



Hannah, Candis P

A00427517

Last, First Middle

Student ID

CREDENTIALS CONFERRED:

Transformative Leadership Certificate	Awarded 15 Dec 2023
Supervision Certificate	Awarded 14 Jun 2024
Bachelor of Arts	Awarded 14 Jun 2024

TRANSFER CREDIT:

Start	End	Credits	Title
04/2019	06/2021	53	Olympic College
04/2019	06/2021	15	Olympic College
09/2023	03/2024	10	Edmonds College
04/2024	06/2024	3	Edmonds College

EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
03/2022	06/2022	8	Social Entrepreneurship in Action: Create, Develop, Fund, Manage, and Sustain a Change-Making Enterprise <i>8 - Social Entrepreneurship and Social Change</i>
03/2022	06/2022	4	Statistics I <i>4 - Statistics</i>
09/2022	12/2022	8	Business Finance and Management: Foundations <i>4 - Financial Accounting</i> <i>4 - Business Economics</i>
09/2022	12/2022	4	Interpersonal Communication Skills in the Workplace <i>4 - Organizational Psychology (Certificate Sequence)</i>
01/2023	03/2023	8	Business Finance and Management: Intermediate <i>4 - Business Finance</i> <i>4 - Business Economics</i>
01/2023	03/2023	4	About the Law and the Politics of Criminal Justice: Why Progressive Reforms Fail <i>4 - Sociology and Law</i>
01/2023	03/2023	4	Leading Others: Building Capacity In Others <i>4 - Organizational Leadership (Certificate Sequence)</i>
01/2023	03/2023	4	The New Psychology of Leadership <i>4 - Organizational Psychology (Certificate Sequence)</i>
04/2023	06/2023	8	Business Finance and Management in Action: How to Start and Operate Financially Successfully Enterprises <i>4 - Business Finance</i> <i>4 - Business Economics</i>
04/2023	06/2023	4	Leading Organizations: Culture and Change <i>4 - Organizational Leadership (Certificate Sequence)</i>



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EVERGREEN UNDERGRADUATE CREDIT:

Start	End	Credits	Title
09/2023	12/2023	6	Candis Hannah – Offender Re-entry Certificate and Study 3 - <i>Sociology</i> 3 - <i>Law and Justice</i>
09/2023	12/2023	4	Leading Self: Purpose-Driven Leadership 4 - <i>Organizational Leadership (Certificate Sequence)</i>
09/2023	12/2023	4	Supervision and Leadership 4 - <i>Foundations of Supervisory Leadership (Certificate Sequence)</i>
01/2024	03/2024	4	Prior Learning From Experience Preparatory 4 - <i>Academic Writing</i>
01/2024	03/2024	4	Supervision Essentials 4 - <i>Basics of Supervision (Certificate Sequence)</i>
01/2024	03/2024	2	Alternative Models for Social Change 2 - <i>Alternative Models for Social Change</i>
01/2024	03/2024	2	Community-based Nonprofit Organizations 2 - <i>Nonprofit Administration</i>
01/2024	03/2024	2	Prior Learning from Experience Document Writing 2 - <i>Portfolio Design</i>
04/2024	06/2024	8	Internship Learning Contract 4 - <i>Re-Entry Services Internship: Conflict Resolution and De-escalation Training/Program Development</i> 4 - <i>Nonprofit Organization Funding: Grant writing and Proposal writing</i>
04/2024	06/2024	4	Human Resource Basics for Supervisors 4 - <i>Fundamentals of Human Resource Management (Certificate Sequence)</i>

Cumulative

182 Total Undergraduate Credits Earned



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I am a visionary community leader within Thurston County, dedicated to making a lasting impact through my work at a local nonprofit organization. My primary focus is on assisting the unsheltered population, but I am driven by a grander purpose—to establish a foundation centered around education, with the sole aim of reintegrating individuals back into society.

Through my journey as a student at Olympic College in Bremerton, I quickly garnered recognition for my exceptional academic achievements, consistently earning a place on the dean's list every quarter. Now, as a student at Evergreen, I have carried that momentum forward, actively engaging in legislative endeavors, spearheading fundraising initiatives, and forging connections within the community to extend our reach and better serve those in need. As a testament to my dedication, I have been honored with not one, but two scholarships during my college years.

Deeply grateful for the support I have received on my educational path, I am committed to giving back to the community that has nurtured my growth. My research interests center around the multifaceted nature of effective leadership. Recognizing that there are countless forms of great leadership, I am driven to cultivate skills such as communication, transparent decision-making, broad perspective, adaptability to change, and fostering innovative ideas that will unite our society.

These areas of focus will equip me with the best practices needed to create a thriving reentry community, understanding that each individual's journey back to society is unique. The cause of reentry holds a special place in my heart, and I have already taken significant steps towards this mission. I have established my own nonprofit organization, specifically tailored to support successful reintegration. Additionally, I successfully championed the passing of SB 5134, a crucial legislative bill that provides vital supportive services for those navigating the challenges of reentry. My advocacy efforts extend beyond Thurston County, as I have delivered impactful speeches in neighboring counties, spreading awareness about the imperative need for comprehensive wrap-around services for justice-impacted individuals.

Looking to the future, my ultimate goal is to establish a dedicated facility—a reentry college—designed to cater to the diverse needs of individuals emerging from incarceration, homelessness, substance misuse, or any other form of displacement. This pioneering program will offer a myriad of tailored pathways to reentry, ensuring each person receives the support and opportunities necessary for their successful transition into society.

In conclusion, my academic journey and passion for community leadership have set the stage for an extraordinary future. With my unwavering dedication and a clear vision, I am building the foundation for a brighter tomorrow, not just for the present generation, but for generations to come.



