



Williams, Mykl A

A00425824

Last, First Middle

Student ID

CREDENTIALS CONFERRED:

Bachelor of Arts

Awarded 18 Mar 2022

TRANSFER CREDIT:

| Start | End | Credits | Title |
|---------|---------|---------|------------------------------|
| 01/1996 | 07/2010 | 15 | Joint Services |
| 06/2002 | 08/2013 | 9 | Central Texas College |

EVERGREEN UNDERGRADUATE CREDIT:

| Start | End | Credits | Title |
|---------|---------|---------|--|
| 01/2020 | 03/2020 | 16 | The Southern Century: The 20th Century and the History of the U.S. South <i>3 - Literary Arts: Writing and Researching</i> <i>8 - US History: History of the South, 1900-present</i> <i>3 - Cultural History: Culture of the US South</i> <i>2 - Introduction to Liberal Arts Education</i> |
| 03/2020 | 06/2020 | 14 | Marketing with GIS <i>8 - Geomarketing</i> <i>6 - Geographical Information Systems</i> |
| 06/2020 | 09/2020 | 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> |
| 09/2020 | 03/2021 | 32 | Business Management in Creative Industries <i>4 - Principles of Creativity and Innovation</i> <i>4 - Cross-Cultural Business Communication</i> <i>4 - Management: International Organizational Behavior</i> <i>4 - Business Research Project: The Rise and Fall of Subway Restaurants</i> <i>4 - Advanced Creative Problem-Solving</i> <i>4 - Managing Global Teams</i> <i>4 - Music Business Management</i> <i>4 - Business Research Project: Mobile Tattoo Shop</i> |
| 03/2021 | 06/2021 | 16 | Business Fundamentals, Team Entrepreneurship, Leadership and Innovation: Changemaker Lab <i>8 - Cooperative Leadership</i> <i>4 - Innovation and Entrepreneurship</i> <i>4 - Business Fundamentals</i> |
| 03/2021 | 06/2021 | 4 | Introduction and History of Cooperatives <i>4 - Cooperative Development + Entrepreneurship</i> |
| 06/2021 | 09/2021 | 12 | Crime and Punishment <i>4 - Civics of Contemporary Criminal Justice</i> <i>4 - Writing for Dialogue and Debate</i> <i>4 - Practicum: Critical Thinking and Analysis</i> |



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EVERGREEN UNDERGRADUATE CREDIT:

| Start | End | Credits | Title |
|---------|---------|---------|---|
| 06/2021 | 09/2021 | 8 | Discovering Your Passion- Team Entrepreneurship Changemaker Lab <i>8 - Entrepreneurship</i> |
| 09/2021 | 12/2021 | 16 | Changemaker Lab: Ocean Business and Science- Coral Reefs, Clams and Team Entrepreneurship <i>5 - Business Leadership</i> <i>5 - Business Innovation</i> <i>3 - Research: Marine Plastics</i> <i>3 - Marine Science</i> |
| 09/2021 | 12/2021 | 4 | Veterans' Next Mission: Crossing the Bridge Between Military and Academic Life <i>2 - Creative Writing</i> <i>2 - Research Methods</i> |
| 01/2022 | 03/2022 | 16 | Changemaker Lab: Business Fundamentals, Team Entrepreneurship and Systems Theory <i>8 - Principles of Team Coaching</i> <i>4 - Strategic Planning and Anticipatory systems design</i> <i>4 - International Business</i> |
| 01/2022 | 03/2022 | 4 | Innovation Mindset for Business Success <i>4 - Entrepreneurial Process and Design Thinking</i> |

Cumulative

182 Total Undergraduate Credits Earned



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I can't believe that this day has finally come, after reviewing all my credits all I can do is look back and reflect on my last few years here at Evergreen State College. When I first decided that this was the college that I wanted to attend I was confused about what I wanted to do with the rest of my life. I had just retired from the United States Army and didn't have a clue in what direction I wanted to take my life I just knew I wanted to do something different.

Upon getting accepted to Evergreen State College I had to decide quickly what class I wanted to take, and I felt like that that would be the direction that I would go into for the remaining of my college attendance. I chose a class called: the southern century the 20th century in the history of the U.S. South. It proved to be one of the more challenging courses that I would take I read so many articles and end up writing a final paper on the Montgomery bus boycott and how it was intricate in the start of the civil rights movement. Then my writing skills were not that great but it allowed me to learn and apply what I've learned in that class. The next few classes I took were geared more towards the business and marketing aspect of the career I chose to pursue. Marketing with GIS gave me a hands-on analysis of business data and helped me learn about the collaboration of the arc GIS online program. The terminology proved to be somewhat difficult at times, but I never gave up and continued to learn the class's business analysis side and explored more in the Geo marketing and GIS side of the house. I feel like this class is going to help me when it comes time for me to start my own business and allow me to map out the perfect location and demographics of the business side.

Another class that was instrumental to the production of my coursework was business fundamentals, team entrepreneurship, leadership, and innovation this class helped me gain proficiency in various team entrepreneurship competencies. He allowed me to form a nonprofit organization in manage that organization. I continue to take related coursework that will assist me in one day forming and managing my own nonprofit business.

My last few years here at Evergreen seem like a blur but I feel like I have learned and now possess the tools to go far in the business world.



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January 2022 - March 2022: Innovation Mindset for Business Success

4 Credits

DESCRIPTION:

Faculty: Takaaki Hirakawa, PhD

This is a foundation course on the entrepreneurial process and innovation methodologies that form the basis of human-centered, innovation practice in business. Design thinking applies to innovation across the built-environment, including the design of products, services, interactive technology, environments, and user experiences. Topics include principles of user interviewing, human need finding, human-centered approaches to finding non-obvious insights, framing and reframing insights to transform a problem into actionable insights for solution design, transforming ideas into opportunities, brainstorming, story and scenario building, visual thinking, user experience journey mapping, and solution prototyping. Weekly projects and exercises in a variety of media provide practice and development of students' personal creative, innovation abilities. This course presents an entrepreneurial framework for these entrepreneurial processes, supported by a student team capstone project that requires hands-on application of these processes.

