice in a powerful way by participating in Evergreen's 5th Annual Equity Symposium titled, "You Are Enough: Healing Towards Belonging and Collective Liberation." Students approached the theme through words from Native ethnobotanist Rose Bear Don't Walk (Bitterroot Salish/Crow) saying, "our relationships have power, and we have the ability to heal ourselves through our connection to our natural world." Using poetry, art, spoken word and dance, students responded to prompts around what our relationship to land would be without colonization and asking how healing the earth, and our relationship to it, can help heal us and our sense of belonging



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individually and collectively. These submissions were put together into a video session titled, "Mended: Healing the Land, Healing Us." Nicole's deeply moving and thought-provoking piece was invaluable to the group contribution and the profound impact it had on session attendees.

Students' final work for the quarter was a demonstration of the cumulative knowledge of the course themes via a vibrant plant monograph, which was shared with the learning community, in-person and virtually, at a traditional foods feast and medicine making gathering at S'gwigwi?altxw (House of Welcome), the Evergreen State College Longhouse. Through this beautiful and skillfully researched presentation on garden sage, Nicole was able to promote the value and significance of Indigenous Science and Native ways of knowing, doing, and being, including intergenerational and experiential learning, the transmission of knowledge through stories, and recognizing and building reciprocal relationships.

Nicole has many gifts to share with the world and it was truly an honor to learn with and from this student throughout this course as we made connections between land, culture, and community and built relationships between and among humans, nonhuman beings, and the environment.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

2 - Critical Indigenous Studies

2 - Food Sovereignty



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April 2023 - June 2023: Branching Out: An Ethnobotanical Garden in Community

8 Credits

DESCRIPTION:

Faculty: Marja Eloheimo, Ph.D.

This spring hybrid program was part of a yearlong mission to revitalize the ethnobotanical garden at the

s ?g?ig?i c?altx? "Welcome House" Longhouse and tell the garden's 25+ year story. This quarter we focused our learning on the *theme areas* that consist of the *sayuyay* Medicinal Sister Garden, a pollinator garden, dye and fiber gardens, and a wild and traditional foods garden. Throughout the quarter students cared for these and other areas; documented observations and experiences through nature journaling; and explored materials from previous students' engagement. Teachings were related to field botany, community herbalism, dye and fiber arts, pollinators, traditional foods, communications, and event creation. Additionally, we began to collaborate with Indigenous communities to create educational activities and vision a collective, sustainable future for the garden. Finally, we concluded with a community-wide celebration of both what has been achieved and what is possible. Students who registered for 12 credits also carried out an additional 4-credit plan for independent study. They documented their activities throughout the quarter and celebrated their work in a final PowerPoint presentation.

Reading and references included, among others, *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants*, Robin Wall Kimmerer; *Keeping a Nature Journal*, Leslie and Roth; *Grow Your Own Herbal Remedies*, Maria Noël Groves; *A Garden to Dye For*, Chris McLaughlin; and *Iwígara: The Kinship of Plants and People*, Enrique Sálmon.

EVALUATION:

Written by: Marja Eloheimo, Ph.D.

Kaylee "Nicole" focused on the *sayuyay* Medicinal Sister Garden, a formal garden that contains medicinal plants to support a variety of body systems, and that replicates a garden originally created on the Skokomish Reservation. Throughout the quarter, Nicole observed, cared for, and identified plants present. Nicole attended all classes sessions, both online and in-person, and participated with strong interest. Nicole also submitted all assignments, which were very well done.

Specifically, Nicole reviewed a student-created pollinator profile on the painted lady butterfly (*Vanessa cardui*) and made improvements. Nicole attended a medicine-making workshop, then independently planned, carried out, and nicely documented a medicine-making activity to create a willow pain reliever (*Salix alba*). Nicole also prepared a plant profile on burdock (*Arctium* spp.) demonstrating a strong developing ability to research a medicinal plant and organize the information clearly and accurately. These activities built upon Nicole's significant pre-existing herbal knowledge.

Finally, Nicole contributed substantially to the end-of-year community-based event. For example, Nicole created an informational, interactive demonstration in the *sayuyay* Medicinal Sister Garden about how and why to prepare an oxymel. I was very impressed with the content of Nicole's presentation as well as the way in which Nicole engaged and interacted with guests. As Nicole stated, "I contributed a plant ID scavenger hunt, an oxymel demonstration, and I assisted people with taking veggie/herbs from the overgrown chive and spearmint beds. I learned that community really is what makes the world go round (even more than I already knew). Having my group work together and show the community members what all the garden has to offer was so heartwarming and it also showed me how knowing your information, even if it's just a little bit, can help teach others..."



