



Johnston, Emily Michelle

A00240798

Last, First Middle

Student ID

DEGREES CONFERRED:

Bachelor of Arts

Awarded 12 Jun 2015

TRANSFER CREDIT:

Start	End	Credits	Title
09/2010	12/2010	5	Central Michigan University
09/2012	06/2013	39	North Central Michigan College

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/2011	12/2011	16	Citizen Science: Ecoliteracy 5 - <i>Pacific Northwest Natural History</i> 5 - <i>Expository Writing</i> 3 - <i>Natural History of Birds</i> 3 - <i>Field Botany</i>
01/2012	03/2012	16	Reproduction, Birth, and Power 4 - <i>Human Reproductive Anatomy and Physiology</i> 4 - <i>Sociology of Race, Gender, and Class</i> 4 - <i>Social Psychology</i> 2 - <i>Gender and Women's Studies</i> 2 - <i>Bioethics</i>
09/2013	03/2014	32	Moving Towards Health 8 - <i>Integrative Health Theory</i> 8 - <i>Integrative Health Practice</i> 8 - <i>Independent Research and Writing</i> 4 - <i>Quantitative Reasoning</i> 4 - <i>Self-Leadership</i>
03/2014	06/2014	16	Radical Acts: Cheap Art, Performance and Play in the Streets 4 - <i>Site Specific Performance</i> 4 - <i>Theater and Dance History</i> 4 - <i>Puppetry</i> 4 - <i>Fundamentals of Samba</i>
06/2014	09/2014	16	Individual Learning Contract 8 - <i>Group Facilitation</i> 4 - <i>Communication Skills</i> 4 - <i>Health Practices</i>
09/2014	12/2014	16	Health: A Biopsychosocial Inquiry 4 - <i>Human Biology: Introduction to Anatomy and Physiology with Lab</i> 4 - <i>Concepts in Public Health</i> 2 - <i>Introduction to Sociology</i> 2 - <i>Medical Sociology</i> 2 - <i>Introduction to Psychology</i> 2 - <i>Readings in Cognitive Neuroscience</i>



Johnston, Emily Michelle

A00240798

Last, First Middle

Student ID

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
01/2015	03/2015	12	Evolution and the Human Condition <i>6 - Human Evolution</i> <i>2 - Scientific Communication and Literature Review</i> <i>2 - Physical Computing</i> <i>2 - Analysis of Skill Acquisition</i>
03/2015	06/2015	16	What Does it Mean to be a Doula? <i>4 - Anatomy and Physiology of Birth</i> <i>4 - Sociological and Psychological Aspects of Birth</i> <i>8 - Doula: Birth Assistant</i>

Cumulative

184 Total Undergraduate Credits Earned



Johnston, Emily Michelle

A00240798

Last, First Middle

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March 2015 - June 2015: What Does it Mean to be a Doula?

16 Credits

DESCRIPTION:

Faculty: William Ray Arney

Emily Johnston completed her independent study **What Does it Mean to be a Doula?** readings were taken from the required reading list from DONA International's "Doula Training Program." Texts covered everything from basic anatomy of birth to the importance of birth assistants and partners to specific advice on how to be a doula. Books included *The Mother of All Pregnancy Books* by Ann Douglas; *The Simple Guide to Having a Baby* by Janet Whalley and Penny Simkin; *Ina May's Guide to Childbirth* by Ina May Gaskin; *Natural Hospital Birth: The Best of Both Worlds* by Cynthia Gabriel; *The Doula Book* by Marshall H. Klaus and John H. Kennell; and *The Birth Partner* by Penny Simkin.

Emily submitted essays covering important information gained from the text and her reflections on how she may utilize the material as a doula. She attended a four-day DONA International Certified Doula Training Course. That 32-hour intensive program covered material that the certification board deems necessary for soon-to-be doulas. The course was especially helpful for hands-on learning and role play demonstrations.

Emily wrote a final paper summarizing how the contract has informed her understanding of what a doula is and what she hopes to do with this knowledge, including becoming a doula herself.

