



Tallman-Olney, Nizhoni M

A00443529

Last, First Middle

Student ID

**TRANSFER CREDIT:**

Start	End	Credits	Title
09/2021	06/2023	90	Yakima Valley College

**EVERGREEN UNDERGRADUATE CREDIT:**

Start	End	Credits	Title
09/2023	12/2023	16	<b>Native Pathways Program: Settler Colonialism Across North America</b> 10 - Native American and Indigenous Studies 3 - History 3 - Research and Writing
01/2024	03/2024	16	<b>Native Pathways Program: Indigenous Feminisms and Gender Narratives</b> 6 - Gender, Sexuality, and Queer Studies 10 - Native American and Indigenous Studies
04/2024	06/2024	12	<b>Native Pathways Program: Summit to Sea: Salish People, Land, Water</b> 6 - Native American and Indigenous Studies 4 - Environmental Humanities 2 - Pacific Northwest Geography

**Cumulative**

134 Total Undergraduate Credits Earned



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## **April 2024 - June 2024: Native Pathways Program: Summit to Sea: Salish People, Land, Water**

12 Credits

### **DESCRIPTION:**

Faculty: Sasha LaPointe, Corey Larson

Native Pathways Program (NPP): "Summit to Sea: Salish People, Land, Water" was a program designed to examine the waterways and land from Mt. Tahoma (Mt. Rainier) to the Pacific Ocean in relationship to Indigenous communities. By exploring the historical and current usages and issues, including federal, state, and Tribal laws and policies, treaty rights, and Tribal sovereignty, the natural environment posited as an integral piece of Indigenous culture, not separate from the people who live on or from it.

We focused on the Pacific Northwest and worked from a place-based framework, studying the impacts of settler-colonialism and the Hudson Bay Trading Company on the land and its original peoples. By comparing archival and contemporary documents, oral stories, origin stories, and case studies, students were exposed to a myriad of perspectives and ways of knowing. Topics included: Eco-Poetics, Environmental History, Community Systems, and Cultural Sovereignty. Students worked on a culminating project that demonstrated understanding of the history and contemporary use and value of a specific geographical area and presented findings in a visual essay to their peers.

This program included weekly journaling, with photo/images, reading reflections and synthesis, and eco-poetic projects. NPP was offered in hybrid, remote, and in person "sites" on Tuesday and Thursday evenings 6-9:30pm and all "sites" come together for three "House of Welcome" Longhouse Intensives in the spring. This program included field trips throughout the quarter.

### **EVALUATION:**

Written by: Corey Larson

In the Native Pathways Program (NPP) Salish Sea Hybrid site's spring quarter, Nizhoni Tallman-Olney explored the topic of "Summit to Sea: Salish Peoples, Land, and Water." Nizhoni examined written work, watched films, actively engaged with faculty and fellow students, and attended guest speakers to develop an extensive understanding of this both geographical and topical field. Nizhoni regularly participated in two video conferences each week, and attended three Weekend Gatherings during the quarter. The Weekend Gatherings included presentations, cultural arts, discussions, and collaborative projects with students from all the Native Pathways Program sites. During the weekly video conferences, students participated in peer-led seminars relating to the reading materials. Nizhoni proficiently led one week's seminar by preparing questions and guiding the discussion. Each week, students also participated in poetry workshops that involved reading and interpreting poems along with writing their own poems and sharing with fellow students.

Students completed numerous writing exercises throughout the "Summit to Sea: Salish Peoples, Land, and Water" program. Each week Nizhoni submitted an outstanding rhetorical précis, that summarized the author's purpose, main points, audience, and tone of each assigned reading. The main writing assignment for the quarter was a place story, where students explored the intricacies and uniqueness of locales across the region. Nizhoni wrote an excellent fictional story titled "The Siletz River" about a girl growing up along the banks of the Siletz River in Oregon with her grandmother. The story reflects on how the river takes on different meanings and reveals new teachings at different phases of the main character's life. Nizhoni tells a reflective and gripping story, while providing a vibrant depiction of the river. Students then collaborated to edit and design an anthology that included everyone's place stories, as well as, art and poetry.



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The last assignment of the quarter was a visual essay presentation, where students used a minimum of ten images to tell fellow classmates a story. Nizhoni created an informational project that focused on the extensive history of Celilo Falls on the Columbia River. It highlighted the fall's cultural importance to regional Indigenous communities as a central trade hub for millennia and the impacts of dams on the river. Finally, Nizhoni compiled all the quarter's work into a digital portfolio that organized and archived the content for future reference. Nizhoni has skillfully completed all the program requirements and will receive full credit for the quarter.