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Overall, Nicole deepened understanding of four theme areas: pollinator-plant relationships; basic natural dye methods; approaches to engaging with plants and lichens as medicine; and growing, harvesting, and using a number of wild and traditional food plants. Nicole also gained insight into (1) the history, contexts, and Indigenous elders associated with both the ethnobotanical garden and s'g?i g?i ? altx? - House of Welcome, which the garden surrounds; (2) educational garden planning and care; (3) the challenges and rewards of community-based service learning; and (4) collaborative creation of a community event. As Nicole stated, "Within this class I gained a deeper understanding of the ways that we are connected to plants and their many uses, but also the way that they are all our plant ancestors in many ways! ... If you listen when [they] speak, [they] can give you knowledge for years to come as well as medicine, food, and spiritual guidance! Make community with all and we shall prosper as one"! It was a pleasure to have Nicole's knowledge, enthusiasm, and generosity as part of our learning community.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

- 2- Applied Ethnobotany
- 2- Topics in Ethnobotany and Indigenous Studies
- 2- Plant Studies
- 2- Communications and Event Production



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January 2023 - March 2023: Rooted: Food Players, Policy, and Power

4 Credits

DESCRIPTION:

Faculty: Kendra Aguilar, MPA

Critical Indigenous Studies (CIS): Rooted: Food Players, Policy, and Power was an intermediate course that moved from theory to practice and focused on the major players in our food systems and their often competing agendas, as well as how Indigenous communities and Tribes are informing policy and implementing change as part of a food revolution to benefit the planet and future generations. It was part of a non-sequential series that examined historical injustices responsible for the complex and inequitable food systems we experience today, from an Indigenous lens and critical analyses. The course materials included chapters from books such as *Indigenous Food Sovereignty in the United States*, films such as "As Long as the River Runs," and recorded interviews and live presentations from Indigenous leaders, in order to honor the grassroots efforts of these visionaries to restore control over food production, distribution, and access back to their communities.

Discussions included critical reflection of Food Policy and Federal Indian Policy, and other historical events, that are foundational to understanding Native American social movements aimed at food justice and food security, locally and throughout the United States. Specific topics included local treaties, Native rights, colonization and decolonization, traditional and healthy foods, Tribal food sovereignty, local food production, food policy, and activism. The goal of this course was to add to a foundation of knowledge to support further academic work and create opportunities to put into practice some of the crucial tools, such as policy work, needed for civic engagement in the food sovereignty/food justice movements.

EVALUATION:

Written by: Kendra Aguilar, MPA

During this course Kaylee, who went by Nicole, succeeded in achieving all objectives and outcomes and expressed the ability to engage with Indigenous knowledge and critical thinking and writing skills. Nicole was able to strongly articulate key terms and concepts relating to policy as a powerful tool in Tribal foods sovereignty and Indigenous food justice movements by synthesizing a variety of course resources and materials and responding to questions and conversation during weekly seminars and small group discussions.

Nicole defined and practiced the criteria for effective food policies by constructing an insightful and well-written policy brief on addressing food justice issues by building community gardens, resulting in a thoughtful critique of such policies with respect to evidence-base, adequacy of implementation and impact, and forces which hinder or help their implementation. The brief was accompanied by an enthusiastic policy letter addressed to key stakeholders and decision makers, in order to introduce the issue while engaging with concise, skillful, and persuasive letter writing as part of a broader social justice initiative.

Nicole's crowning work for the quarter was a demonstration of the cumulative knowledge of the course themes via a beautiful visual essay, combining Indigenous and western research methodologies. Through this compelling presentation on community garden projects for supporting health and well-being, Nicole was able to identify an important Indigenous food justice issue amenable to policy intervention, as well as the major players in food systems and their agendas, resulting in a display of increased learning regarding the impacts of food system actors, agendas, and activities, especially on Tribal nations and Indigenous communities.



Mueller-Chapin, Kaylee N

A00428041

Last, First Middle

Student ID

Nicole was a bright and conscientious student, and a valuable contributor to the learning community. It was a pleasure learning with and from Nicole regarding how our communities are mitigating the impacts of settler colonialism on Indigenous food systems, while promoting traditional ecological knowledge (TEK) and ways of being and knowing as the solution and way forward towards a more sustainable future for all.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

2- Critical Indigenous Studies

2- Food Policy



Mueller-Chapin, Kaylee N

A00428041

Last, First Middle

Student ID

January 2023 - March 2023: Plant Propagation and Winter Season Horticultural Practices
8 Credits

DESCRIPTION:

Faculty: Steve Scheuerell, Ph.D.