EVALUATION:

Written by: William Ray Arney

Emily successfully completed her independent learning contract. She read the books thoroughly and her comments on them showed that she is thinking already about how to incorporate them into her practice as a doula, once she obtains the certification she will be pursuing. Her final reflections on this independent study, written after her four-day training session, demonstrate her commitment to becoming a doula and her desire to serve, in particular, pregnant teens and low-income families.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 4 - Anatomy and Physiology of Birth
- 4 - Sociological and Psychological Aspects of Birth
- 8 - Doula: Birth Assistant



Johnston, Emily Michelle

A00240798

Last, First Middle

Student ID

January 2015 - March 2015: Evolution and the Human Condition

12 Credits

DESCRIPTION:

Faculty: Heather Heying, Ph.D., and Bret Weinstein, Ph.D.

This quarter we began to grapple with evolutionary theory and its implications for our species. We studied the genetic basis of selection, and wrestled with the many questions raised by the classical Darwinian view. We read and dissected Dawkins' *The Selfish Gene* and used it as a foundation for the rest of our work.

To address human patterns we confronted memetic evolutionary processes, and the culture that is its adaptive product. This led us to a deep consideration of the interaction between types of heredity (e.g. genes, culture and molecular epigenetic factors). Having learned to distinguish products of adaptive evolution independent of their modes of heritability, we investigated the developmental patterns that characterize human maturation between birth and adulthood, and to consider the evolutionary meaning of variation between populations.

In conjunction with shared meals, we read and critiqued Wrangham's *Catching Fire*. This led to analysis about the meaning of food, and the variation in nutritional value based on culinary tradition and technology. We also read Deutscher's *The Unfolding of Language*, recognizing speech as the central mechanism through which humans collaborate and innovate, and through which discovery becomes enshrined in culture. Finally, we read Lieberman's *The Story of the Human Body: Evolution, Health and Disease*, and used it to refine our understanding of the way in which we are, and often are *not*, well adapted to the environments in which we find ourselves.

Activity and Product

All class sessions, including lectures, were lively and interactive, with much opportunity for discussion. In advance of four classes during the quarter, students wrote answers to synthesis questions, which were based on the four texts and lecture material, and we discussed them in class.

We went on a five day field trip to the Oregon coast. We also broke bread together at potlucks, in which everyone researched the culinary history of the dish they made, as well as the evolutionary history of three of its ingredients, and wrote that research up to post with the food.

We had several physical computing labs, in which students assembled, modified and designed circuits, and using the C++ computer language programmed an Arduino microcontroller to shape the circuits' behavior.

Everyone learned a new skill of their choosing, with the expectation that they spend 60 hours during the term on the skill. Students wrote proposals, two short papers, and gave two short presentations on their projects during the quarter. The unifying focus of these projects was *how to learn*.

EVALUATION:

Faculty: Heather Heying, Ph.D., and Bret Weinstein, Ph.D.

Emily arrived in this program new to evolutionary thinking; the "immersion language" nature of discussions in class was overwhelming at first, but she rallied, and began to make sense of both the jargon and, more impressively, the logic, of evolutionary theory. Nearly always present and on-time, Emily reliably seemed engaged with the material and, while quiet, was a visible, valuable member of the



Johnston, Emily Michelle

A00240798

Last, First Middle

Student ID

learning community. In keeping with this, her contributions to potlucks were delicious, well researched, and diverse in culinary origin.

In her written work, Emily reliably wrote clearly, with explicit reference to the texts and other ideas discussed in class, and with increasing insight over time. In particular, her thoughts emerging from Lieberman's *The Story of the Human Body* were quite good, notably on the subjects of facial musculature and diet in early hominins, the role of grandmothers in human societies, and the effects of modern culture on reproductive health.

In physical computing, Emily successfully observed her own learning process. She clearly enjoyed this goal-directed tinkering, and gained substantial understanding of electronics and prototyping from the labs.