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April 2024 - June 2024: Human Resource Basics for Supervisors

4 Credits

DESCRIPTION:

Faculty: Sarah Meyer

A basic understanding of human resource management is one of the most valuable skills in a supervisor's tool kit. This course will help you gain the knowledge needed to address real-life challenges including conflict management, performance action plans, talent acquisition, and state and federal HR compliance.

Course Objectives:

1. Explore the principles of human resource management (HRM) within the context of different organizations. This includes developing and understanding of the interdependent relationship between Supervisors and Human Resources.
2. Evaluate the legal and ethical considerations that guide HRM practices, including compliance with employment laws, regulations, and policies, and demonstrate the ability to apply them in various workplace scenarios to ensure fair and equitable treatment of employees.
3. Practice effective communication strategies for supervisory roles, including conflict resolution, performance feedback, and coaching techniques.
4. Understand the performance management cycle and the different steps within that cycle and the role of the Supervisor and Human Resources.
5. Develop an understanding of the role Supervisors and Human Resources have in promoting diversity, equity, and inclusion.

This class is a part of a series of courses that comprise the Supervision Certificate sequence.

EVALUATION:

Written by: Sarah Meyer

Candis maintained consistent participation in this course and actively participated in class discussions. Their contributions were insightful and often sparked deeper discussions among classmates. They demonstrated a strong understanding of the course material and consistently engaged with the instructor and peers in a meaningful way. Candis showed a solid grasp of fundamental human resource principles, including recruitment and selection, training and development, interpersonal communication, performance management, DEI, employee relations, and legal aspects of HR. Their ability to apply theoretical concepts to practical scenarios was evident in both class discussions and written assignments. The assignments submitted by Candis were consistently of high quality, well-organized, and demonstrated a clear understanding of HR concepts. In addition, Candis demonstrated excellent presentation skills. Throughout the course, Candis demonstrated a high level of professionalism. They were communicative, respectful, and exhibited a strong work ethic. Their commitment to learning and improving was evident.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Fundamentals of Human Resource Management (Certificate Sequence)



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Student Self Evaluation for Human Resource Basics for Supervisors
04/2024 - 06/2024

During this quarter, I must admit that I wasn't as attentive to my attendance as I have been in the past. This was primarily due to the overwhelming increase in priorities within my organization and the urgent needs of our clients. Despite this challenge, I made a conscious effort to compensate for my absence by actively engaging with assignments, studying course materials, and conducting extensive self-research.

In fact, I went above and beyond by dedicating my vacation time to furthering my knowledge. While away, I took the opportunity to explore a topic related to the course in a different city. I spent time watching documentaries that were directly relevant to the material being covered. This allowed me to gain valuable insights and broaden my understanding of the subject matter.

Moreover, I managed to accomplish an important personal goal during this time. I successfully laid the groundwork for the establishment of my own nonprofit organization. Throughout this process, I placed a strong emphasis on incorporating comprehensive trainings and implementing Diversity, Equity, and Inclusion (DEI) training. I recognized the critical role that these factors play in running a successful reentry program and ensuring equal opportunities for all individuals.

To enhance my understanding of the course material, I actively sought out individuals in my local network who had experience in Human Resources. I held numerous personal meetings with them to discuss how they approached and implemented HR strategies in their respective organizations. This practical lens allowed me to delve deeper into the subject matter and gain valuable insights from real-world experiences.

Looking ahead, one question that continues to intrigue me is: "What are some effective strategies for managing employee performance and motivation in a diverse workplace?" I am particularly interested in exploring how organizations can create an inclusive environment that not only supports employees from diverse backgrounds but also maximizes their potential and fosters motivation.

This class holds significant importance for me as it aligns with my long-term goal of creating a sustainable future in the nonprofit sector. I am driven by the desire to make a positive difference in the lives of individuals from all walks of life. By acquiring the necessary knowledge and skills in Human Resources for Supervisors, I believe I can contribute to creating a more inclusive and equitable society through my future endeavors in the nonprofit world.



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April 2024 - June 2024: Internship Learning Contract

8 Credits

DESCRIPTION:

Faculty: Liza R. Rognas

The student, Candis Hannah, performed various duties as assigned for Orion Watch Community Outreach Programs in relation to reentry programs for the formerly incarcerated. Responsibilities of the contract also included learning grant writing research and application skills. The student provided a total of 12 classes of conflict management reentry services at the Longview Reentry Facility. Candis applied for a local and federal government grant during this internship.

Learning goals for this internship included: Gaining knowledge about contracts and obligations such as budgeting and service agreements; gaining knowledge of current legislative policy and its impacts or effects on services by Department of Corrections and by Non-Governmental Organizations; developing a practical understanding about applying for grants to fund programs that provide reentry services.

EVALUATION:

Written by: Liza R. Rognas

Candis Hannah embarked upon this internship, "**Nonprofit Services**," with enthusiasm and focus. Her work with Orion Watch Community Outreach Programs, under the supervision of Merritt Hicks, involved several training and teaching opportunities in the area of re-entry services for those recently incarcerated. In addition to these responsibilities, Candis also participated in grant-writing efforts oriented toward supporting Orion Watch mission and services. Throughout the duration of the contract, Candis remained in contact with her faculty sponsor, wrote several reflective activities updates, and completed a final essay that included an extensive annotated bibliography. Grant-writing, training and service proposals, contract fulfillment, public-private partnership responsibilities all featured in the participatory research Candis performed for this contract.

Candis met, and at times, exceeded the goals and expectations of this internship.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

4 - - Re-Entry Services Internship: Conflict Resolution and De-escalation Training/Program Development

4 - - Nonprofit Organization Funding: Grant writing and Proposal writing



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Student Self Evaluation for Internship Learning Contract
04/2024 - 06/2024

Throughout this quarter, I dedicated myself wholeheartedly to my internship, going above and beyond to fulfill the various responsibilities outlined in my contract. My days were filled with extensive research, training sessions, and other obligations, amounting to over 20 hours of work in the reentry field. This dedication led to the development of a comprehensive program that we now implement at the Longview facility, catering to justice-impacted individuals.