The *Plant Propagation and Winter Season Horticultural Practices* program taught the principles and practices of plant propagation through a twice weekly on-farm and greenhouse practicum paired with the text *Plant Propagation* by Alan Toogood. Seasonal horticultural practices in the maritime Pacific Northwest climate were taught through readings and hands-on field workshops centered on perennial plant biology, training, and pruning of apples, pears, plums, figs, grapes, raspberries, hardy kiwis, and blueberries. Propagation and field cultivation principles were taught in tandem with how to select annual and perennial plant varieties based on climatic and site conditions and manage greenhouse environments to meet plant growth requirements. Students earned credit through participation, online assignments, field notes, and demonstration of putting theory to practice.

EVALUATION:

Written by: Steve Scheuerell, Ph.D.

Kaylee (who goes by Nicole) successfully completed the program with a focus on demonstrating application of theory to practice. In Plant Propagation, Nicole learned the concepts and practices of managing propagation environments, soilless growing media, seed germination, sanitation, disease prevention, and vegetative propagation by division, cuttings, and storage organs. In Horticulture, Nicole's written work showed very good comprehension. Nicole's practicum work demonstrated proper care and use of tools, ability to assess environmental conditions, consider plant variety selection criteria, and make pruning and training decisions for diverse perennials during the dormant season.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

4 - Plant Propagation

4 - Horticulture



Mueller-Chapin, Kaylee N

A00428041

Last, First Middle

Student ID

September 2022 - December 2022: The Fungal Kingdom

16 Credits

DESCRIPTION:

Faculty: Lalita Calabria and Paul Przybylowicz

The Fungal Kingdom was a two-quarter, junior/senior program focused on the taxonomy, physiology and ecology of fungi, with an emphasis on Pacific Northwest fungi and lichens. The major learning objectives were to: 1) develop a detailed understanding of the biology and taxonomy of lichens and fungi; 2) become proficient using field methods for mushroom and lichen collection and identification, including dichotomous keys, molecular systematics, and chemical testing; 3) demonstrate the ability to recognize the common fungi and lichen species of the PNW; and 4) to develop scientific literacy, critical thinking and research skills, as well as science communication skills. Students' understanding was assessed through weekly study questions, several quarter-long projects, participation and two exams. There were both 16- and 12-credit options available. Each major component of the program is described below.

The text for fungal biology and physiology was *21st Century Guidebook to the Fungi*, 2nd Edition by Moore, Robson and Trinci, along with selected scientific research papers. Lichen lectures were supported by readings from *Lichens of North America* by Brodo, Sharnoff and Sharnoff, a series of essays titled *Ways of Enlichenment* by Goward and a selection of peer-reviewed literature. Topics covered during fall quarter included: lichen biodiversity, evolution and reproduction, fungal diversity and classification, molecular systematics, cell biology, spore production and discharge, genetics, and bioinformatics. Students learned to use molecular tools to identify fungi, from DNA isolation and amplification to the bioinformatics needed to clean and compare their data with sequences in online DNA databases. Other skills covered included sterile technique, along with compound microscope slide preparation and observation.

Field collection and identification skills were a significant focus. Students used dichotomous keys to identify unknown mushroom and lichen specimens and developed fluency in identification terminology. Every student compiled both a lichen and mushroom Identification Notebook which included 12 specimens with detailed descriptions, key characters and photos for each specimen and drawing of key features for several specimens.

Field identification skills were further developed using iNaturalist, an online citizen science tool to document biodiversity. Weekly observations for both mushrooms and lichens were required. Each student completed a reflective summary of the collective results from the quarter. A sight identification exam tested students' ability to identify local mushrooms and lichens from memory using scientific names.

Weekly research seminars focused on current topics in mycology. Topics covered included bioremediation, radiotrophic fungi and medicinal uses of fungi. Students summarized peer-reviewed articles to inform critical discussions to develop informed perspectives.

EVALUATION:

Written by: Lalita Calabria and Paul Przybylowicz

Kaylee (Nicole) Mueller-Chapin met most of the major learning objectives for this program. Nicole attended all of the program meetings and submitted all the program work. Overall, the quality of her work was generally very good. Nicole was actively engaged in the learning community and worked hard to understand the content of the program.