For her learn-a-skill project, Emily set out to learn contortion and balance poses through a combination of strength, cardio, and flexibility training, and many hours of weekly practice. Emily met many of her initial goals, but more important yet, she successfully ruminated on the nature of learning—e.g. how it differs between skills that have a concrete product, and those that don't—and will take that newfound knowledge forward into all of her endeavors.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12

- 6- Human Evolution
- 2- Scientific Communication and Literature Review
- 2- Physical Computing
- 2- Analysis of Skill Acquisition



Johnston, Emily Michelle

A00240798

Last, First Middle

Student ID

September 2014 - December 2014: Health: A Biopsychosocial Inquiry

16 Credits

DESCRIPTION:

Faculty: Carrie Margolin, Ph.D., Carolyn Prouty, DVM, & Wenhong Wang, Ph.D.

This was the first of a two-quarter program exploring the basics of health and illness in the US through the disciplines and perspectives of physiology, psychology, cognitive neuroscience, public health, and medical sociology. We used topics such as epilepsy and Attention Deficit Hyperactivity Disorder to enhance our study of how cultures interact with medical systems, the social and cultural constructions of health and illness, medicalization, and provider-patient relationships. We examined intersections of race and privilege with health. Central program texts included Anne Fadiman's *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures*, Oliver Sacks' *The Mind's Eye*, and V.S. Ramachandran's *The Tell-Tale Brain: A Neuroscientist's Quest for What Makes Us Human*. Biological objectives included cell and tissue structure and function, and the integumentary, muscular, skeletal, nervous, and sensory systems; the text used was *Mader's Understanding Human Anatomy & Physiology*. Students studied introductory psychology, completing the first half of their textbook *Psychology in your Life* by Sarah Grison, Todd Heatherton, and Michael Gazzaniga. In addition, students participated in interactive computer experiments that simulated classic experiments in psychology. Students were introduced to public health concepts including the social determinants of health, the effects of stress, and skills in scientific literacy. Program activities included lectures, seminar, lab work including microscopy and dissections, guest speakers, and films. Students debated ethical issues in health presented in the text *Taking Sides: Clashing Views in Health and Society (11th Edition)* by Eileen Daniel. Its debate-style structure is designed to help students develop critical thinking skills, which they practiced through written analyses evaluating the quality of arguments presented on each side of the issues. Major assignments included seminar preparation papers, post-seminar reflection papers, *Taking Sides* analyses, psychology labs, a wheelchair project (students spent 3 hours in a wheelchair during normal daily activities), a concept linking paper (making connections among concepts from program disciplines), physiology and psychology examinations, physiology lab write-ups, writing an academic statement and a final oral presentation.

EVALUATION:

Written by: Wenhong Wang, Ph.D.

Emily was a very perceptive, thoughtful and fully engaged student in the program fall quarter. With an interest in pursuing a career in health related field, she held herself to high standards, did outstanding work throughout the quarter and earned full credit.

Emily demonstrated excellent critical thinking skills. She was one of the most reflective, self-aware students in class. All of her seminar writings demonstrated her in depth understanding of the concepts and themes covered in the program. Her seminar papers were often considered to be one of the best among her peers' and referenced to in their post seminar reflections. Emily's post seminar reflections were always thought providing and intriguing. Her analytical abilities were also demonstrated in her analyses in *Taking Sides* assignments. She had an excellent understanding of the controversial issues and could articulate a reasoned opinion of her own.

Emily always came to seminar well prepared, having read the texts and thought about the material beforehand. A clear thinker and articulate communicator, Emily contributed valuable points in seminar. Her sharing on the power of medical professional and mind-body connections were particularly relevant and enhanced the learning of her peers. Emily was a skilled listener, taking in and understanding her peers' sharing with respect and grace.



Johnston, Emily Michelle

A00240798

Last, First Middle

Student ID

Emily was one of the most sophisticated writers in class with a prose of clarity, coherence and balance. Every piece of her writing showcased her outstanding analytical writing skills and an ability to make sense of complex issues and ideas in a cogent manner. Her concept linking paper was a perfect example; in the paper, she made organic connections between homeostasis and ethnocentrism vs. cultural relativism through the mechanism of balance and stability.

Emily participated in the wheelchair project and wrote a very insightful report. Her final presentation gave a clear and engaging presentation on her important learning in this quarter.

