



Klene, Allysa M

A00435136

Last, First Middle

Student ID

TRANSFER CREDIT:

Start	End	Credits	Title
06/2018	06/2018	5	AP: World History
06/2019	06/2019	7	AP: Psychology
06/2019	06/2019	7	AP: English Lang/Comp
06/2019	06/2019	5	AP: US History
06/2020	06/2020	5	AP: US Govt & Pol
06/2020	06/2020	8	AP: Human Geography
06/2020	06/2020	8	AP: English Lit/Comp
09/2020	12/2021	50	U of Portland

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
01/2022	03/2022	16	'Against Everything': Politics and Friendship in the Age of the Apocalypse: Ivan Illich <i>8 - History of Social Institutions</i> <i>4 - Writing, Politics, Friendship</i> <i>4 - Independent Study</i>
03/2022	06/2022	16	The Aim of Education <i>6 - Education: Culture and Sociology</i> <i>6 - Education: History and Philosophy</i> <i>4 - Writing</i>
06/2022	09/2022	16	Therapy Through the Arts <i>6 - Art Therapy and Counseling</i> <i>6 - Art Therapy and Education</i> <i>4 - Art Therapy and Written Expression</i>

Cumulative

143 Total Undergraduate Credits Earned



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June 2022 - September 2022: Therapy Through the Arts

16 Credits

DESCRIPTION:

Gilda Sheppard, Ph.D.

Throughout history, art has served to awaken creative processes. Artistic expression has proven to have the ability to communicate human feelings that cannot be expressed by words alone. The course will explore the role that movement, visual art, music and media can play in problem solving and in the resolution of internalized fears, conflicts or blocks. In addition, we will examine the importance of archetypes in our lives. Through a variety of hands-on activities, field trips, readings, films/video and guest speakers, students will discover sources of imagery, sound and movement as tools to awaken their creative problem solving from two perspectives-as creator and viewer. Engaging in the practice of creative cognition is a central element in this program. Furthermore, students will investigate their construction of identity in multiple contexts, real and imagined: work, family, online, friends etc. Students interested in human services, media, education, and the arts will find this course valuable and engaging. This course does not require any prerequisite art classes or training.

Required texts:

The Art Therapy Sourcebook (updated & revised) by Cathy Malchiodi, 2007.

Vice by Ai, 1999.

Selected Readings from: Art Therapy Techniques and Applications by Susan I. Buchalter, 2009

EVALUATION:

Written by: Gilda Sheppard, Ph.D.

Allysa Klene was enrolled in Therapy Through the Arts during both summer terms, 2022. Allysa's responses to the readings and class activities effectively met the program's requirements and at times distinguished herself among her peers. Allysa's responses to class activities and discussions consistently added to the learning process in the class. Allysa's written response to the *Art Therapy Sourcebook* provided a very good overview. In addition, their application of theories from Art Therapy to intervene in difficult cases was focused and practical, thoughtfully keeping emotions in mind.

For the final, interactive presentation Allysa ask students to use google color picker gradient and with prompts they were instructed to find a color that they associate with the particular prompt write down the hex number that they associated with the prompt. Example: what color do you associate with "self"? What color holds you back or brings anxiety? What color are you most attracted to? Using <https://mycolor.space/gradient3>

they were then instructed to create a color palette that represented their chosen color associated with their chosen responses. The final palette was a visual metaphor and reminder of how words and feelings can be embedded in a person's chosen colors likened to the work of color psychologists.

Utilizing insights gained by applying learning in the program, Allysa demonstrated productive learning to receive full credit for an effective summer.

In this class we examined some of the key ideas and processes involving therapy through the arts. This interdisciplinary study included reading, application, and the use of a variety of materials in the class in order to experience different methods of art therapy. Students used writing, class discussion, and active



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demonstration in order to examine, analyze, and interpret topics in art therapy, both in theory and practice. Students were asked to apply art therapy to difficult subjects written about in contemporary poetry. In response to our studies, students individually planned and presented a project that reflected insights about themselves, including an expanded self-understanding and ability to communicate. For these projects, they combined several different methods of art therapy. The methods included, among others: music, movement, mask making, drawing, psychodrama, guided poetic writing, spontaneous drawing, video camera, collage, and mandalas.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

6 - Art Therapy & Counseling

6 - Art Therapy & Education

4 - Art Therapy & Written Expression



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Student Self Evaluation for Therapy Through the Arts

06/2022 - 09/2022

This program was probably the one (as of now) that I will look back to when I'm out of school as the one that taught me the most. So much of who I am was made clear from the activities and interactions in this program, and I will forever be inspired by Dr. Sheppard and my classmates. I felt so seen and so loved, and all my enthusiasms and passions were welcomed and engaged with so much genuine compassion.