During this internship, I had the privilege of gaining practical knowledge and hands-on experience in the field, thanks to the unwavering support and guidance of my contract sponsor and oversight manager. Both individuals possessed a wealth of knowledge and expertise, which greatly contributed to my professional growth. Their guidance and mentorship allowed me to expand my understanding of the reentry field and develop valuable skills.

In addition to the support of my mentorship team, I actively sought to expand my network and establish connections that would extend the reach of reentry services beyond my individual capabilities. By forging new relationships and collaborations, I aimed to create a network of resources that could enhance the impact and effectiveness of reentry programs. This strategic networking approach enabled me to align with like-minded individuals and organizations, furthering the cause of reintegrating individuals into society.

One aspect of my internship that I excelled in was providing trainings and developing the program at the Longview Work Release Facility. This allowed me to not only connect with the individuals we served but also impart valuable skills and knowledge through the program. By teaching individuals how to address conflict in a meaningful and constructive way, I contributed to their personal growth and development, fostering a positive impact within the facility.

As I reflect on my internship experience, a question arises regarding the next steps in my journey. I am eager to explore how I can begin writing policies for my nonprofit organization while ensuring that they align with my personal values and adhere to legal regulations. This question highlights my commitment to making a lasting impact in the reentry services field and acknowledges the importance of ethical considerations in policy development.

This internship has served as a pivotal moment in my career, connecting me with the future I am building in reentry services. It has equipped me with the necessary skills, knowledge, and confidence to provide individuals with far more opportunities than just training. Moving forward, I am motivated to expand my role and create meaningful and sustainable change by offering comprehensive support and resources to those reintegrating into society.



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January 2024 - March 2024: Prior Learning from Experience Document Writing

2 Credits

DESCRIPTION:

Faculty: Penelope Partridge, MA, LMFTA

The Prior Learning from Experience (PLE) Program allows students with significant professional and/or community-based experience to accelerate a baccalaureate-level college degree through evidential portfolio submissions. In this course section, which is the second in a series of two, students had the opportunity to gain support while assembling a draft portfolio for future submission. These portfolios can earn academic credit for past learning, and for life experience that has a baccalaureate-level equivalent at Evergreen.

This course is intended to advance the PLE process and provide students with a roadmap for completing the portfolio that will be created alongside the Document Writing course. The PLE program is highly participatory and engages students in academic research, readings on academic and autobiographical writing, and teaches self-editing, peer-editing, and writing skills that can be used to succeed in academia.

EVALUATION:

Written by: Penelope Partridge, MA, LMFTA

Candis was an excellent student and participant in PLE this quarter. They attended every session, supported other students in the learning community with enthusiasm, and moved thoroughly and thoughtfully through the planning of their PLE portfolio. They also paid close attention to the finer points of portfolio assembly, which require considerable academic research and problem-solving. They were a classroom leader.

Candis followed through on course agreements, showcased strong personal leadership skills in their independent work, and, I believe, will be an asset to any learning or vocational community they choose to be a part of. I look forward to hearing about Candis's future pursuits.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2

2 - Portfolio Design



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January 2024 - March 2024: Community-based Nonprofit Organizations

2 Credits

DESCRIPTION:

Faculty: Michael Craw, Ph.D.

Community-based organizations (CBOs) fill critical roles in local governance. They help serve those who are underserved by other elements of the public sector; partner with state, local, and tribal governments to provide important public services; and help address neighborhood and metropolitan-scaled issues, where formal governments do not always exist. At the same time, CBOs face distinct challenges in organizing, accessing resources, developing collaborative relationships, and strategically pursuing their missions.

This course provided insight into the nature of the challenges that CBO leaders confront and how they are managed. We considered how organizations manage a dilemma at the heart of both seeking resources and working with other organizations: cooperation. We then considered the political and economic contexts in which CBOs do their work. This included analyzing the nature of urban governance and systems of government and foundation support at the local level. Finally, we examined the challenges of collaboration, inclusion, and leadership at the community level. By the end of this course, students demonstrated their ability to:

- Analyze the cooperation and collective action challenges that CBOs face in the urban context
- Develop and employ tools for accessing resources and developing effective collaboration as a CBO leader
- Evaluate strategies for inclusion and leadership for CBOs

Students in this course demonstrated their competency in meeting these objectives in these ways:

1) Completing a set of five pre-class reading responses, corresponding to a set of reading on each of the following topics:

- i. Cooperation and Social Capital
- ii. Urban Political Context: Fragmentation and Privatization
- iii. The Resource Landscape for Community-Based Nonprofit Organizations
- iv. Collaborative Governance and Decision-Making
- v. Community Inclusion and Leadership

2) Course participation: Engaged in activities such as discussion and group work that call on the student to apply new ideas from the readings on the five topics above to related problems in the management of community-based, nonprofit organizations. This encompassed attendance at class sessions, collegiality, preparation for the class session by completing the course readings and out-of-class engagement.

3) Analytic essay: Following the course's weekend session, students wrote an essay of 1500 – 3000 words (five to ten pages, double spaced) in response to one of three essay prompts asking them to (i) analyze the political and economic environment that allowed community-based, nonprofit organizations to emerge and how this affects how they operate and (ii) evaluate methods for cooperation or



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collaboration across community-based, nonprofit organizations to solve local problems. This essay evaluated the student's ability to integrate course readings, discussions, assignments, and analytic skills in order to apply them to nonprofit management.

EVALUATION:

Written by: Michael Craw, Ph.D.

Candis demonstrated mastery of the course learning objectives, going above and beyond expectations. This class met in a single, intensive, weekend session. Prior to this session, Candis demonstrated good class preparation by completing a series of five responses of about 500 words each, one for each of the five main topics we covered over the course of the weekend. The high quality of Candis' advance preparation for the class and the depth of her understanding of the readings were also apparent in class. Over the course of the weekend, Candis' preparation, organization, and experience in nonprofit management made her an outstanding participant in class discussions, activities, breakout groups, and guest speaker Q&As.