EVALUATION:

Written by: Takaaki Hirakawa, PhD

Mykl's overall class performance was excellent. The student exhibited satisfactory class participation during in-class learning activities, and delivered solid assignments throughout the entire term. The student's participation in the in-class presentation and feedback process for the capstone team project was excellent in that the student demonstrated thorough understanding of an entrepreneurial process and innovation frameworks and collaboration effort with the peers in taking innovation concepts into practice in their quarter-long project. The student's final user design study project was excellent, and demonstrated a strong leadership and team effort and learning accomplished throughout the quarter.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Entrepreneurial Process and Design Thinking



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January 2022 - March 2022: Changemaker Lab: Business Fundamentals, Team Entrepreneurship and Systems Theory

16 Credits

DESCRIPTION:

Faculty: Dion Gouws, D. Com., CPA and Melissa Nivala, Ph.D.

This program was a hands-on opportunity for student team entrepreneurs to learn about planning for, starting and managing new knowledge creating companies and learn about the fundamentals of business while doing so. Students were tasked with developing sustainable business ideas as teams. Most of our time in the first quarter was spent working in teams to develop strategic visions around enterprises with unique value propositions.

To gain hands-on exposure to the corporate, legal, managerial, organizational behavior, marketing and decision making aspects of business fundamentals the entire program was run within the framework of a knowledge creating company. Students were elected to serve in various team leadership roles. They learned by doing how to form and lead organizations as directors and officers. Students learned to manage these organizations in a manner that allows for the distillation of objective and transferable knowledge, and optimally utilize the collective "brain" power of the organization to further the goals of each individual member as well as the goals of the company. They formed these organizations as knowledge creating companies and then acted as a learning community sharing book reports on business related topics, as well as their progress on their smaller project team business projects, which they formed with individuals with a common passion in the class. Students learned about systems and how concepts of mathematical dynamical systems theory impacts the efficacy of organizational and individual learning. They identified books to read from a provided book list. Students read, presented and discussed these texts with the rest of their teams and added to the explicit knowledge of their teams. Students operated and managed these organizations online and some in person. They gained proficiency in various online tools to enable and do conferencing, project management, scheduling, team collaboration, value proposition creation, business model design, cost accounting, financial statements, cost volume profit analysis, web design, search engine optimization, official record keeping and meetings management systems.

EVALUATION:

Written by: Dion Gouws, D. Com., CPA and Melissa Nivala, Ph.D.

My'kl learned by doing in the Changemaker lab and practiced and gained proficiency in various team entrepreneurship competencies. My'kl developed and practiced skills in information technologies and computer skills; team learning techniques, innovation, and creation of mental models, communication skills, self-guidance and self-management skills, business project management; understanding leadership capacity; planning methods; marketing, internet marketing, business and value modeling; international business; networking; bravery and developed a will to overcome obstacles within a team. My'kl learned how dynamical systems can be used to explain important organizational learning and knowledge creation.

In Winter quarter, Mykl served as an Assistant Team Coach, and coached his own team, Sunroots. He worked alongside faculty and student leaders to plan and present the program. Mykl played a vital role in making the program a success in his role as an Assistant Team Coach. My'kl added to the knowledge development of this organization and presented a book titled Optimizing the Power of Action Learning By Michael J. Marquardt. My'kl's book presentation was excellent.

As a project, My'kl participated in an International Project with Team Entrepreneurs from Tanzania. My'kl developed a value proposition for a lean startup titled Empty Suitcase. The objective of the lean startup



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was to empower grassroots communities through sustainable, culture centered tourism. As a minimum viable product, the project team developed a trip to Tanzania. As a part of this development, My'kl effectively worked together in a team where the project team development needs were integrated into that of the knowledge creating company. My'kl's performed actual stakeholder visits and needs analyses. My'kl presented a pitch for this lean startup in the setting of a large collaboration. My'kl performed Cost Volume Profit analysis, pricing and unit cost calculations. My'kl successfully developed the website to present the project objective and performed Search Engine Optimization for the website.

During a 360 peer evaluation, My'kl received peer feedback about work in the project team as well as his performance as a director of Sunroots. They noted in particular: "Has been a great coach for our team and has made sure we progress and grow as a team together and has really helped us bond as a team and shape ourselves."

It was a pleasure to have My'kl in the program.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 8 - Principles of Team Coaching
- 4 - Strategic Planning and Anticipatory systems design
- 4 - International Business



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September 2021 - December 2021: Veterans' Next Mission: Crossing the Bridge Between Military and Academic Life

4 Credits

DESCRIPTION:

Faculty: Rafael A. Lozano, USAF Ret, MPA

This four-credit course is designed to expand and capitalize on the success and achievements of active-duty military, veterans and dependents. The core of this course aims at providing a roadmap to better navigate the challenges and nuances encountered after military service. Its foundation is based in the belief that the most important thing this population possesses is not only the authenticity of his or her own experience as a participant in the business of national defense but also, the experiences gained through interactions with diverse populations and cultures within their branches of the military and globally. The key aim of the course is to assist active-duty military, veterans and dependents in enhancing skills that will help articulate that experience verbally, and in writing. This course is focused on developing the skills, knowledge, and abilities that make students successful in higher education. Emphasis will be placed on improving reading, critical thinking, research methods, and expository writing skills. The course will also focus on helping veterans make the transition to the non-traditional style of education at Evergreen. In support of these goals, the primary readings will be *What it is like to go to War* by Karl Marlantes, *The Four Agreements*, by Don Miguel Ruiz and the *Miniature Guide of Critical Thinking Concepts and Tools*, by Linda Elder and Richard Paul. The course will feature Seminar Discussions, Workshops, and Writing Assignments related to these texts and other topics discussed throughout the course. The weekly in-class activities will include seminar discussions about the reading assignments, and workshops designed to help students make the transition to doing college-level research and college-level writing. The class members will be challenged to read with perception and discernment, to write with clarity and precision, and to become agile critical thinkers. There will be research and inquiry which will utilize some or all of the following inputs: classroom discussions, films, non-fiction, literature, augmented by tutorials in academic writing, reading, and research. Students will be required to write a three- to five-page short story on a significant event of their life, or on a memorable character. Students will be forming teams on the first day of class and will be conducting a research project. The students are expected to produce a six- to eight-page academic paper from the Tim O'Brien and Don Miguel Ruiz readings. The students will decide which topic to research from a selection of topics provided by the instructor. Out of this research, the team will be required to produce a 15-20 double-spaced page critical analysis which must include a title page, abstract/thesis, and bibliography.