Carolyn Prouty, the biology faculty in our program, submitted the following evaluation of Emily's work:

In anatomy and physiology, Emily did excellent work, demonstrating mastery of all objectives on her exams and on lab worksheets. Her lab write-ups were well organized, correct, timely and complete. In lab, Emily was prepared, inquisitive, and diligent, and seemed to enjoy the hands-on learning.

Carrie Margolin, the psychology faculty in our program, submitted the following evaluation of Emily's work

Emily took all of the required examinations on introductory psychology. She has an outstanding grasp of the concepts of introductory psychology based on her exam scores. In addition, she completed all of the required interactive computer experiments, thereby increasing her knowledge of important experimental paradigms used in psychology. She progressed beyond minimum requirements by completing an additional, optional computer experiment.

It was a pleasure working with Emily in fall quarter. I wish her well in her future academic pursuit.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 4 - Human Biology: Introduction to Anatomy and Physiology with Lab
- 4 - Concepts in Public Health
- 2 - Introduction to Sociology
- 2 - Medical Sociology
- 2 - Introduction to Psychology
- 2 - Readings in Cognitive Neuroscience



Johnston, Emily Michelle

A00240798

Last, First Middle

Student ID

June 2014 - September 2014: Individual Learning Contract

16 Credits

DESCRIPTION:

Faculty: Cynthia Kennedy, MBA

Over the past ten weeks, Emily learned to develop marketing techniques, strong group facilitation skills, and teaching plans for holding both three-day retreats and 90-minute yoga classes. As a part of this contract, she also enhanced her own understanding of health and wellness. She did all of this by reading a series of texts including Johnson and Johnson's *Joining Together: Group Theory and Group Skills*, Satir's *Foundational Ideas*, Carr's *Crazy, Sexy Diet*, Chapman's *Five Keys to Mindful Communication*, Marchildon and Caplan's *Theme Weaver: Connect the Power of Inspiration to Teaching Yoga* as well as other material designed to improve teaching and facilitation skills. She documented her reading with response papers to the texts and she then used that knowledge to develop lessons plans for her teaching, which she carried out in various venues throughout the contract. When the contract ended, she synthesized all that she learned in a final, integrative paper.

EVALUATION:

Written by: Cynthia Kennedy, MBA

Emily learned a lot this summer despite the fact that things didn't go exactly as planned. She was able to rely on her own resilience, resourcefulness and ability to think on her own two feet to gain the most learning out of the opportunities presented to her. In the end, she learned more than she might have if everything had gone according to plan.

Initially, Emily was planning to run a week-end retreat in Michigan titled *Health Through Self-Awareness and Acceptance*. She prepared well for this retreat, planning curriculum, creating marketing materials, and working through the dynamics of co-teaching with another woman. In the end, the workshop did not have enough participants, so they cancelled it. However, Emily had learned enough about creating a workshop that she quickly investigated what type of workshop might be well-received by the staff at the retreat center where they had booked the cancelled workshop and re-designed the curriculum to fit what was needed. In the end she offered a smaller workshop which gave her a chance to teach more intimately with each student. It allowed time for a more fluid relationship with the students, requiring Emily to respond to more questions and to be more articulate with the material she was presenting. As the summer progressed, she transferred the skills she had learned in this workshop to offering a series of 90-minute yoga classes for the community.

In the final analysis Emily showed evidence of learning several important skills that will help her offer classes and workshops to the general public in the future. First off, she learned that developing strong marketing skills, including preparing fliers, using social media and developing social networks, is a strong part of the success of public courses. Second, she learned how to prepare a class in advance, selecting only pertinent information and coupling that with experiential learning that participants can relate to and embody. Third, she learned how to respond to the needs of a group including prior preparation, pacing, and dealing with conflict. Finally, she learned the importance of gathering feedback and incorporating it into successive classes. She ends the contract not only with more knowledge about health and preparing workshops, but also with a good deal more confidence. I wish her well as she begins to create and offer more classes.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

8 - Group Facilitation



Johnston, Emily Michelle

A00240798

Last, First Middle

Student ID

4 - Communication Skills

4 - Health Practices



Johnston, Emily Michelle

A00240798

Last, First Middle

Student ID

March 2014 - June 2014: Radical Acts: Cheap Art, Performance and Play in the Streets
16 Credits

DESCRIPTION:

Faculty: Walter Eugene Grodzik, Ph.D., Cynthia Kennedy, M.B.A.