As a student in a super traditional sense, I do think I could have done better. I turned in a majority of my assignments late and probably would have seemed like I wasn't paying attention if this was a traditional class. But, I was free to do what I needed to do in this class, as long as I got it done and did my best. I was able to do well in all of my work because class wasn't stifling at all. I got to doodle as I listened and participated, which really let my brain process in the way it was meant to. And the deadlines never stressed me out and hindered my performance, because again, I could do what I needed to do.

I think a lot of my ideas surrounding my teaching have been shaped for the better, as I want my students to feel the way I did in this class. I was safe, I was welcomed, and I was respected. And seeing the way Dr. Sheppard reacted to all of us in class, I want to feel that love she has for teaching when I'm doing it someday. I have gained new excitement regarding color psychology and art therapy that I think will be super fun and useful in any type of classroom that I'm part of, whether it be an art class or a social studies class, I think this is just stuff that will help in life. I want to share it. I absolutely rambled about all this to anyone who would listen, so that's how I can confirm that it stuck with me.

I spoke about this a little in my faculty evaluation, so I'll quote it here: "I also created a new study/productivity game or strategy of sorts using some things I learned during this course (I'm not sure if I should explain the whole thing here but I know my ADHD and Autistic peers will enjoy using it just as much as I have- it's tactile and helps with time management and allowing breaks, it's great). Overall I'm so glad I took this program on a whim and I think I'll try to get an endorsement to teach art in the future too."

I have so many new ideas for my teaching and for my life in general that I feel so excited about thanks to this program. I did really well absorbing the information and using the ideas that have followed, and genuinely grew as a student, a teacher, and a human being. I'm proud of myself.



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March 2022 - June 2022: The Aim of Education

16 Credits

DESCRIPTION:

Faculty: William Ray Arney

We started with an obvious question: What is the aim of education? Put personally to each student: What is the aim of *your* education?

We pursued this question through common readings including selections from "The Aims of Education Lectures" given to entering classes at the University of Chicago; Mark Edmundson, *Why Teach?: In Defense of a Real Education*; the whole of Ta-Nehisi Coates, *Between the World and Me*; Matt Hern (ed.), *Deschooling Our Lives*; Paulo Coehlo, *The Pilgrimage*; selections from Donald L. Finkel and William Ray Arney, *Educating for Freedom: The Paradox of Pedagogy*; and selections from Kathleen Fitzpatrick, *Generous Thinking: A Radical Approach to Saving the University*. One guest lecturer talked about the history of The Evergreen State College; another talked about its future. We watched lectures, introduced by Dr. Tate Arunga, Dean of the Tacoma Campus, by former Evergreen President Dr. Les Purce, Dr. Maxine Mimms and Dr. Joye Hardiman recorded two years ago during the Tacoma Lyceum. Students were required to participate in two seminar discussions each week.

In addition to our common readings, students pursued, freely, an independent study of an author or a theme of their choice. They were to devote eight to ten hours each week to their independent project and write an essay about it three times during the quarter. Another writing assignment asked students to reflect on their personal aim of education and make a draft of an Academic Statement, an annual requirement of the college. Students met in a student-led seminar at the beginning of each week and met with a peer-group, for fellowship and to help one another with their work, at the end of the week.

EVALUATION:

Written by: William Ray Arney

For Allysa Klene's first paper on independent readings, Alyssa submitted comments on a re-reading of a high school text, Thoreau's *Walden Pond*. The recollections of Allysa's small town high school, the literature teacher, her first readings of philosophy were quite nice.