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

- 6 - Native American and Indigenous Studies
- 4 - Environmental Humanities
- 2 - Pacific Northwest Geography



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## **January 2024 - March 2024: Native Pathways Program: Indigenous Feminisms and Gender Narratives**

16 Credits

### **DESCRIPTION:**

Faculty: Sasha LaPointe and Corey Larson

Native Pathways Program: "Indigenous Feminisms and Gender Narratives" was a program designed to explore the traditional and contemporary intersectional theories that focus on decolonization, self-determination, cultural sovereignty, and human rights. Indigenous Feminist Scholar Leanne Betasamosake Simpson wrote, "I think it's in all of our best interests to take on gender violence as a core resurgence project, a core of any Indigenous mobilization...This begins for me by looking at how gender is conceptualized and actualized within Indigenous thought because it is colonialism that has imposed an artificial gender binary in my community."

We examined how generations of genocide, racism, and settler colonialism have attempted to erase, silence, and promote stereotypes and monoculturalism throughout Indigenous communities, but more importantly, what the current Indigenous change-makers and scholarly leaders are doing now. Students critically analyzed the intersections between western and Indigenous feminism, understood and effectively communicated the imperative to value the Indigenous lens in academia, and reported on a current researched movement that illustrates praxis. For the critical analysis research project (written and/or visual), students integrated an Indigenous Feminisms theory into their research methodology and methods. NPP's "House of Welcome" Longhouse weekend intensives included panels, small group work, native case studies, community building, cultural arts, and reflections.

### **EVALUATION:**

Written by: Corey Larson

In the Native Pathways Program (NPP) Salish Sea Hybrid/Peninsula site's winter quarter, Nizhoni Tallman-Olney explored the topic of "Indigenous Feminisms and Gender Narratives." Students examined written work, watched films, and actively engaged with faculty and fellow students to develop a personalized understanding of this dynamic field. Nizhoni frequently participated in two video conferences each week and attended two weekend gatherings at the Evergreen State College's Longhouse that included presentations, cultural arts, and discussions with students from all the Native Pathways Program sites.

During the weekly video conferences, students participated in peer-led seminars relating to the reading materials. Nizhoni adeptly led one week's seminar by preparing insightful questions and activities that guided discussions. Each week, students participated in poetry workshops that involved reading and interpreting poems along with writing their own poems and sharing with fellow students. Nizhoni created an excellent zine that highlighted readings from the program materials to define Indigenous Feminisms.

Students completed numerous writing exercises throughout the "Indigenous Feminisms and Gender Narratives" program. Each week, Nizhoni submitted a reflection that astutely summarized and synthesized the reading assignments for that week. Nizhoni also constructed an acceptable glossary of terms, specific to the field of Indigenous feminisms and gender studies, that contained numerous perspectives and usages, developing comprehensive definitions of the concepts. The final assignment of the quarter was a visual essay presentation where students used a minimum of ten images to tell fellow classmates a story. Nizhoni created an outstanding slide show that focused on the positive attributes of the sport of wrestling and illustrated why it is the fastest growing women's sport.



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

- 6- Gender, Sexuality, and Queer Studies
- 10- Native American and Indigenous Studies



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## **September 2023 - December 2023: Native Pathways Program: Settler Colonialism Across North America**

16 Credits

### **DESCRIPTION:**

Faculty: Kyle Pittman, MPA, Dawn Barron, MFA, Corey Larson, Ph.D.