This one-quarter long program was an examination of the role that cheap art, performance, and play have fulfilled in society, not only historically, but also in more modern times. Because of the powerful role they can play in shaping human consciousness, we explored ways of returning them to their popular roots where they can thrive outside the reign of corporate control, mainstream media, and money. Using a two-pronged approach, the program had both an academic component and an experiential component. Students looked at the history of performance and art in the hands of the people, particularly the samba of Brazil and Carnival in general, looking at aesthetics, theories, and controversies. We examined the rich cultural heritage of this kind of performance in the streets and connected it to the people and places where it lives on today. Our exploration used film and text including *Pina*, Browning's *Samba: Resistance in Motion*, Cowley's *Carnival*, *Canboulay and Calypso: Traditions in the Making* and Simon's *Rehearsing with the Gods*.

We also engaged in large doses of experiential learning as we used simple materials like recycled fabrics, cardboard, scraps of wood, paper, reused items and other inexpensive materials to create our own cheap art and performance which used for our own performance and play in the streets of Olympia and on our college campus. During the first half of the quarter we participated in *The Procession of the Species*, Olympia's yearly one-of-a-kind celebration of the natural world, held in conjunction with Earth Day. This outdoor performance often draws crowds of up to 30,000 and has serious creative intent. The Procession was designed to bring a deep love of life into the heart, and onto the streets, of Olympia. In preparation, students worked in one of the largest community art studios in the country where people of all ages and walks of life created costumes, masks, and puppets from inexpensive and recycled materials.

During the second half of the quarter we continued to use the street as a live public space, a radical act in response to the privatization of such public space by radio, television, and film. We used unorthodox methods to create celebration of the four natural elements: earth, fire, water, and air. Throughout the quarter our work together developed our visual imaginations and critical thinking skills. We explored the answers to many questions including: What is it like for performance art to spring from our imaginations without the need for large amounts of money? What if performance art was accessible to all people, not just those with the means and education to consume it? What would it be like if performance art reflected deeply social truths that connected to our own lives? How does street theater interrupt everyday life in the public sphere in a way that helps us connect to our own humanity? How does the use of material objects (puppets, masks, signs, banners), as well as performers voices and bodies, connect performer and audience in ways that create meaning?

EVALUATION:

Written by: Walter Eugene Grodzik, M.F.A., Ph.D.

The student, Emily Johnston, contributed most of the information in this evaluation. The faculty read, edited, verified, and added information as necessary. The faculty assumes responsibility for the veracity of the document, based on the evaluation criteria laid out in the Academic Covenant.

Emily Johnston's work in Radical Acts was excellent. She is mature student who takes responsibility for her education and was a very positive participant in the learning community. Although the methods of preparing for performance were very different than what she was familiar with, she was quickly able to grasp onto the value of making non-perfect art. Her participation in The Procession of the Species



Johnston, Emily Michelle

A00240798

Last, First Middle

Student ID

showcased her ability to become an active and strong member of a community project. The Procession of the Species also gave her time to explore and excel at crafting unique costumes from found materials. The first five weeks made it very clear that she has the ability to work quickly with the materials at hand to make visually strong art, as well as be a fine collaborator on a large scale community project.

In the program's own original performance based on the four elements, Emily showed her leadership skills. She became one of the core members of the performance and often stayed after rehearsal time to help clean up and plan for the performance. Emily's idea of what a performance goal is changed dramatically through this program. She now understands that the goal can be to simply have play creatively, create beauty and avoid perfection. She learned that this type of performance can have a profound ability to stimulate community connection. Overall, Emily showed a great transformation of thought about performance, a wonderful ability to create art from found materials in a quick fashion, and a strong ability to fall into a leadership role.