EVALUATION:

Written by: Rafael A. Lozano, USAF Ret. MPA

Mykl William was consistently involved and a major participant in all class meetings. He contributed to the class work, and always engaging during seminar sessions. Additionally, during these evening classes, Mykl, often-times, brought topics up which were relevant to social work topic that engaged all of us in critical conversations on social, programs and organizations. He was always prepared and ready to contribute to the day's objectives and was fully engaged in all aspects of the learning process. Mykl demonstrated thoughtful engagement with all readings, his writings were sufficient to meet and exceed the course requirements, his papers demonstrated ample capacity for analytical thinking, and it was clear that he learned a lot from the assigned readings. Additionally, he was a reliable student and a welcome member to the class.

His essay on an influential person, or significant character took the reader on a story that allowed for the gaining an insight of his life as a dependent of military parents, and the significant contribution his mother played on the upbringing, and later on, her influence led to his success and that of his brothers and



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sister. His papers on Marlantes, and Don Miguel Ruiz presented a thorough overview of the author's message, was creatively written, and captured the key points of the author's message. His argument-driven research paper on the effects on our citizens from the privatization of prisons, included a deep critical analysis, a good summary and a well written EPA style document. He demonstrated good research skills, task follow-up and project delivery focus. The results of the research took us to reach a better understanding of the need, at the county, state and national level, for the re-evaluating of the laws which drive our current justice system, and most importantly the process. Overall, Mykl developed an enhanced, a strong foundation in research techniques and in his methodology. His academic writing, although it met the course requirements, can use some in-depth work and higher-level of attention. However, it is important to mention, that his work consistently showed great potential, his skills and abilities for advancement academically in higher education is very promising. I have no doubt that Mykl will be successful in achieving his undergraduate degree and, if he chooses, success in pursuing a graduate degree.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

2 - Creative Writing

2 - Research Methods



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September 2021 - December 2021: Changemaker Lab: Ocean Business and Science-Coral Reefs, Clams and Team Entrepreneurship

16 Credits

DESCRIPTION:

Faculty: Erik V. Thuesen, Ph.D., Dion Gouws, Ph.D., Melissa Nivala, Ph.D., and Steve Scheuerell, Ph.D.

This program was a hands-on opportunity for student team entrepreneurs to learn about the planning, starting and managing of new knowledge creating companies. Most of our time this quarter was spent working in teams to develop strategic visions around enterprises with unique value propositions. Students learned about the fundamentals of business through this process. Students were tasked with developing sustainable business ideas as teams. The marine science section of the program was integrated into this team approach and specific topics in lectures and labs were fit to provide science knowledge directly related to the business company projects. These topics included biology and ecology of macroalgae and bivalves, plastics in the marine environment, estuarine dynamics and intertidal invertebrates of Puget Sound.

To gain hands-on exposure to the corporate, legal, managerial, organizational behavior, marketing and decision making aspects of business fundamentals the entire program was run within the framework of a knowledge creating company. Students were elected to serve in various team leadership roles. They learned how to form and lead organizations as directors and officers. Students learned to manage these organizations in a manner that allows for the distillation of objective and transferable knowledge, and optimally utilize the collective "brain" power of the organization to further the goals of each individual member as well as the goals of the company. They formed these organizations as knowledge creating companies and then acted as a learning community sharing book reports on business related topics, as well as their progress on their smaller project team business projects, which they formed with individuals with a common passion in the class. Students learned about systems and how concepts of mathematical dynamical systems theory impacts the efficacy of organizational and individual learning.

In the marine section of the Changemaker program, students with interests in marine biology worked with other students to form company team projects with a marine science-related focus. Students found readings, including those from the primary scientific literature, that were related to their marine science topic. They chose books about entrepreneurship from a provided book list. Students read, presented and discussed these readings with the rest of their teams to increase the knowledge of their team members. Students also kept an annotated bibliography of their readings in the scientific literature. Students operated and managed their organizations online and/or in person. We utilized online conferencing, project management, scheduling, team collaboration, value proposition creation, business model design, web design, search engine optimization, official record keeping and meetings management systems online.

EVALUATION:

Written by Erik V. Thuesen, Ph.D., Dion Gouws, Ph.D., Melissa Nivala, Ph.D., and Steve Scheuerell, Ph.D.

My'kl did a great job in this program. He learned by doing in the Changemaker lab and he further improved his proficiencies in various team entrepreneurship competencies. My'kl expanded his skills in information technologies and computer skills, team learning techniques, innovation, creation of mental models, communication skills, self-guidance and self-management skills, business project management, understanding leadership capacity, planning methods, marketing, internet marketing, business and value modeling, international business, networking, and developed a will to overcome obstacles within a team. My'kl learned how dynamical systems can be used to explain important organizational learning and



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knowledge creation. My'kl participated in the formation of a knowledge creating company called Greener Group. My'kl and the team successfully operated the organization. My'kl's role in this organization was Rental Team Lead. My'kl added to the knowledge development of this organization and presented on two books titled *Crucial Conversations* and *Action Learning*. My'kl's book presentations were very thorough and informative.

As a project, My'kl developed a value proposition for a lean startup titled Trash to Treasure. The objective of the lean startup was to implement eco-friendly recycling systems, increasing job opportunities for underserved communities and creating educational products for a more prosperous world from recycled HDPE plastic. As a part of this development, My'kl effectively worked together in a team where the project team development needs were integrated into that of the knowledge creating company. My'kl performed actual stakeholder visits and needs analyses. My'kl presented a website for this lean startup in the setting of a large collaboration. My'kl successfully developed the website to present the project objective and performed Search Engine Optimization for the website. My'kl also participated in an international project with Team Entrepreneurs from Tanzania. The objective of that lean startup was to find common objectives with the Trash to Treasure startup and form international collaborations. During a 360 peer evaluation, My'kl received peer feedback about work in the project team as well as My'kl's performance as a director of Greener Group. They noted in particular that he "often stepped in to be temporary Team Lead or Coach when needed, helping to facilitate meetings and offering wisdom from previous CML experience."