Mueller-Chapin, Kaylee N

A00428041

Last, First Middle

Student ID

Nicole made progress in understanding fungal and lichen biology and taxonomy. Nicole completed all weekly study questions. Answers on weekly study questions indicated a fair understanding of the material covered in lecture and readings. Nicole's performance on the midterm and final exam indicated a basic understanding of fungal biology and ecology, with a limited comprehension of the lichen topics.

In the taxonomy portion of the program, Nicole worked hard in the lab and field to increase her ability to identify mushrooms and lichens. Nicole's mushroom identification notebook was good. Her photos and drawings documented important identification details. The 12 specimens were correctly identified and properly prepared. On the final sight identification exam, Nicole demonstrated a good ability to identify 44 common mushrooms using scientific names. Overall, Nicole showed a good ability to identify mushrooms using available resources.

Nicole's lichen identification notebook was excellent and included accurate and complete descriptions and key couplets. Photographs and drawings highlighted the distinguishing features for each lichen specimen keyed. Overall, Nicole showed developing skill with morphological terminology and using dichotomous keys to identify an unknown lichen species. On the final sight identification exam, Nicole demonstrated a fair ability to identify 40 lichen species using scientific names.

Nicole exceeded the required number of entries into the class iNaturalist mushroom project with 16 mushrooms and 20 lichens. In addition, Nicole contributed to the online learning community through comments and detailed notes. Based on the quality and completeness of Nicole's entries and her learning reflection, it was clear that Nicole utilized this online community science tool to deepen her understanding of the natural history of the PNW.

Nicole was an active participant in research seminar discussions. Nicole completed all the seminar response posts which were generally excellent. Nicole asked good questions and contributed her thoughts in a supportive manner. As a result, Nicole deepened her skills in interpreting primary scientific papers and science media sources from a critical perspective. Overall, Nicole worked hard and made significant progress.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- *8 - Fungal Biology and Taxonomy
- *6 - Lichen Biology and Taxonomy
- *2 - Research Seminar in Mycology

* indicates upper-division science credit



Mueller-Chapin, Kaylee N

A00428041

Last, First Middle

Student ID

Student Self Evaluation for The Fungal Kingdom
09/2022 - 12/2022

Self-Evaluation of Nicole Mueller-Chapin

During my time in the Fungal Kingdom, I learned many new skills and about myself/others that I had not known prior to this course. My experience was enjoyable, intriguing, and chaotic quite honestly, but it has been one of the most amazing experiences regardless. At the beginning I had hopes of learning how to ID fungi, be able to understand how they grow, spot them in the wild, how they benefit the local plants, and us medicinally. Over the course those did change but not super dramatically just less so and I developed the goal of also being able to not only ID but to describe and understand the way they grow and can change therefore actually building from the goal to be able to easily spot them in the wild. I found my overall performance in the program to be focused and productive, but I do feel I could have put better time into it if I had worked more on my time management. My attendance and participation were particularly good, and my overall work was just above standard but not exceedingly above standard. I most definitely worked hard though and for me that is fantastic.

In order of significance to how well I learned the listed topics they are in order of most to least as follows. Critical thinking, Lichen taxonomy/ID, Mushroom taxonomy/ID, Oral and written communication, the biology of lichen then fungi, Lab skills, then Careful sensory observation. With that said I most certainly think much more about what is around me and how it has such an effect on our local ecosystem(s). Especially now that I can almost ID fungi from a simple glance to the books and back again without needing to much further searching. I can also proudly say that my understanding of how fungi grow and in what manner has drastically improved. I could most certainly improve in my time management skills and in my effective reading/researching skills. Although considering where I was at the beginning of the quarter I definitely worked hard and achieved my goals to the best of my ability at that given time.

I would describe my understanding of the concepts, skills and ideas presented to be fairly good, nether unremarkable or inadequate but just above basic. My understanding of the given topics has most certainly improved, and it has opened my eyes to a whole new world of fungi (lichen) and made me realize just how much I love them. I made wonderful progress toward my goals from the beginning of this quarter, not necessarily all that I had intended from the get-go but what was definitely needed. Those being to learn basic skills in noticing and being able to trouble shoot an ID of a given fungi within the wild and to be able to see how they affect/help us and plants. Although while in this class I also oddly enough realized that I do not need to take life so seriously, that if I am a tiny bit late or do not have exactly what everyone else has for answers or even in life experience it's just not as big of a deal as I have been making it. On the contrary I realized that taking a moment to take a breather and make sure I have everything for the day as well as have grounded into my body benefits not only myself but also the people whom I share my day with. With this array of newfound knowledge, I will be taking more botany classes and those that touch on the teachings of how going back into nature for answers can heal us as well as going into my life walking more consciously and looking around me more for the small things in life and the small guys (fungi joke) that I now know can bring so much more balance and joy.