I should note that the number of students in this session was particularly small and, thus, each student was expected to participate much more actively than is generally the case. Candis more than rose to that challenge. Candis drew extensively on her work and lived experience, including her experience in developing a new nonprofit organization addressing homelessness, to provide insights throughout the weekend. I particularly remember how, in our discussions about the challenges of promoting collaboration across local governments and nonprofits to deliver public services, Candis was able to recount multiple examples of cooperation failures she had observed in her career and relate those failures to the theories of cooperation and collaborative governance we were discussing. Candis was similarly insightful in considering the challenges of integrating equity into the work of community-based, nonprofit organizations, particularly when equity conflicted with the organization's resource needs. In this way, Candis demonstrated an exceptional ability to draw on concepts from the course readings to interpret and analyze problems faced by professional nonprofit managers.

Candis also demonstrated mastery of the course learning objectives in her response to the analytic essay assignment. Candis' essay effectively analyzed the challenges created by a fragmented system for delivering local public services and addressing local public problems, particularly homelessness. Her essay succeeded in describing the nature of urban fragmentation and evaluating its consequences. In addition, it drew effectively on the course readings to describe the opportunities and challenges in overcoming that fragmentation through collaborative governance. Candis' work highlighted the particular challenge in holding collaborative partners accountable and how failures to adequately develop a method of accountability often underlay failures in collaboration. This work demonstrates Candis' ability to recognize failures in collaborative governance and take steps to address those as it can reinforce collaborative success.

I should also note that, though Candis took this course for undergraduate credit, her performance matched or exceeded that of the graduate students in the course and met my own expectations for graduate-level work. I am confident in Candis' ability to succeed in graduate-level studies in public administration and nonprofit management.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2

2 - Nonprofit Administration



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January 2024 - March 2024: Alternative Models for Social Change

2 Credits

DESCRIPTION:

Faculty: Wenhong Wang, Ph.D.

This 2-credit intensive weekend class intended to achieve three learning objectives:

1. Articulate the theory and major practices of current solidarity economy;
2. Understand the role of alternative models in addressing social problems and advancing social good;
3. Begin to develop non-conventional mindset and skills to find alternate ways for problem solving.

To achieve these goals, students read *Collective Courage: A History of African American Cooperative Economic Thought and Practice* by Jessica Gordon-Nembhard, *Solidarity Economics: Why Mutuality and Movements Matter* by Chris Benner & Manuel Pastor and selected readings by Emily Kawano. Students also viewed videos on public banking, mutual aid, cooperatives and Community Land Trusts. Students wrote Me and Alternative essays, seminar preparatory essays and gave feedback to their peers' pre-seminar writing. Students engaged in seminars and workshops designed to improve understanding of our texts and course themes. We also had two guest speakers Fred Medlicott with Northwest Cooperative Development Center introducing us to housing cooperatives and Jeff "JD" Dade speaking on development of Community Land Trusts in Tacoma Hilltop area.

Students integrated all of this work through a final synthesis essay that drew upon our program readings and class activities and guest speakers.

Evaluation and award of credit was based upon how well the student achieved the program's goals, evidenced in the student's participation in and engagement with the learning community as well as all of the above mentioned work.

EVALUATION:

Written by: Wenhong Wang, Ph.D.

Candis achieved the learning goals of this course with distinction and convincingly earned full credit. As the only undergraduate in the class, Candis was a force through and through. Candis was deeply engaged in the class activities and submitted excellent work throughout. She contributed to the learning of the community through her community spirit, leadership and authenticity.

Candis's preclass essay on alternatives and insightful seminar responses demonstrated her thorough understanding of the course themes; this included supportive and constructive feedback to her peers' writing. A critical thinker and articulate speaker, Candis actively participated in class discussions and shared insights informed by her wide range professional and personal experiences in change making.

In her final synthesis paper, Candis reflected upon her learning in this course drawing upon some of the major learning materials of this course with a focus on some major alternative models including cooperatives, and Community Land Trusts. Candis discussed the advantages and challenges that cooperatives face in a complex world.

Through this course, Candis gained an excellent understanding of the role of alternative models for social change and applied her outside the box thinking to making a difference in the world.



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SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 2

2 - Alternative Models for Social Change



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January 2024 - March 2024: Supervision Essentials

4 Credits

DESCRIPTION:

Written by: Sarah Meyer

Designed for people who are planning to or who have recently transitioned into supervisory or management roles, this course covers the essential skills every supervisor needs to feel confident and effective. This course will focus on gaining proficiency in effective decision-making, professional communication, managing people, organizational skills and record keeping.

The course learning objectives include for students include: understand the characteristics and behaviors of effective supervisors, identify the roles and responsibilities of a supervisor within the employee life cycle, know how to write goals and how to evaluate a performance, know the elements of performance management, learn a basic problem solving formula and explore their own beliefs and values associated with being a supervisor.

This class is a part of a series of courses that comprise the Supervision Certificate sequence.

EVALUATION:

Written by: Sarah Meyer

Candis has demonstrated a commitment to mastering the foundational principles of supervision throughout this course. Their participation, thoughtful contributions, and dedication to learning have been evident in discussions and individual assignments. One of Candis's strengths is their ability to engage critically with course material and apply theoretical concepts to practical scenarios. Candis has excellent verbal communication skills and their discussion participation added great value to the class. They consistently exhibited a strong grasp of the fundamental principles of supervision, including emotional intelligence, critical thinking, and self-awareness. Their contributions to class discussions enriched our collective understanding of supervisory techniques and best practices.

Candis consistently demonstrated excellent communication skills, both written and verbal. Their assignments were well-organized, articulate, and supported by evidence from course readings and external research. Additionally, their ability to communicate effectively with peers, during group activities and presentations, showcased their proficiency in conveying complex ideas clearly and persuasively.