In the *NPP: Settler Colonialism Across North America*, students engaged with the concept, theories, practice, and impacts of settler colonialism across North America, explored and compared/contrasted Western and Indigenous ways of knowing and being, and examined the big picture perspective of settler colonialism down to the smaller, place-based perspective, through an Indigenous lens. Historian and author, Patrick Wolfe, said that "settler colonizers come to stay: invasion is a structure not an event." This idea that settler colonialization is a structure and not a singular event or series of events, provided the grounding for our work in this program. Settler colonialism permeates all ways of living in North America and is often visible within the systems we engage with but, more than often, is an insidious, quasi-subliminal entity that infiltrates even the most acknowledged and mindful. Alicia Cox in the article "Settler Colonialism" introduces it as "an ongoing system of power that perpetuates the genocide and repression of indigenous peoples and cultures. Essentially hegemonic in scope, settler colonialism normalizes the continuous settler occupation, exploiting lands and resources to which indigenous peoples have genealogical relationships. Settler colonialism includes interlocking forms of oppression, including racism, white supremacy, heteropatriarchy, and capitalism" (2017). This program looked back at the land-base of North America (including Canada and Mexico) and traced the lines of invasion by answering the following: who invaded, where did they invade, who was originally at the invasion site, when (dates) did the invasion take place, what was the outcome initially and what happened to the original peoples and the land? By using the medicine wheel teaching method and guiding principles of spirit, body, mind (intellect), and heart (emotion), students created a supportive, open-minded, and engaging learning community where all modes of inquiry are examined with respect and thoughtfulness. Students defined and demonstrated understanding of Indigenous and Western Research Methodologies and Methods noting when to use, how to use, and why to use and practiced through developing a researched narrative, written and visually presented, that expanded upon a chosen research question/topic and geographical area. Students developed a multi-faceted, multi-layered timeline project of historical "invasions" during the settler colonization of North America as well as placements of Indigenous ancestral, familial, cultural, and other important dates. Weekly Discussion posts, assigned reading or video reflections, four rhetorical precis, an annotated bibliography, a research scaffold/proposal (traditional or innovative), and a critical analysis research project were completed and turned in as a final portfolio.

### **EVALUATION:**

Written by: Kyle Pittman, MPA

**Nizhoni Tallman-Olney** fulfilled the learning objectives and outcomes for this program and was a strong student, having been present for most class days and attentive during learning sessions. Nizhoni participated well with the learning community by making inquiries after lecture presentations and engaging in class activities focused on the application of course content. Nizhoni demonstrated their insight with keen observations on a number of occasions and successfully completed all program assignments, often exceeding the assignment requirements. Especially of note is Nizhoni's writing ability. All written assignments displayed a high level of proficiency in writing, vocabulary, and comprehension where ample engagement with the material and strong critical thinking skills were displayed. Though a rigorous external schedule sometimes interfered with class attendance, Nizhoni completed all assigned make up work in great detail.



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Nizhoni also fully completed a portfolio of work containing nine required responses to free write prompts dealing with various aspects of the program theme, reflection papers on the reading materials and weekend class participation, lecture and seminar notes, a glossary of terms related to Native American studies and settler colonialism, summaries of readings in a rhetorical precis format, annotated course materials, and a visual essay presentation consisting of at least ten images. Additionally, Nizhoni submitted a strong final research paper styled in APA 7 titled, "Survival of the Diné Language," which focused on the history of the language of the Diné (AKA "Navajo") people and how it has survived colonial attempts to suppress it. This entailed completing a research proposal, source review, outline, and first draft. This portfolio represents a strong mastery of the program outcomes.

Nizhoni partially attended the three scheduled, weekend, intensive class sessions during the quarter. During the first session, Nizhoni participated in orientation workshops that included learning about library resources, the value of a liberal arts education, and how to build community through an Indigenous methodology known as the Medicine Wheel. During the second session, Nizhoni learned about the impact of settler colonialism on Alaska Native nations and joined various work groups to practice cultural arts and research skills. In the third session, Nizhoni witnessed presentations around food sovereignty and the importance of traditional foods for Indigenous Peoples. Over each of these sessions, Nizhoni also contributed to a group project to develop a story map or timeline presentation that depicted specific events or happenings related to settler colonialism. In particular, Nizhoni highlighted the concept of "knowledge sovereignty" as depicted in the project and connected this with the themes of culture and identity, particularly around preserving Indigenous languages as a means of also preserving the transmission of knowledge.

Nizhoni also completed an additional project that focused on developing their beadwork skills. Beadwork is a traditional artform practiced by many Indigenous Peoples in North America. For this project, Nizhoni crafted several items including a medium-sized medallion, one set of earrings, and a keychain. Each of these items utilized different styles of stitches such as a running stitch and a wrap-around stitch. The designs and colors for these pieces drew upon Nizhoni's cultural heritage and knowledge, emphasizing the cultural survivance elements of this artform. To accompany this, Nizhoni wrote a five page reflection paper styled in APA 7 to explain the meaning of these items, the process for creating them, and what beadwork means to them.

Overall, Nizhoni performed incredibly well during this program. It is clear that Nizhoni is serious about their education as the quality of all their written assignments are reflective of a keen learner who thought deeply about the program content. I have no doubt that Nizhoni will continue to hone these skills as they progress along their educational journey.

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

- 10 - Native American and Indigenous Studies
- 3 - History
- 3 - Research and Writing

# EVERGREEN

The Evergreen State College • Olympia, WA 98505 • [www.evergreen.edu](http://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](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.