Emily's skills in theatre, dance, performance, and puppet construction improved considerably over the duration of the program and her contributions were a valuable component in the final performance. Over a three-week period, students created a second site-specific performance, titled, *The Elements*. This original and highly collaborative performance piece celebrated the four elements, Earth, Air, Water, and Fire through the use of dance, music, poetry, hula-hooping, and puppetry. Working with several collaborators, students designed and created large-scale puppets in the tradition of Bread and Puppet Theatre. Emily's was well-constructed and beautifully painted. She is also a fine dancer. Emily is mature and creative student who takes responsibility for her education and was always ready to contribute her talents for the good of the whole.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 4 - Site Specific Performance
- 4 - Theater and Dance History
- 4 - Puppetry
- 4 - Fundamentals of Samba



Johnston, Emily Michelle

A00240798

Last, First Middle

Student ID

September 2013 - March 2014: Moving Towards Health

32 Credits

DESCRIPTION:

Faculty: Mukti Khanna, Ph.D., Cynthia Kennedy, M.B.A.

This full time interdisciplinary program made use of cognitive and experiential approaches to learning in order to introduce students to the skills and concepts they need to explore health through mind-body perspectives. Throughout the year we engaged in transformational conversations about the connections between personal, community, and planetary health. We used lectures, workshops, scholarly texts, and expressive arts labs to explore the myriad ways we can embody choices that keep us, and our communities, vital and alive.

Opening fall quarter by examining the ideas of Howard Gardner, each student articulated a personal philosophy for his or her own education. We then embarked on an exploration of systems of health and healing from multicultural, neurobiological, and ecopsychological lenses reading a variety of texts such as Sapolsky's, *Why Zebras Don't Get Ulcers*; Mate's, *In the Realm of the Hungry Ghosts*; Kabat Zinn's, *The Mind's Own Physician*; and pieces of Pitchford's, *Healing With Whole Foods*. Knowing there is a synergistic relationship between planetary and personal well-being, that the health of one is related to the health of the other, students spent time in nature each week and read *Ecological Medicine* by Ausubel of the Bioneers. Winter quarter readings included texts such as Doidge's, *The Brain that Changes Itself*; Marsa's, *Fevered*; and Macy's, *Active Hope*. Students completed projects related to the *Dao de Jing* and food health habits.

Additionally, we investigated somatic (body-based) literacy as it relates to leadership, communication and engagement with social issues including listening to and acting on information from the body, incorporating movement, expressive arts, and writing into weekly labs. Finally, we focused on financial health through weekly finance workshops, lectures on economic history, and studying our individual habits around money. Financial health work included understanding concepts such as student loans, medical tests, working with data related to climate change, and creating graphs.

This program also introduced students to the tools, academic skills, and techniques needed to do college-level work and increase their likelihood for success, well-being, and continuity in college. They were required to attend and participate fully in all program activities. They developed foundational knowledge and writing skills by conducting extensive research into a topic of their choosing, related to the program content, and completing a detailed writing process that included multiple drafts of a research prospectus, a book review, an annotated bibliography, and a 15-20 page paper. Writing tutors and peer review techniques were employed to increase the quality level of the students' work and to increase communication skills.

Finally, students were expected to document their work in all aspects of the program with a thorough and well-organized portfolio that was submitted for review at the end of each quarter.

EVALUATION:

Written by: Cynthia Kennedy, M.B.A.

Emily has had an excellent two quarters in our program and is thriving in Evergreen's student-centered teaching and learning environment. Her inquisitive, self-motivated nature is well-suited to the kinds of challenges required of her here. She had near perfect attendance (!), coming to each class on time and well-prepared. She remained diligent and persistent in all kinds of situations, asking questions, responding to faculty feedback, and demonstrating a strong commitment to getting the most out of her education. Emily's final portfolios each quarter were well-organized articulations of an excellent



Johnston, Emily Michelle

A00240798

Last, First Middle

Student ID

understanding of all the themes outlined in the program description above. They were chock full of lecture notes, journal entries synthesizing her learning each week, artistic expressions of his experience, learning goals, and more.