Overall, Candis has demonstrated a solid foundation in supervision fundamentals. Their thoughtful contributions and intellectual curiosity throughout the quarter added value to the course. I am confident in Candis's skills in future supervisory roles and they will make valuable contributions to their respective organizations.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Basics of Supervision (Certificate Sequence)



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January 2024 - March 2024: Prior Learning From Experience Preparatory

4 Credits

DESCRIPTION:

Faculty: Penelope Partridge, MA, LMFTA

The Prior Learning from Experience (PLE) Program allows students with significant professional or community-based experience to accelerate a baccalaureate-level college degree through evidential portfolio submissions. In this course section, which is the first in a series of two, students had the opportunity to begin to assemble a draft portfolio for future submission. These portfolios can earn academic credit for past learning and life experience that has a baccalaureate-level equivalent at Evergreen.

The PLE program is highly participatory and engages students in academic research and readings on academic and autobiographical writing, and teaches self-editing, peer-editing, and writing skills that can be used to succeed in academia. This course is intended to outline the PLE process and provide students with a roadmap for completing the portfolio that will be created independently and/or with the support of the subsequent PLE Document Writing course.

EVALUATION:

Written by: Penelope Partridge, MA, LMFTA

Candis was an excellent student this quarter. Their engagement with weekly tasks and relevant participation in our learning community was enjoyable to witness. Their ability to bring their authentic history to the work of the class while maintaining a professional and personable demeanor with everyone in the group made them an important member of our work together.

Through their adept participation and strong communication skills, Candis further solidified their standing as a valuable asset to the Evergreen learning environment and exemplified their readiness to excel in their academic pursuits, and beyond. I look forward to hearing where their ambition takes them!

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Academic Writing



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September 2023 - December 2023: Supervision and Leadership

4 Credits

DESCRIPTION:

Faculty: Sarah Meyer

Designed for people who are planning to or who have recently transitioned into supervisory or management roles, this course covers the essential skills every supervisor needs. This course will explore the interconnectedness of supervisor skills and leadership skills. This course will be an introduction to the foundational competencies believed to make for effective supervisors. This course will focus on the practical application of leadership theory.

Course Learning Objectives:

Students will understand the characteristics and behaviors of effective leaders and supervisors, gain an understanding of the impact that their own values have when in a leadership or supervision role, know how to create a performance measure and be able to coach a person through the performance feedback process, identify characteristics of cohesive teams and groups and apply relationship building techniques.

This class is a part of a series of courses that comprise the Supervision Certificate sequence.

EVALUATION:

Written by: Sarah Meyer

Candis demonstrated a high level of effort and engagement throughout this course. They exhibited a strong commitment to learning and actively participated in class discussions and activities. Their dedication to understanding the principles of supervision and leadership was evident in the quality of their assignments and contributions. Candis showed an advanced understanding of the application of course content to the workplace. Their active participation in course discussions added value to the discussion and was able to support others learning in class. Candis achieved advanced competency in their understanding of the connection between supervision and leadership and the application of the concepts into the workplace.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Foundations of Supervisory Leadership (Certificate Sequence)



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Student Self Evaluation for Supervision and Leadership

09/2023 - 12/2023

I participated in every class I attended with insight, bringing my own perspective lens of lived experience to the table. Bringing my own supervision skills to the table I challenged many of my former beliefs in an attempt to grow with the curriculum. I chose to leave my job as a supervisor towards the end of the quarter recognizing that I had grown in an amazing way and needed to support myself prior to jumping back into the type of work I was doing. I succeeded my expectations within this class and will go on to finish the certificate by the time I graduate.



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September 2023 - December 2023: Leading Self: Purpose-Driven Leadership

4 Credits

DESCRIPTION:

Faculty: Dariush Khaleghi MS, MBA

We need a new generation of leaders and game-changers. The notion of leadership that once resonated with greatness no longer inspires new dreams, compelling visions, and revolutionary actions. The unethical behavior, self-indulging decisions, and ego-driven conduct of many contemporary leaders have eroded society's trust in corporate, public, and political leaders. There is an urgent need for principled and purpose-driven leaders driven by a set of universal virtues, a strong moral compass, and a deep desire to serve a global society and a sustainable world. This course teaches students critical concepts and skills to examine their passion and purpose and develop a vision, mission, values, and a plan of action to serve their communities. This class is part of a series of courses that comprise the Transformational Leadership Certificate sequence.

EVALUATION:

Written by: Dariush Khaleghi MS, MBA

Candis completed the learning objectives of this course and received passing credit. They showed a solid understanding of diverse leadership styles and their ethical implications throughout the course. Candis participated in discussions and demonstrated a deep awareness of the ethical dimensions of leadership. In terms of personal and self-leadership, they showed deep reflection on values, indicating a willingness to engage in personal growth and outlining initial strategies for development. When analyzing leadership's impact on organizational dynamics, Candis demonstrated solid application of theoretical concepts, recognizing the significant links between leadership styles and organizational outcomes.

Candis revealed a deep understanding of the Jungian notion of personal shadow, providing insightful examples and demonstrating awareness of the work it took to realize their full potential. Regarding authentic and agile leadership, Candis showed a deep alignment of actions with values and good adaptation to changing circumstances. Overall, Candis exhibited a high level of learning and was prepared to apply interpersonal skills and communicate effectively in personal and professional settings. Candis met The Evergreen State College's expectations for ethical leadership, personal development, and community service at their highest level.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Organizational Leadership (Certificate Sequence)



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Student Self Evaluation for Leading Self: Purpose-Driven Leadership
09/2023 - 12/2023

Through a challenging quarter I worked hard to maintain a good standing and complete this certificate on a strong note however, more importantly I began to reflect on who I am as a human. I made some deep and profound changes this quarter which led to a lot of uncertainty. I gained useful tools to begin deep rooted changes within my life to live in a happier, healthier place that will help me. I recognized that I cannot lead others until I learn to lead myself; I cannot teach self-care unless I too engage in self-care. I finished strong with a deep, creative poem of how I have been living for the last few years, leading from my shadow, and what changes I can make to help integrate both parts and live from an authentic place.