Allysa's second paper was about Emerson, to whom Alyssa was drawn because "he understands how holy texts can be weaponized," and allows people "to be spiritual in a more individualized way" than does typical organized religion. Here's a selection that gives some of the sense and substance of the essay:

I want to help students discover their passions and interests by introducing them to new topics and lessons. I have so many interest areas that I would love to share with others, history and psychology and social studies and geography, all of which were introduced to me at one point or another in school. Maybe I don't exactly want to 'teach' these things, I just want to talk about them because I think they're cool. Students can do with that what they will, I'm just there to share. Besides, like Emerson said in *The American Scholar* "Not he is great who can alter matter, but he who can alter my state of mind" (pg. 39). Maybe I can ignite a new interest in a student, maybe I can help them discover something they're more curious about, maybe they're more of a math/science person and they still dislike the humanities but like maybe they'll hate learning about them less with a different approach. There are so many maybes, and I think that's part of the fun when it comes to learning. There will always be maybes. Maybe I'll have my mind changed time after time by different people I meet, regardless of who they are. We're all teachers and we're all students, and we all have a role within education.



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The final paper on independent readings was about Thoreau and Emerson and transcendentalism but the thesis was expressed in educational generalizations. I suggested that she needed some concrete illustrations of her claims about what can be learned from this material, including what Allysa learned.

Allysa's essay of an Academic Statement traced her course from the University of Portland to Evergreen. I encouraged Allysa to provide illustrative material from the kind of learning she experienced in both schools, i.e., to provide a before Evergreen and an after to show how she had changed.

Allysa did not submit comments on colleagues in their peer group. One colleague wrote about Allysa's work: "Allysa was once again a very intuitive and invaluable reader to have. While not originally in our group, she joined in occasionally throughout the quarter, and still edited papers for me. They are always very skilled in communicating their thought processes while both reading and writing. Committed to self-loving in order to better teach self-love to others, and is certainly on the right track to achieve this."

Overall, this seems to have been a good quarter for Allysa.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 6- Education: Culture and Sociology
- 6- Education: History and Philosophy
- 4- Writing



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January 2022 - March 2022: 'Against Everything': Politics and Friendship in the Age of the Apocalypse: Ivan Illich

16 Credits

DESCRIPTION:

Faculty: William Ray Arney

*"Do unto those downstream as you would have those upstream do unto you,"
and, "You can best serve civilization by being against what usually passes for it."*

Wendell Berry

Ivan Illich was one of the many prominent social critics of the 1960s and '70s. He left behind a toolkit for politics and friendship in our times. The invitation of this program was to pick up a few tools, find some friends and get to work.

Illich wrote piercing critiques of schools, modern health care, the labor-capital economy, and of transportation that seats people behind screens (the automobile's windscreen and, later, the computer screen through which one can "go anywhere" as long as one agrees not to move at all). Illich argued that modern institutions turn people into needy individuals instead of competent members of communities. He was arguably "against everything" that constitutes modernity.

All of his critiques were historically informed so that he could draw on history to imagine possibilities beyond modernity. Before children were schooled, small people grew into socially competent people through learning from everyone and everything. Before medicine turned us all into patients, people could impatiently seek local wisdom for living well in their communities. Before the appearance of a new technology called "books" in the 12th century, mumbling monks would pluck syllables and words from the "vine" of a text's line, ruminate on them, and make those words and phrases part of themselves. He imagined locally useful political tool kits to foster self-reliance, mutuality, immediacy (which he opposed to our hyper-mediated times), locality, hope (instead of our ubiquitous "expectations" and planning) and, above all, friendship. He knew the virtue (not the "value"!) of inviting the friend across his threshold for enlivening talk, *comida*, and all the rest.

We read material by and about Illich, including *Deschooling Society* (and his "Education in Light of the Gospel" lecture), *Medical Nemesis*, which we complemented with lectures, statements and papers by Illich and friends. We read several chapters from Lee Hoinacki's *Dying is Not Death*, most of David Cayley's *Rivers North of the Future*, which contained a series of interviews with Illich along with Cayley's commentary, Illich and Barry Sanders' *A B C: The Alphabetization of the Popular Mind*, papers and lectures from Illich's investigations, with Barbara Duden, into the "history of the senses," and we concluded with Illich's *Gender and Feminist Issues*' 1983 publication of *Symposium: Beyond the Backlash: A Feminist Critique of Ivan Illich's Theory of Gender*. The conceit of the program was that with determination, a little luck and sustaining hope, we may be able to write our way out of our times and into vitalizing friendships and more palatable politics.

Students were to meet on Mondays in a student-led seminar on a week's reading and then they attended two half-day classes for seminars and presentations. They were to meet on Thursdays in "peer groups," groups in which everyone might find some friendly support and a peer-editor who would read and comment on one's writing assignments. Students were to pursue an independent reading project for eight hours each week and were to write three papers on that project complemented by an essay of one's Academic Statement. They were also to "write home" each week.