Emily showed up to every class session having done the required preparation whether that was a written paper, a deeply studied text, or comments to share with her peer group members. Emily was always ready to go. Because of that, once in class, she was able to work at weaving together disparate ideas, engaging with course materials and topics, and furthering her critical thinking skills in the presence of her peers and faculty. On one occasion she even volunteered to co-facilitate our seminar and her prior preparation and thought helped her to create a meaningful two hours that many students felt helped them think about the text in new and meaningful ways. Throughout the entire program, it was evident she was learning a lot and this was underscored by the high marks she received on both her mid-term and final exams. Additionally, in all areas of the program, Emily worked well with others; her peer group had much to say in their written evaluations of their time together this quarter such as: "Emily was definitely the leader of the group," "She was always very respectful and gave good constructive criticism when it came to editing our papers," or "She was direct, honest, and most of all, calm."

The largest single piece of work Emily did this quarter was her research proposal on the benefits of the craniosacral system on the body. In writing this proposal, Emily developed solid social science research skills and framed an interesting, well-focused question showing strong library research work. The final prospectus included an annotated bibliography of varied sources that lent weight to the extensive research paper which she wrote winter quarter. Her list of sources showed an excellent ability to use scholarly databases as well as to choose appropriate sources to support her argument. Her individual annotations, which not only summarized each source, but also evaluated it in terms of its scholarly nature, were excellent. Each one showed both strong critical thinking skills and strong writing skills.

This hard work in the fall set Emily up well for a successful paper in the winter. She re-wrote several drafts of the paper, diligently incorporating faculty and peer feedback about how to strengthen her work; each new draft was improved over the last. She attended every writing workshop, applying all the techniques she learned in each section of her paper. Not only that, Emily gave important feedback to her peers on their written work, even when they were not as invested in their learning as she was. As a result of all this hard work, her final paper was an articulate expression of her ideas, showing an excellent depth of thinking, logical reasoning, and accuracy. Like all of her written work, it was well-written and clear. She supported her argument well with good quality, scholarly source material (a complete annotated bibliography) and a coherent structure. Students were required to have ten scholarly resources and she had 14. It is clear she was intrinsically motivated to know about this subject, and to learn to write. Emily should feel very proud of the work she did not only on this paper, but throughout the program.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 32

- 8- Integrative Health Theory
- 8- Integrative Health Practice
- 8- Independent Research and Writing
- 4- Quantitative Reasoning
- 4- Self-Leadership



Johnston, Emily Michelle

A00240798

Last, First Middle

Student ID

January 2012 - March 2012: Reproduction, Birth, and Power

16 Credits

DESCRIPTION:

Faculty: Laura Citrin, PhD; Carolyn Prouty, DVM

Reproduction, Birth, and Power examined sociological, historical, psychological, political, ethical and physiological aspects of reproduction. We studied contraception, abortion, infertility, pregnancy, adoption, labor, childbirth, and the postpartum period—with a focus primarily on these issues within the U.S. The last two weeks of the quarter were devoted to the major reproductive issues facing women in resource-poor environments globally. Students learned basic female and male reproductive anatomy and physiology in humans, including the physiological processes involved in birth. A major emphasis was placed on viewing reproductive issues through multiple lenses, as well as understanding the perspectives of practitioners operating under divergent medical models of care.

Through lecture, seminar, film, reading and discussion stimulated by multiple practitioners from the local community, students were encouraged to consider the ways that power and privilege operate in our reproductive lives. In particular, cultural ideologies about race, class, gender, and sexuality were examined for their influences on reproductive health, reproductive options, and reproductive justice. Students read a course pack developed by the instructors of 29 articles/chapters, and the following four books: *Privilege, power and difference*, by Allen Johnson; *Pregnancy and power: A short history of reproductive politics in America*, by Rickie Solinger; *Pushed: The painful truth about childbirth and modern maternity care*, by Jennifer Block; and *Exposing men: The science and politics of male reproduction*, by Cynthia Daniels. Each student was responsible for leading seminar one time during the quarter, writing two 3-4 page synthesis papers, and conducting library research on a reproductive topic of their own interest for their final project. Students learned to locate and analyze the primary scientific and social scientific literature on their topic, writing a 5-7 page review and critical analysis of that literature utilizing the perspectives gleaned from the program.