In the marine science section of the program, My'kl kept a notebook documenting his learning. My'kl was an active participant during laboratory sessions and in the field. His write up of the laboratory sessions quantifying microplastics in nearby beach habitats was succinct and complete. My'kl was a very active hands-on participant during the nighttime low-tide field trip to the southern Puget Sound beach. His readings in the scientific literature concerned plastics in the marine environment, and he did a very good job annotating his bibliography. Overall, this was a very good first step for My'kl into marine science.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 5- Business Leadership
- 5- Business Innovation
- 3- Research: Marine Plastics
- 3- Marine Science



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June 2021 - September 2021: Discovering Your Passion- Team Entrepreneurship Changemaker Lab

8 Credits

DESCRIPTION:

Faculty: Dion Gouws D Com, CPA

This program is a hands-on opportunity for student team entrepreneurs to discover their passions and learn about planning for, starting and managing new knowledge creating companies. Students were tasked with developing sustainable business ideas as teams. They learned by doing the fundamentals of business.

Most of our time was spent working in teams to develop strategic visions and marketing strategies around enterprises with unique value propositions. Students gained hands-on exposure to the corporate, legal, managerial, organizational behavior, marketing and decision making aspects of business. Students were elected to serve in various team leadership roles. They learned by doing the principles of how to form and lead agile organizations. Students learned to manage these organizations in a manner that allows for the distillation of objective and transferable knowledge. They learned to optimally utilize the collective "brain" power of the organization to further the goals of each individual member as well as the goals of the company. They formed these organizations as what is commonly known to be learning organizations. In these organizations they acted as a learning community sharing book reports on business related topics while exploring their particular area of interest. Students read, presented and discussed these texts with the rest of their team and added to the explicit knowledge of their learning organization.

Students operated and managed the planning and innovation completely online. We utilized online conferencing, project management, scheduling, team collaboration, value proposition creation, business model design, cost volume profit analysis, web design, search engine optimization and meetings management systems online.

EVALUATION:

Written by: Dion Gouws D Com, CPA

My'kl learned by doing in the Changemaker lab and practiced and gained proficiency in various team entrepreneurship competencies. He developed and practiced skills in information technologies and computer skills; team learning techniques, innovation and creation of mental models, communication skills, self-guidance and self-management skills, business project management; understanding leadership capacity; planning methods; marketing, internet marketing, business and value modeling; international business; networking; bravery and developed a will to overcome obstacles within a team.

During the program, My'kl participated in forming a knowledge creating company and developed a shared vision which is; "To educate and advocate for holistic health within our community and to impose positive life changes for a continuous, live-able future." My'kl managed the organization as a knowledge creating company in the virtual online environment and served as the Rental Team Lead.

My'kl participated in formal organizational decision making, collaborative business modeling and revenue generation planning activities. My'kl and his team successfully operated the organization. My'kl added to the knowledge development of the company and presented a book entitled: "The Hitchhiker's Guide to the Galaxy" By Douglas Adams. His presentation was excellent.

As a project, My'kl developed a value proposition for a lean startup entitled the 'Urban Expressions Self Care and Personal Growth'. The objective of the lean startup is; "Providing Fitness Alternatives for Older



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Veterans". As a part of this development, My'kl effectively worked together in a team where he integrated the project team development needs into that of the knowledge creating company and performed actual stakeholder visits and needs analyses. My'kl successfully developed a website to present the project objective and performed Search Engine Optimization (SEO) for the website. The SEO enabled website My'kl created is excellent.

My'kl participated in an International Project with Team Entrepreneurs from Tanzania. The objective of the lean startup is; "Together we create opportunities, build relationships through team entrepreneurship, leadership and innovation, connect US Changemakers with their global counterparts, and promote safeguard provisions in developing countries, to empower equitable growth."

During a 360 peer evaluation, My'kl received feedback from his peers about his work in the Global Team Entrepreneurship Changemakers Organization project team as well as his performance in providing coaching to his team as their Rental Team Lead. They noted in particular: "You stepped back when you could see things going well and stepped in when things needed to get back on track. You provided just the right amount of information for real learning by discovery to take place, I love your laid back energy. You let others talk and are there when needed which is an important quality for a leader."

It was a pleasure to have My'kl in the program. My'kl very effectively facilitated the creation of a knowledge creating company starting with a novice team and building from scratch. He clearly understands how to keep his fingers on the pulse of his team.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

8- Entrepreneurship



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June 2021 - September 2021: Crime and Punishment

12 Credits

DESCRIPTION:

Faculty: Julianne Unsel, Ph.D.

This program engaged students with a series of contemporary topics in the American criminal justice system. Students read, watched and listened to a variety of scholarly and reliable sources online and discussed the assigned materials in written online discussion forums. Topics included Miranda rights, prosecutorial power, jury selection, mandatory minimum sentencing, police use of force and interrogation practices, and others.

Students explored two topics each week and posted several written assignments to prepare for online small group seminar discussions. Seminars for each topic were held online in a real-time chat environment. Each student was assigned to lead discussion in their small group twice during the program. Students learned and adhered to a strict protocol of online etiquette to facilitate order and civil discourse online.

All assignments in this program both required students to focus on dialogue rather than debate, and to argue from evidence rather than political position or unsupported opinion. All assignments were designed and intended to cultivate student leadership, student self-direction and self-motivation, and student-centered collegial collaboration. A final term paper assignment provided a platform to demonstrate learning over time.

EVALUATION:

Written by: Julianne Unsel, Ph.D.

My'kl Williams brought important perspectives and genuine interest in the criminal justice system to the *Crime and Punishment* program. He was active in seminar discussions, and his participation in program activities over all displayed a commitment to the learning community as well as his own academic development.

Williams maintained a consistent level of engagement in this program throughout the summer. His discussions in seminar and in the written assignments displayed a fine foundation of critical reading and analytical thinking, and his college writing skills were solid. He added to his performance in the program with completion of several extra credit written assignments in the second half of the term.

Williams' greatest achievements in the program came through his excellent participation in the online seminars. As both seminar participant and leader, he brought his already considerable fund of knowledge of the criminal justice system, and his rigorous and demanding style of analysis, to the sometime controversial topics under review. His comments encouraged his small seminar group to move beyond opinion and draw on the assigned readings to better understand and make larger connections among social issues.