Hannah, Candis P

A00427517

Last, First Middle

Student ID

September 2023 - December 2023: Candis Hannah – Offender Re-entry Certificate and Study

6 Credits

DESCRIPTION:

Faculty: George Bridges PhD

This Individual Learning Contract (ILC), **Candis Hannah – Offender Re-entry Certificate and Study**, required the student to review and study advanced material on the Washington State criminal justice system and, particularly, programs assisting formerly incarcerated individuals re-enter society. The ILC was a collaborative project between the student, a member of the faculty at Edmonds College and me serving as the ILC supervisor at Evergreen. The student devoted 12 credit hours of work weekly to this ILC and in completing a certificate program offered by Edmonds College on prisoner re-entry.

The certificate program at Edmonds College is directed by Professor Merritt Hicks. Professor Hicks has created an introduction to reentry course at Edmonds that provides the only prisoner re-entry program certificate in the nation.

As part of the ILC, the student was required to attend the weekly certificate program meetings at Edmonds College and to meet regularly with me, providing weekly updates on her learning over the course of the term.

The student's learning goals for the ILC were as follows:

- Develop knowledge about the prison system within Washington State, particularly focusing on the social services provided for incarcerated individuals.
- Develop knowledge about the range of re-entry services currently being offered in the State and how effectively they support the re-entry needs of formerly incarcerated individuals.
- Develop and complete a review of knowledge about re-entry programs, their elements, and their impact in supporting re-entry of individuals released from incarceration.

The primary texts for the program were *Motivational Interviewing with Offenders: Engagement, Rehabilitation, and Reentry*, 1st Ed., by Clark, Michael and Stinson, Jill and *Stigma*, by Erving Goffman. The student was expected to complete a final project for the certificate program and ILC. The project entailed a paper that outlined the design of re-entry programs an application to the specific case of a formerly incarcerated individual in Washington State.

EVALUATION:

Written by: George Bridges PhD

Candis Hannah has participated in and successfully completed previous classes of mine at Evergreen. She is a tireless worker and passionate advocate of learning that is applied to concrete social problems. Her interest and focus in this Individual Learning Contract is advancing her understanding of prison re-entry programs and how motivational interviewing can be applied in these programs to support formerly incarcerated individuals re-enter their communities successfully.

Candis successfully completed the requirements of the ILC and program at Edmonds College. She kept me fully and routinely informed of her work as it progressed. Further, she completed the required final project to my satisfaction. Her supervisor at Edmonds, Professor Hicks, provided the following evaluation of her re-entry plan and its application in case of the individual Candis worked with:



Hannah, Candis P

A00427517

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Student ID

"You did a really nice job on this reentry plan. [...] Your resource list for him [the individual she worked with] was comprehensive and it seemed like you knew where you were sending him, although you didn't mention how he was going to get around, where he might get some street/work clothes, or physical health concerns. With so many details, you want to do "first things first", the communication and life skills classes can follow the basic necessities. [...] Your specific plan for checking in with him at different times of day as a "temperature check" was brilliant! Something I noticed in your plan was that you were doing a lot of the connecting for him and, if he's still inside, that makes sense. However, if he's out, you could do the legwork together. When you go together to talk with agency folks, you're modeling how to do it. And, as someone who gave a guy 13 chances and he kept relapsing, you may need to monitor yourself in terms of doing things for them that they could do for themselves. Also, he needs to get out and get used to being free on the streets. Sometimes, people open up more when they're moving, and by going with him you're sending the message that you're ok with being seen with him, and you can help assure him as he acclimates. In fact, anytime you can get out of your office with him, it's probably a good thing (as long as you feel safe.) I also liked that you addressed self-care, (and regulation) with him. You can be confident that the only self care this guy may know is from a defensive standpoint. Your strategies list was awesome, good job! You have both a big heart and a well equipped toolbox! Kudos on a job well done!"

I have awarded Candis full credit for her ILC project.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 6

3 - Sociology

3 - Law and Justice



Hannah, Candis P

A00427517

Last, First Middle

Student ID

Student Self Evaluation for Candis Hannah – Offender Re-entry Certificate and Study
09/2023 - 12/2023

I believe I went above and beyond for my ILC due to the passion I hold for the subject. I learned a wide variety of beneficial techniques on how to serve different clients and in what capacity. It helped lead me down a road of self discovery that allowed me to understand that we must walk *with* people and not for them. This key indicator allows for us, as reentry navigators, to recognize that we are all human and the best we can do is assist someone to get their life on track but we cannot do it for them. I wrote a reentry plan that helped support a client with getting skills on the three domains of reentry-intrapersonal, interpersonal, and intersociety. I am proud at the steps I have taken to become the best reentry navigator that I can and continue to learn along the way.



Hannah, Candis P

A00427517

Last, First Middle

Student ID

April 2023 - June 2023: Leading Organizations: Culture and Change

4 Credits

DESCRIPTION:

Faculty: Dariush Khaleghi, MS, MBA

The business world has entered a new normal characterized by relentless change, complexity, and continuous disruptions. As a result, the leadership work has shifted from traditional hierarchical leadership practices to building additional organizational capacity through individual and team development. This course focuses on group dynamics and developing leadership capabilities in others (i.e., collaboration, decision-making, and team leadership) across the organization. This course uses seminars, group activities, discussions, critical and independent thinking, and reflective writing and presentation to achieve the learning objectives of this course.

This course will be delivered remotely. The offering will include lectures, workshops, and seminars. Our approach will emphasize participation in synchronous (Zoom) sessions.

This class is part of a series of courses that comprise the Transformative Leadership Certificate sequence.