EVALUATION:

Written by: Carolyn Prouty, DVM

Emily Johnston was a bright, dedicated and enthusiastic student in *Reproduction, Birth and Power*. She met all of the program requirements, and achieved all of the learning objectives. Her mid-term exam showed excellent comprehension of early program concepts. Though she had little background in the subject area, Emily eagerly engaged with many ideas and concepts new to her. Her attitude, attendance, and punctuality were all exemplary. She has very good writing skills, and was able to describe and apply core concepts of power and privilege. I would recommend that she continue to deepen her written analysis.

Emily was most vocal in seminar in small groups, and shared insightful, self-reflective comments that revealed her engagement with core program ideas. When given the opportunity to lead seminar, she and her classmates facilitated a strong discussion of reproductive technologies. In her well-prepared, well-researched final paper and presentation, Emily examined why women give birth in the positions they do, and how position affects their perceptions of birth. Emily will benefit from strengthening her voice in her education, and honing her skills in critical thinking. I enjoyed having Emily as a part of our learning community. She successfully completed all course requirements and received full credit.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

4 - Human Reproductive Anatomy and Physiology



Johnston, Emily Michelle

A00240798

Last, First Middle

Student ID

- 4 - Sociology of Race, Gender, and Class
- 4 - Social Psychology
- 2 - Gender and Women's Studies
- 2 - Bioethics



Johnston, Emily Michelle

A00240798

Last, First Middle

Student ID

September 2011 - December 2011: Citizen Science: Ecoliteracy

16 Credits

DESCRIPTION:

Faculty: Jeff Antonelis-Lapp, M.Ed. and Frederica Bowcutt, Ph.D.

As a learning community our central question was: how can ordinary citizens assist in the important work of shifting society to more sustainable relations with the natural world? In support of this inquiry, students read, discussed and wrote a 2-3 page essay on each of the following texts: Conner, *A People's History of Science*; House, *Totem Salmon*; and Haupt, *Crow Planet*. They also participated in weekly writing workshops to hone their expository writing skills. Lectures on various citizen initiatives rooted in science complemented the seminar texts. These included presentations on community based watershed restoration, environmental education, and small-scale, local food production.

To become more ecoliterate, students focused on the natural history of the Puget Sound region and contrasted that to eastern Washington's high desert. Through lectures, readings, workshops, and field trips, students examined plant and animal distribution patterns in relation to environmental conditions. They also developed their ability to sight recognize common western Washington plants and birds. To support their work in the field and lab, students learned how to maintain a detailed and illustrated nature journal. They also read Kruckeberg, *Natural History of Puget Sound Country* and Leslie & Roth, *Keeping a Nature Journal*. As field guides they used Pojar & MacKinnon, *Plants of the Pacific Northwest Coast* and Dunn & Alderfer, *National Geographic Field Guide to the Birds of North America, Fifth Edition*.

EVALUATION:

Written by: Frederica Bowcutt, Ph.D.

Emily Johnston completed excellent work in her nature journal and on the sight recognition exams. She effectively documented her field observations and demonstrated good rendering skills. In total she completed over twenty species accounts, exceeding the expectations of the assignment. In addition to her nature journal work, Emily made beautiful flashcards by hand with her own drawings on each to support her learning of the sight recognition plants and birds. She effectively explored causal factors influencing vegetation and plant distribution patterns in her take home exam, indicating good understanding of course material including readings from Kruckeberg. On the final, she recognized nearly 40 plants by sight using scientific names and 60 birds using common names. Her scores were nearly perfect.

During seminar, Emily contributed to small group discussions. She has important points to make and is encouraged to participate in larger group discussions in the future. Her essays reflected good critical reading and expository writing skills. She demonstrated an ability to organize her ideas well and support her interesting points effectively with evidence from the texts. To improve she is encouraged to craft stronger arguments. In writing workshops, Emily offered insightful suggestions for improvement to her peers. She also made satisfactory use of constructive criticism from peers and faculty to refine her own essays. Overall Emily completed a very successful first quarter at Evergreen.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 5- Pacific Northwest Natural History
- 5- Expository Writing
- 3- Natural History of Birds
- 3- Field Botany



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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) 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.