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EVALUATION:

Written by: William Ray Arney

Allysa Klene, who uses they/them pronouns, did not participate much in our group meetings and seminar so it is difficult to assess Allysa's engagement with the work of Illich and friends. But their work demonstrated a very keen engagement with the texts chosen for the independent project.

Allysa's first paper on Aldus Huxley's *Brave New World* was introspective, revelatory, nicely thoughtful. Here is an extended excerpt from the end of the paper that shows the breadth and depth of Allysa's engagement with the work, with the ideas the book, and with their own life:

"Being able to experience challenges and work through them to change in some way is part of the thrill in life, and I can recognize how important that is. But I'm in a weird place with that thought, because I think I might still prefer the idea of never having to worry about anything like this in the first place. Of course, I've heard the criticisms of this story and how horrendous society would be if it were to function like that, and I want to agree. I understand why I should, but the selfish part of me wants the easy way out, the relief of living in a society where I face no complications. No anxiety about not being good enough, no feelings of utter helplessness when my environment becomes too overwhelming for me to function. I was literally created to thrive in my environment, after all; I didn't get to choose that environment, but I didn't need to.

"This book has left me utterly confused, but I think overall it has been an important experience for me in seeing the positive sides of certain day-to-day struggles I have. I can daydream as much as I want about living in a simpler world, and it can be fun to think about, but I don't enjoy the feeling of despair I get when comparing this twisted "ideal" world with the one I'm in. The only choice I feel I have at this point in time is to use the ideas I've been given to see the charm of the real world; maybe this choice is for my own sanity, something about this world has to be appealing amongst all the traits about it that are unfavorable to me. Feelings aren't always a hindrance, and challenges are inevitable; I might as well gain something from them. I was not born in a universe like the one in *Brave New World*, so I do have to deal with the inconveniences of existing. On the flip side though, I get to experience a variety of feelings and adventures unique to this world, and I'm seeing more of the beauty in that going forward."

Allysa's second piece of writing was on Armstrong's *Neurodiversity in the Classroom*. They used the writing to imagine what this kind of thinking will do for them moving from their own schooling and into teaching.

Allysa's final reflections on their independent reading set Huxley's *Brave New World* and *Neurodiversity in the Classroom* side-by-side so they could interpret one another. Allysa's summative comment read:

I realize now that I had chosen two books that have to do with how a person is essentially "programmed," "wired," or "created," and what that can mean for them during their development and journey through life. How does this wiring determine the way you learn, and how will it impact the way you interact with society? In *Brave New World* with people being essentially "made-to-order," there is no need for accommodations or adjustments to the systems in place. If someone were different, it would be considered an "error," or some sort of "defect," and the characters who did struggle with this had an increasingly hard time living happily and comfortably. The message in *Neurodiversity in the Classroom* addresses the same sort of problem of people being wired a certain way, that isn't easily compatible with the world they were placed in. Yet, Armstrong's view manages that in a different way, because of course he is working with issues in a universe that actually exists, unlike in the fiction novel; real people are not manufactured to fit a specific purpose, and that's a good thing. Very thoughtful.



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Allysa was a helpful member in their peer group. One colleague wrote:

"Allysa was my main peer editor throughout this quarter. I really cannot stress enough, that in my entire academic career, Alyssa has been the best peer editor and maybe the best editor period that I've ever had. I often struggle with getting any type of critical feedback that makes sense from people, because people are either critical because they don't understand it which is valid but not helpful or they are completely un-critical and only react with praise and "looks perfect to me, don't change anything!" Allysa, on the other hand, has a razor sharp eye for detail and understand my writing and my perspective, so I never received a simple "Looks good" or "I don't get it," she had the understanding and ability to actually provide me with substantial feedback, and anytime she voiced confusion or doubt about something not working, I actually was able to see the same issues and improve and strengthen my writing. Allysa is a naturally talented writer herself. They were a quick problem solver and a bright light within our peer group. She was also always very clear about any confusions or concerns they had, and took well to instructions and direction as soon as she understood them. They're going to be a great teacher and/or guidance counselor someday!"

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 8 - History of Social Institutions
- 4 - Writing, Politics, Friendship
- 4 - Independent Study



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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.