EVALUATION:

Written by: Dariush Khaleghi, MS, MBA

Candis did an excellent job in this course. She met the course requirements and learning objectives and earned full credit for this course. She demonstrated the skills and capability required to analyze and articulate the context and nature of change and how to manage it more effectively. Candis showed the competency, experience, attitudes, and knowledge needed to develop, design, implement, and maintain change momentum effectively and efficiently, causing minimal negative impacts on people and organizations. Candis demonstrated the ability to leverage emotions and social and emotional intelligence to facilitate and promote positive change. She showed she could promote a culture of change capable of developing individual and collective strengths to lead and manage change more successfully. Candis demonstrated natural leadership agility and how to be an effective change leader, leaving no doubt she could advance in this field of inquiry.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Organizational Leadership (Certificate Sequence)



Hannah, Candis P

A00427517

Last, First Middle

Student ID

April 2023 - June 2023: Business Finance and Management in Action: How to Start and Operate Financially Successfully Enterprises

8 Credits

DESCRIPTION:

Faculty: Thuy Vu, Ph.D.

This is the third course of the Business Finance and Management series. In this program students learn how to create, run, and promote financially successful and sustainable business and social enterprises. Learning objectives include fundamentals in business economics, business planning, investment decision making process, risk management, financial and managerial accounting, and international business.

This program is offered remotely, including 4 hours of synchronous (scheduled) and 4 hours of asynchronous coursework per week, using the Canvas Zoom platform.

For the asynchronous portion of this program, students are required to engage their learning effort that integrates the program materials with real life situations, by doing either: 1) an Internship learning project, 2) a business venture development proposal or 3) a business case analysis. The content of the project or internship must relate to the program learning objectives. Required readings for this course include: 1) *The Small Business Start-Up Kit* by Peri Pakroo; 2) *Starting & Building a Nonprofit* by Peri Pakroo; 3) *Finance for Managers* from Harvard Business Essentials Series; 4) *Accounting* by Peter Eisen; 5) *Essentials of Economics* by Bradley Schiller; 6) *College Accounting* by James Heintz and Robert Parry.

EVALUATION:

Written by: Thuy Vu, Ph.D.

Candis was a diligent and thoughtful student who successfully achieved all learning objectives of our program this spring quarter. Her weekly learning reflections and seminar discussions showed an overall understanding of the key concepts and issues in business finance and economics. In the area of business finance, Candis demonstrated a good grasp of the importance of cost accounting and budgeting. Candis' independent learning project, titled "Bare-Op," demonstrated her in-depth appreciation for the importance of planning, budgeting and grant writing in the development of a financially sustainable business proposal.

Candis fulfilled all requirements and earned full credit for the spring quarter.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

- 4 - Business Finance
- 4 - Business Economics



Hannah, Candis P

A00427517

Last, First Middle

Student ID

January 2023 - March 2023: The New Psychology of Leadership

4 Credits

DESCRIPTION:

Faculty: Dariush Khaleghi, MBA, MS

This course focuses on the importance of cultivating group identity and a sense of "us" for leaders to be more effective. It examines a range of theories and practices related to group identity, motivation and power, authority and legitimacy, justice and fairness, and followership and charisma. The course teaches students how to create, champion, and build a group identity to cultivate the power of "us" in their leadership practices. Through seminars, group activities, reflective assignments, and final projects and presentations, students will gain the skills, knowledge, and confidence to become effective leaders and change-makers.

This class is a part of a series of courses that comprise the Transformative Leadership Certificate sequence.

EVALUATION:

Written by: Dariush Khaleghi MS, MBA

Candis was an excellent student. She met the course requirements, completed the learning objectives, and received full credit. Candis was an active learner and demonstrated that she could interpret and analyze the new emerging leadership topics in this course, increasing her knowledge and self-awareness. Candis was an active participant in the course activities. She demonstrated an excellent understanding of ingroup dynamics and the power of the new psychology of leadership in shaping member relationships to develop more committed followers and teams. Candis also learned how identity leadership could bridge theory and practice and transform groups into high-performing ingroups. She incorporated the learning from this course to articulate new insights and plans to enhance personal and leadership effectiveness. Candis did a great job and left no doubt she was ready to advance and excel in this field of inquiry.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Organizational Psychology (Certificate Sequence)



Hannah, Candis P

A00427517

Last, First Middle

Student ID

January 2023 - March 2023: Leading Others: Building Capacity In Others

4 Credits

DESCRIPTION:

Faculty: Dariush Khaleghi MS, MBA

The business world has entered a new normal characterized by relentless change, complexity, and continuous disruptions. As a result, leadership has shifted from traditional hierarchical leadership practices to building additional organizational capacity through individual and team development to achieve their missions and objectives. This course focuses on group dynamics and developing leadership capabilities in others (i.e., collaboration, decision-making, and team leadership) across the organization. This course uses seminars, group activities, discussions, critical and independent thinking, and reflective writing and presentation to achieve the learning objectives of this course.

This class is a part of a series of courses that comprise the Transformative Leadership Certificate sequence.