For one of his final projects, he wrote an original essay on the insanity defense that explored its legal foundations and consequences, and in his conclusion he argued against its abolition. For his second project, Williams observed a day of court hearings on probation and parole at the Thurston County District Court and selected additional Washington state courtrooms streamed online. In these assignments, as in all his participation in the program, Williams demonstrated the potential to thrive in any future pursuits he may choose.



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SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12

- 4 - Civics of Contemporary Criminal Justice
- 4 - Writing for Dialogue and Debate
- 4 - Practicum: Critical Thinking and Analysis



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March 2021 - June 2021: Introduction and History of Cooperatives

4 Credits

DESCRIPTION:

Faculty: Tamsin Foucher, Ph.D.

This *Introduction and History of Cooperatives* course over the spring quarter (2021) used lectures, guest speakers, and workshops on variety of cooperative topics including working collaboratively and communicating effectively in teams, consensus decision-making, anti-racism and anti-oppression, cooperative models and history, worker cooperatives, and the solidarity economy. Four diary entries required that students reflect on the content covered in the course, as well as prepare for our workshops. Students were also required deliver a group presentation on a specific cooperative topic, with students practicing their team-working and interpersonal skills in disseminating their chosen topic to the greater cohort.

EVALUATION:

Written by: Tamsin Foucher, Ph.D.

Mykl demonstrated good reflection and participation during our time together as a cohort. Mykl's diary entries reflected a capacity to adapt application of concepts to novel contexts, to think systemically, and reflected a willingness to engage thoughtfully and deeply with issues of racial diversity, equity, and inclusion. Mykl's group presentation on achieving consistency in and among cooperatives was excellent and very thorough. Mykl and their group also demonstrated strong responsive project management skills and effective teamwork skills. Mykl's group highlighted their positivity, organization, and effective communication as valuable to the overall team process throughout the course. It was a pleasure having Mykl in this course!

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Cooperative Development + Entrepreneurship



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March 2021 - June 2021: Business Fundamentals, Team Entrepreneurship, Leadership and Innovation: Changemaker Lab

16 Credits

DESCRIPTION:

Faculty: Dion Gouws D Com, CPA, Melissa Nivala Ph.D. and Raja Singaram Ph.D.

This program is a hands-on opportunity for student team entrepreneurs to learn about planning for, starting and managing new knowledge creating companies and learn about the fundamentals of business while doing so. Students were tasked with developing sustainable business ideas, unique value propositions, and strategic visions for enterprises around these.

To gain hands on exposure to the corporate, legal, managerial, organizational behavior, marketing and decision making aspects of business fundamentals the entire program was run within the legal framework of actual not for profit corporations established by the students with the Washington Secretary of State. Students were elected to serve in various team leadership roles. They learned by doing how to form and lead organizations as directors and officers. Students learned to manage these organizations in a manner that allows for the distillation of objective and transferable knowledge, and optimally utilizes the collective "brain" power of the organization to further the goals of each individual member as well as the goals of the company. They formed these organizations as knowledge creating companies and then acted as a learning community, sharing book reports on business related topics, as well as their progress on their smaller project team business projects, which they formed with individuals with a common passion. Students learned about systems and how concepts of mathematical dynamical systems theory impacts the efficacy of organizational and individual learning. They identified books to read from a provided book list. Students read, presented and discussed these texts with the rest of their teams and added to the explicit knowledge of their teams. Students operated and managed the organization completely online. We utilized online conferencing, project management, scheduling, team collaboration, value proposition creation and business model design softwares. Students learned about business model design, cost accounting, cost volume profit analysis, web design, search engine optimization, official record keeping and the conduct of official business meetings.

Students had further elective credit options in International Business and Marketing Statistics.

EVALUATION:

Written by: Dion Gouws D Com, CPA, Melissa Nivala Ph.D. and Raja Singaram Ph.D.

My'kl Williams learned by doing in the Changemaker lab and practiced and gained proficiency in various team entrepreneurship competencies. He developed and practiced skills in information technologies and computer skills; team learning techniques, innovation, and creation of mental models, communication skills, self-guidance and self-management skills, business project management; understanding leadership capacity; planning methods; marketing, internet marketing, business and value modeling; networking; bravery and developed a will to overcome obstacles within a team. My'kl learned how dynamical systems can be used to explain important organizational learning and knowledge creation. For his work throughout the spring quarter, My'kl has earned the full 16 credits.

During the program, My'kl participated in forming a nonprofit organization called *Thurston County Growing Hope* with the Washington Secretary of State. My'kl managed the organization as a knowledge creating company in the virtual online environment as a Director of the organization. The company completed all the corporate formalities of establishing the corporation that included the filing of articles, election of officers and directors, and participation in the adoption of bylaws as well as their modifications. My'kl attended formal directors' meetings, properly recorded and approved minutes, participated in formal organizational decision making, participated in business modeling and revenue



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generation planning activities. He and his team successfully operated the organization. My'kl's role in this organization was assistant Company Secretary. He added to the knowledge development of this organization and presented books entitled "Social Marketing" by Kotler Lee and "Managers Not MBAs" by Mintzberg. His book presentations met expectations.

As a project, My'kl developed a value proposition for a lean startup entitled Dog Trail Training. The objective of the lean startup is to build trust between dogs and their families through accessible quality training that focuses on your dogs mental health and exercise. Training Dogs to do better with their owners. As a part of this development, My'kl effectively worked together in a team where he integrated the project team development needs into that of the knowledge creating company and performed actual stakeholder visits and needs analyses. He presented a pitch for this lean startup in the setting of a large collaboration, performed Cost Volume Profit analysis, pricing and unit cost calculations. My'kl successfully developed a website to present the project objective and performed Search Engine Optimization for the website.