The Evergreen State College • Olympia, WA 98505 • www.evergreen.edu

EVERGREEN TRANSCRIPT GUIDE

Accreditation: The Evergreen State College is fully accredited by the Northwest Commission on Colleges and Universities.

Degrees Awarded: The Evergreen State College awards the following degrees: Bachelor of Arts, Bachelor of Science, Master of Environmental Studies, Master of Public Administration and Master In Teaching. Degree awards are listed on the Record of Academic Achievement.

Educational Philosophy:

Our curriculum places high value on these modes of learning and teaching objectives:

- Interdisciplinary Learning
- Collaborative Learning
- Learning Across Significant Differences
- Personal Engagement
- Linking Theory with Practical Applications

Our expectations of Evergreen Graduates are that during their time at Evergreen they will:

- Articulate and assume responsibility for their own work
- Participate collaboratively and responsibly in our diverse society
- Communicate creatively and effectively
- Demonstrate integrative, independent, critical thinking
- Apply qualitative, quantitative and creative modes of inquiry appropriately to practical and theoretical problems across disciplines, and,
- As a culmination of their education, demonstrate depth, breadth and synthesis of learning and the ability to reflect on the personal and social significance of that learning.

Our students have the opportunity to participate in frequent, mutual evaluation of academic programs, faculty and students. In collaboration with faculty and advisors, students develop individual academic concentrations.

Academic Program

Modes of Learning: Evergreen's curriculum is primarily team-taught and interdisciplinary. Students may choose from among several modes of study:

- **Programs:** Faculty members from different disciplines work together with students on a unifying question or theme. Programs may be up to three quarters long.
- **Individual Learning Contract:** Working closely with a faculty member, a student may design a one-quarter-long, full-time or part-time research or creative project. The contract document outlines both the activities of the contract and the criteria for evaluation. Most students are at upper division standing.
- **Internship Learning Contract:** Internships provide opportunities for students to link theory and practice in areas related to their interests. These full- or part-time opportunities involve close supervision by a field supervisor and a faculty sponsor.
- **Courses:** Courses are 2-6 credit offerings centered on a specific theme or discipline.

The numerical and alpha characters listed as Course Reference Numbers designate modes of learning and are in a random order.

Evaluation and Credit Award:

Our transcript consists of narrative evaluations. Narrative evaluations tell a rich and detailed story of the multiple facets involved in a student's academic work. A close reading of the narratives and attention to the course equivalencies will provide extensive information about student's abilities and experiences. Students are not awarded credit for work considered not passing. Evergreen will not translate our narrative transcript into letter or numeric grades.

Transcript Structure and Contents: The Record of Academic Achievement summarizes credit awarded, expressed in quarter credit hours. Transcript materials are presented in inverse chronological order so that the most recent evaluation(s) appears first.

Credit is recorded by:

Quarter Credit Hours: Fall 1979 to present

Evergreen Units: 1 Evergreen Unit (1971 through Summer 1973) equals 5 quarter credit hours

1 Evergreen Unit (Fall 1973 through Summer 1979) equals 4 quarter credit hours

Each academic entry in the transcript is accompanied by (unless noted otherwise):

- The Program Description, Individual Contract or Internship Contract which explains learning objectives, activities and content of the program, course or contract.
- The Faculty Evaluation of Student Achievement provides information on specific work the student completed and about how well the student performed in the program or contract.
- The Student's Own Evaluation of Personal Achievement is a reflective document written by the student evaluating his or her learning experiences. Students are encouraged but not required to include these documents in their official transcript, unless specified by faculty.
- The Student's Summative Self Evaluation is an optional evaluation summarizing a student's education and may be included as a separate document or as a part of the student's final self- evaluation.

Transfer credit for Evergreen programs, courses and individual study should be awarded based upon a careful review of the transcript document including the course equivalencies which are designed to make it easier for others to clearly interpret our interdisciplinary curriculum. These course equivalencies can be found at the conclusion of each of the Faculty Evaluation of Student Achievement.

The college academic calendar consists of four-eleven week quarters. Refer to the college website (www.evergreen.edu) for specific dates.

This record is authentic and official when the Record of Academic Achievement page is marked and dated with the school seal.

All information contained herein is confidential and its release is governed by the Family Educational Rights and Privacy Act of 1974 as amended.

If, after a thorough review of this transcript, you still have questions, please contact Registration and Records: (360) 867-6180.