During a 360 peer evaluation, My'kl received feedback from his peers about his work in the Dog trail training project team as well as his performance as a director of Thurston County Growing Hope. They noted in particular that My'kl was: "active in conversations and dialogue round tables, meaningful contributions, good job sharing on some customer visits." It was a pleasure to have My'kl in the program and we wish him all the best with his business ventures.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 8 - Cooperative Leadership
- 4 - Innovation and Entrepreneurship
- 4 - Business Fundamentals



Williams, Mykl A

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September 2020 - March 2021: Business Management in Creative Industries

32 Credits

DESCRIPTION:

Faculty: Raja Singaram, Andrew Buchman

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

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

In the fall quarter we covered the foundations of managerial practice, management skill-building, unique elements of creative management, and both historic and contemporary case studies in the field, including many examples illustrating contemporary music business practices and nonprofit organizations working in other artistic domains such as visual or media arts. Fall projects were determined by student interest: entrepreneurial projects in collaboration with other students enrolled in the Changemaker Initiative (a cross-campus incubator associated with the college's Center for Entrepreneurial Leadership and Transformational Change), individual or small group research or service learning projects, or creative projects by arts students with established skills in the visual, media, or performing arts.

In the winter quarter we moved on to more advanced topics in contemporary management such as international organizational behavior, managing global teams, conflict and crisis management, and ethics and public service in international contexts. Small group projects focused topics chosen by students themselves such as studies of women in entrepreneurship, obstacles and opportunities for entrepreneurs from diverse backgrounds, case studies in management and in social entrepreneurship. New students were welcome to join this ongoing program for winter quarter, with the proviso that they complete a series of preparatory readings drawn from four different texts.

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

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



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EVALUATION:

Written by: Raja Singaram and Andrew Buchman

Mykl Williams is a one-of-a-kind artist, a veteran, and an experienced business professional. Mykl has obtained his green belt in Lean Six Sigma certification and is currently working on his black belt certification. He expertly related the management concepts from the program to real life situations by drawing plenty of examples from the breadth of his professional experience. He made substantial contributions to class discussions and seminars.

During the fall quarter Mykl's assignments illustrated that he had achieved intermediate to advanced level proficiency in both understanding and applying the concepts under principles of creativity and innovation. In his essay on Jumpstarting creativity, he focused on the role of multitasking, physical exercise such as talking walks, and successfully leveraging chaos to achieve creative outputs. He was able to connect the lessons obtained to professional settings. With his project team, did a presentation that challenged the myth of epiphany – the disproportionate attention that people pay to the moment of insight ignoring what led to it and what happens after it. The team's presentation was well received by their peers. On the whole, Mykl's assignments met expectations in demonstrating learning and assimilation of concepts under cross-cultural business communication.

Studying management practices in the music industry, Mykl worked on the hit song titled, "Shape of You" by Ed Sheeran. He worked out the revenue sharing calculations between the singer, songwriter, and producer. His essay was supported by quantitative research on the song's performance in multiple charts across the world. Mykl completed the review of the book, *The Fuzzy and the Techie: Why Liberal Arts will rule the Digital World* by Scott Hartley. He completed an extra credit assignment which was an exam that reviewed the concepts of International Organizational Behavior. Mykl's performance met expectations on the management concepts pertaining to music business and international organizational behavior.

For his business research project Mykl followed the business history of a well-known franchise in the food industry. He traced the origins of the franchise and detailed the over-subscription of the stores in a limited geographical area. He presented the results of his project well to the class. In the accompanying paper, Mykl detailed his quantitative analysis on the cost of opening the franchise, selling price of the offering and visually illustrated the geographical oversubscription of the stores using GIS tools. On the whole, Mykl exceeded expectations in delivering the business research project. We wish him all the very best in his business and professional endeavors.

In the winter quarter Mykl's attendance was adequate. He submitted his top insights from readings assigned for seminars beforehand. Mykl worked on acquiring divergent and convergent thinking skills by practicing root cause analysis, idea generation and idea evaluation tasks through the use of various tools such as Why-Why diagramming, mindmaps, assumption reversal, Plus-Minus-Interesting and idea grid. His performance on the mid-term met expectations and he also completed an extra credit assignment to sharpen his creative problem-solving competencies. His assignments indicated that Mykl was able to achieve intermediate to advanced level of proficiency on concepts relating to Advanced Creative Problem-Solving.

In studying the concepts on music business management, Mykl scored full points on the quizzes from the Rockonomics textbook. With his team, Mykl did a presentation on trust in teams differs across cultures internationally. They covered how task-based versus relationship-based cultures dealt with issues of trust at the workplace. He completed a well-crafted essay on a five-year strategic plan by applying scenario planning principles towards managing his career. Mykl scored well on the final exam that tested the comprehension and application of different aspect related to managing global teams. Overall, Mykl's proficiency on Music Business Management and Managing Global Teams exceeded expectations.



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For his business research project, Mykl performed a market validation study on the business proposition of setting up a mobile tattoo shop. He contextualized his research for the post-COVID market and drew up a financial plan with profit and loss projections for the first three years. Mykl presented his business plan to the appreciation of his peers and answered questions adequately. Overall, his performance exceeded expectations with the final business research project.

Competencies earned from a combination of military and business experience, an affable personality and positive energy make Mykl a great team member to work with. We are certain that he will be a great asset to any organization that chooses to hire him. He earns full credit. We wish him tremendous success with his business projects in the future.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 32

- 4 - Principles of Creativity and Innovation
- 4 - Cross-Cultural Business Communication
- 4 - Management: International Organizational Behavior
- 4 - Business Research Project: The Rise and Fall of Subway Restaurants
- 4 - Advanced Creative Problem-Solving
- 4 - Managing Global Teams
- 4 - Music Business Management
- 4 - Business Research Project: Mobile Tattoo Shop



Williams, Mykl A

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June 2020 - September 2020: Therapy Through the Arts

16 Credits

DESCRIPTION:

Faculty: Gilda Sheppard, Ph.D.

Therapy through the Arts was a perfect course to enroll in these times, when social distancing is important. The course offered students the added opportunity to apply learning goals and objectives explored in this course to their environment outside the classroom, giving the students an opportunity to enhance not only the theories involved in art as therapy but also to introduce students to hands-on activities outside the classroom in order to navigate their terrain in uncertain times. The course increased skills and consciousness of the role of movement, visual art, theater, music, and media can play in problem solving, social justice, and in the resolution of internalized fear, conflicts, or blocks. Because the course was developed using a variety of hands-on activities, the ability to complete assignments away from campus presents an ideal setting to apply learning, meet learning goals and objectives, and assess and expand learning in contexts outside of the classroom. Crayons, paper, glue, paints, scissors, and camera phone to take pictures, etc. can be tools used to complete assignments. Such activities as online art museum tours as field trips, readings, online short films/video, Zoomed in local and national art therapist guest speakers, and scavenger hunts of spaces and methods outside of the classroom where art as therapy can be discovered and practiced from inside students' homes, in social media interactions, etc. were a part of the course in order for students to discover sources of imagery, sound, and movement as tools to awaken their creative problem solving from two perspectives: as creator and viewer in their own contexts and in asynchronous (outside of the classroom) environment. To minimize our time in front of a computer, two of the weekly days of class sessions were completed as a student workshop with detailed assignments to complete in asynchronous (outside of the classroom) settings. These assignments will be discussed in synchronous (inside the Zoom classroom) sessions, and in breakout rooms during synchronous Zoom class meetings.

Students interested in human services, social sciences, social justice, media, humanities, and education found this course engaging. The course did not require any prerequisite art classes or training.

EVALUATION:

Written by: Gilda Sheppard, Ph.D.

Mykl Williams was enrolled in Therapy through the Arts during the full summer session. His responses to the readings and class activities effectively met the program's requirements. His responses to class activities and discussions consistently added to the learning process in the class. His written response to the *Art Therapy Sourcebook* provided a very good overview. He distinguishes himself among his peers and is one of the most cherished members of our learning community who breathes life into collaboration. His participation in various art therapy modalities involved photography, painting, and assemblage. He had an uncanny ability to be engaged in multiple modalities of artistic expression.

Mr. Williams's application of theories from art therapy to intervene in difficult cases was focused and practical, thoughtfully keeping emotions in mind. His academic abilities in discussions and in individual and group activities demonstrated his compassion as a learner with the uncanny ability to bring equity and possibility to a learning community. He oftentimes brought more depth to classroom discussions.

Mr. Williams's final, interactive presentation was exemplary. The final project centered on his writing of a one act play about an art therapy session. Mr. Williams brought the class into the realm of a therapy session as he had a member of the community play the role of one of the characters. It was well written, and delivered. The play demonstrated how drama therapy and writing can be used to present underlying feeling and notions, particularly when considering therapy.



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Utilizing insights gained by applying learning in the program, Mr. Williams 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 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, psycho-drama, guided poetic writing, spontaneous drawing, video camera, collage, and mandalas.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 6 - Art Therapy and Counseling
- 6 - Art Therapy and Education
- 4 - Art Therapy and Written Expression



Williams, Mykl A

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March 2020 - June 2020: Marketing with GIS

14 Credits

DESCRIPTION:

Faculty: Jon Baumunk, J.D., M.S.A., Mike Ruth, M.Sc.

This one-quarter program was designed for students to examine how geographic information systems (GIS) technology may be used to help solve various marketing problems, such as consumer spatial behavior, retail location models, and spatial strategies in retail and service activities, as well as product offerings, direct marketing, and advertising policy. Students learned skills in the use of GIS through hands-on mapping exercises and analysis of business data in various tabular formats. Students were introduced to GIS information technology for collaboration and publishing interactive apps using the ArcGIS Online cloud computing system, created and distributed by Esri, Inc.

Before learning about spatial marketing methods and strategies, students explored various marketing concepts, such as communications and social media, the role of branding, and consumer motivation and stimulation. The GIS skills were cumulative from week to week, leading up to the use of Esri Business Analyst software for production of spatial analysis layers and story maps. Over the course of the quarter, students progressively developed a final project on a marketing topic, which they presented to the class during the final week of the quarter.

This program was based on application of several software components of the ArcGIS Online platform for GIS and several of its popular components. These components included the ArcGIS Online Map Viewer, Story Maps, Insights, Maps for Office, and Business Analyst Web, created and distributed by Esri, Inc. Each week, faculty taught short-format lab exercises that focused on the use of Esri software for specific desktop mapping and spatial data management skills. Students also were introduced to a long-format mapping and analysis assignment that addressed a marketing need.

Through seminar and fundamental business texts, various short articles, a guest lecturer, in-class discussion posts, GIS lab exercises, and a final project, students examined the application of GIS to various types of marketing problems. Fundamental texts included Gérard Cliquet's "Geomarketing: Methods and Strategies in Spatial Marketing," Mike Saren's "Marketing Graffiti: The Writing on the Wall" (2nd ed.), Jonathan Campbell's and Michael Shin's "Essentials of Geographic Information Systems," and David DiBiase's "Nature of Geographic Information." The seminar text was Mark Monmonier's "How to Lie with Maps" (3rd ed.). The guest lecturer was a member of Esri's artificial intelligence team, whose specialty is creating quantitative geographic measures for modeling and prediction efforts for businesses.

Students were assigned 23 marketing and GIS in-class discussion post assignments, 10 lab exercises, and a final project. These and other program activities will serve as a foundation for careers in business and government. Students worked both independently, mainly focusing on improving critical reading, thinking, and analytical skills. They presented their work in written and verbal forms, as well as graphical charts and maps. Therefore, students leaving this program should be better equipped to understand how a successful business operates and to work within various types of organizations in conducting business and public policy and spatial analysis.

EVALUATION:

Written by: Jon Baumunk, J.D., M.S.A.

My'kl was an engaged student, with a strong stated interest to learn challenging concepts of geomarketing and GIS. My'kl proved to be a dedicated and consistent participant in the class sessions and attended most GIS labs, as well. My'kl's work demonstrates insight and a growing and developing view of how GIS can effectively solve spatial marketing problems in today's business world.



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My'kl turned in 20 of the required marketing and GIS in-class discussion posts and all of the required GIS lab exercises. My'kl's written in-class discussion posts and GIS lab exercises exhibited a fundamental grasp of the core concepts we studied. This indicates that My'kl had studied the assigned reading covering various aspects of geomarketing and GIS. In summary, My'kl's completed work demonstrates that My'kl worked to understand the topics covered and achieved proficiency in them.

My'kl's contributions in class were insightful and sometimes reflected My'kl's own experience as a small business owner, thus benefiting other students in the class. My'kl seldom had trouble consolidating the material in a clear and cogent way. This indicates a willingness to grow My'kl's ideas from the assigned reading and the contributions of others. Overall, My'kl's contributions show that My'kl understood the ideas in the texts and found relationships between the texts' concepts and My'kl's own experiences.

At the end of this program, My'kl has shown that My'kl can create web maps and generate layers of spatial content and apply structured attribute query statements to manage layers, symbols, visibility scales, labels, and other map properties. My'kl can publish sophisticated mapping "apps" that allow a user an immersive interaction with spatial data, supported by photography, video, and narrative curation. My'kl can conduct business analysis in Esri Business Analyst Web software, using population demographics and marketing indices, and competition analysis to enable comparison and suitability studies of multiple trade area alternatives. Finally, My'kl can create analytical charts and compute regression relationships from tabular and spatial data and embed My'kl's charts in My'kl's story maps.

My'kl stated that My'kl found the GIS labs to be quite challenging, and My'kl started to fall behind toward the latter part of the program. The faculty commend My'kl for arriving at successful completion of all required GIS map and app submissions from the ten significant labs taught as practical marketing challenges during this program. It is clear that My'kl has learned a broad basis of skills in business analysis, which may perhaps help My'kl in future business activities, as well as further studies. In summary, My'kl met the expectations for this program. Through My'kl's demonstrated understanding of geomarketing and GIS, My'kl made significant progress toward accomplishing the program's learning objectives.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 14

8- Geomarketing

6- Geographical Information Systems



Williams, Mykl A

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Student ID

January 2020 - March 2020: The Southern Century: The 20th Century and the History of the U.S. South

16 Credits

DESCRIPTION:

Faculty: Kristin Coffey, PhD, and Bradley Proctor, PhD

This one-quarter program explored the political and cultural history of the U.S. South from 1900 to the present. During the quarter, we read James Still's novel *River of Earth* and selections from historical works that included W. Fitzhugh Brundage's *The Southern Past: A Clash of Race and Memory*, Glenda Gilmore's *Gender and Jim Crow: Women and the Politics of White Supremacy in North Carolina, 1896-1920*, Blair M. Kelley's *Right to Ride: Streetcar Boycotts and African American Citizenship in the Era of Plessy v Ferguson*, Adrienne Lentz-Smith's *Freedom Struggles: African Americans and World War I*, Patricia Sullivan's *Days of Hope: Race and Democracy in the New Deal Era*, Timothy Tyson's *Radio Free Dixie: Robert F. Williams and the Roots of Black Power*, Hasan Jeffries's *Bloody Lowndes: Civil Rights and Black Power in Alabama's Black Belt*, Jessie Wilkerson's *To Live Here You Have to Fight: How Women Led Appalachian Movements for Justice*, and chapters from the edited collection *The Myth of Southern Exceptionalism*. We also screened the documentary *Harlan County, U.S.A.* and the short film *The Accountant*. This program often met in coordination with the program *From the Earth: The Stories, History, and Social Justice of Farming in the U.S.*, especially for presentations on sharecropping, the New Deal, the civil rights movement, suburbanization, and industrial agriculture's impact to rural landscapes. Students also participated in collaborative workshops on the writing, research, and revision processes, as well as workshops on primary and secondary sources. This work culminated in a final, major research project that included submissions of: a project proposal, annotated bibliography, literature review, and research paper.

Students new to Evergreen participated in Greener Foundations, which supported students' academic skills development through a quarter-long module of instruction and community-building activities where students were introduced to college support services and practices, wellness strategies, study techniques, and reflective writing. Students who did not participate in Greener Foundations instead researched and gave two presentations about an aspect of the cultural history of the South.

EVALUATION:

Written by: Kristin Coffey, PhD and Bradley Proctor, PhD

Mykl Williams did strong work in this program, his first at Evergreen. He had good attendance at program activities. He came to multiple optional "study hall" sessions, demonstrating sustained engagement with the program. When present, he was a leading participant in the program. He frequently not only provided his own insights, but demonstrated excellent curiosity by posing relevant question to deepen the learning of the whole program. He also gave constructive feedback to his peers' papers in a workshop on peer review.

For the historic newspaper watch assignments, Mykl brought in very relevant newspaper articles about crime, mobilization for World War II, and the normalcy of anti-black racism in the Jim Crow South. He summarized the articles well, though could have strengthened his analysis by writing more about why these stories were historically significant. He also completed both assignments to find, summarize, and analyze journal articles relevant to the program. The first summary explored the history of black nurses and did a good job of summarizing the overall point of the article. The second explored the legacy of the *Brown vs. Board of Education* Supreme Court decision.

Mykl submitted a proposal that thoughtfully laid out the importance of research into the Montgomery Bus Boycott. It did a particularly nice job identifying secondary sources, framing major questions, and



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explaining his personal connections to the subject. At the end of the quarter, Mykl submitted a final project proposal with a cohesive final paper, a revised project proposal, an annotated bibliography with some of the sources he used, and a draft of a literature review. The final draft of the paper demonstrated substantial improvement in Mykl's editing, sentence clarity, and organization. It argued that not enough Americans know the story of Claudette Colvin, whose refusal to give up a seat on a segregated bus in Montgomery, Alabama was an eventual catalyst for the Montgomery Bus Boycott. The paper would have benefited from more citations to demonstrate the strong research he did in both secondary and primary sources.

The staff instructor for Greener Foundations reported:

"Mykl successfully completed the Greener Foundations portion of our program. Mykl participated in discussion regularly and always had experiences to offer. He has asked the questions that matter to him and his educational journey. He has learned the tools necessary to navigate Evergreen and accomplish his goals."

In sum, Mykl was an invaluable member of our learning community. The faculty especially wish him well in his future studies.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16

- 3- Literary Arts: Writing and Researching
- 8- US History: History of the South, 1900-present
- 3- Cultural History: Culture of the US South
- 2- Introduction to Liberal Arts Education



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

EVERGREEN TRANSCRIPT GUIDE

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

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

Educational Philosophy:

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

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

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

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

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

Academic Program

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

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

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

Evaluation and Credit Award:

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

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

Credit is recorded by:

Quarter Credit Hours: Fall 1979 to present

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

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

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

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

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

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

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

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

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