EVALUATION:

Written by: Dariush Khaleghi MS, MBA

Candis met the course requirements, completed the learning objectives, and received full credit. She was an active learner and demonstrated that she could interpret and analyze the complex topics in this course, increasing her knowledge and self-awareness. Candis was an active participant in the course activities. She demonstrated an excellent understanding of examining group dynamics and improving intergroup relationships to develop cohesive teams. Candis applied the topics in this course to bridge theory and practice, transform groups into high-performing teams, and lead them through change and transition. She incorporated the learning from this course to articulate new insights and plans to enhance personal and leadership effectiveness. Candis did an excellent job in this course, leaving no doubt she was ready to advance and excel in this field of inquiry.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Organizational Leadership (Certificate Sequence)



Hannah, Candis P

A00427517

Last, First Middle

Student ID

January 2023 - March 2023: About the Law and the Politics of Criminal Justice: Why Progressive Reforms Fail

4 Credits

DESCRIPTION:

Faculty: George S. Bridges, PhD

This class examined the development and evolution of major laws and policy initiatives on criminal justice. We focused on legal reforms enacted from the 1960s through the 1990s and, specifically, the federal Sentencing Reform Act of 1984 (SRA). The SRA was formulated in the Carter administration as a progressive reform intended to reduce disparities in criminal sentencing. But as part of President Reagan's War on Crime, the reform became one of the instruments of crime control that catalyzed the mass incarceration of racial and ethnic minorities. Learning goals for the students included development of skills in reading and interpreting original social science research, analyzing the elements of public policies, and advancing their understanding of the social and political forces influencing the enactment of reforms in criminal justice in the U.S.

Students studied and analyzed the following source material:

Published Books, Articles and Government Reports:

American Friends Service Committee, 1971, *Struggle for Justice*, NY: Hill and Wang.

Beckett, Katherine, 2022, *Ending Mass Incarceration*, Oxford University Press.

Boerner, David and Roxanne Leib, 2001, "Sentencing Reform in the Other Washington," *Crime and Justice*.

Clear, Todd and Natasha A. Frost, 2014, *The Punishment Imperative*, New York University Press, New York, NY.

Di Iulio, John, 1995, "The Coming of the Super-Predators," *Washington Examiner*.

Forman, James Jr., 2017, *Locking Up Our Own: Crime and Punishment in Black America*.

Forman, James Jr. and Kayla Vinson, 2022, "The Superpredator Myth Did a Lot of Damage: Courts Are Beginning to See the Light"; *New York Times*.

Frankel, Marvin E., 1974, *Criminal Sentences: Law Without Order*, NY: Hill and Wang.

Kennedy, Edward M., "Introduction", *Hofstra Law Review* 7, no. 1 (Fall 1978): pp. 1-10.

Kingdon, John W., 2011, *Agendas, Alternatives, and Public Policies*, Glenview, Ill: Longman.

Martinson, Robert, 1974, "What works? - Questions and Answers About Prison Reform", *The Public Interest*, Spring, pp. 1-33

Ilene H. Nagel, 1989, Presentation, *American Criminal Law Review*, 26, pg. 1815.

National Research Council (NRC Report), *The Growth of Incarceration in the United States: Exploring Causes and Consequences*, 2014, The National Academies Press, Washington, D.C.



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Rashawn Ray and William Gaston, 2020, "Did the 1994 Crime Bill Cause Mass Incarceration?" Washington, D.C.: Brookings Institution.

van den Haag, Ernest, "Punitive Sentences", *Hofstra Law Review* 7, no. 1 (Fall 1978): pp. 123-138.

U.S. Sentencing Commission, 1987, *Sentencing Guidelines*.

U.S. Sentencing, Commission, 2014, *Introduction to Federal Sentencing Guidelines Presidential Speeches and Press Conferences*.

Clinton, William J., 1992, "Speech on Crime and Violence to Peace Officers."

Nixon, Richard M, 1971, "Richard Nixon Press Conference Remarks on the War on Drugs."

Ronald Reagan, 1981, "Remarks to the International Association of Chiefs of Police."

Ronald Reagan, 1986, "Press Conference on Fighting the War on Drugs."

Enacted Laws and Policies:

H.R.3355 - 103rd Congress (1993-1994): Violent Crime Control and Law Enforcement Act of 1994, Congress.gov, Library of Congress.

H.R. 5210 - 100th Congress (1987-1988): Anti-Drug Abuse Act of 1988 | Congress.gov | Library of Congress.

S.1762 - 98th Congress (1983-1984): "Comprehensive Crime Control Act of 1984" | Congress.gov | Library of Congress.

Video Documentaries:

PBS, Frontline, "Stickup Kid."

In addition to submitting weekly short essays summarizing what they were learning, students prepared mid-term and final expository essays on legal policies contributing to mass incarceration.

EVALUATION:

Written by: George S. Bridges, PhD

This class was a primer on the origins and evolution of legal policies, studying reforms enacted between the 1970s-2000s that shaped many of the current criminal penalties codified in state and federal laws. Candis attended the large majority of our classes, virtual and in-person, bringing questions on the assigned material and participating in discussions of the issues we studied.

Candis brought much knowledge from lived experiences to our discussions of legal policy. At many points she raised questions drawn from her experiences with justice-involved people. Candis frequently described the life circumstances of her clients (in one of Olympia's largest homeless shelters). She would point to assistance (social services and housing) that could have prevented many of them from committing crimes had it been provided. Her accounts of these individuals and their plight moved our conversations from an academic discussion of policy to considering the harsh realities and critical needs of people who often populate our prisons and jails. Many students mentioned to me how much they valued her contributions to these discussions.



Hannah, Candis P

A00427517

Last, First Middle

Student ID

By the end of the term, Candis had developed knowledge about major legal policies influencing criminal sentencing. She also strengthened her skills in analyzing and interpreting legal reforms and their impact on state and federal courts.

Candis's written work improved substantially over the term. Her final essay incorporated and synthesized evidence from multiple sources, references to research, published data, and direct quotations from speeches. As a result, her writing was thorough and persuasive.

Overall, Candis was a significant contributor to our class. She is a talented, driven worker with enormous promise. I have encouraged her to continue her undergraduate studies, pursue academic subjects aligning with her intellectual and career interests, and consider post-graduate study upon completion of her BA.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Sociology and Law



Hannah, Candis P

A00427517

Last, First Middle

Student ID

January 2023 - March 2023: Business Finance and Management: Intermediate
8 Credits

DESCRIPTION:

Faculty: Thuy Vu PhD

This second part of the program series: Business Finance and Management, is for students interested in the successful financial development and operation of business and public enterprises. In this quarter students are expected to gain additional knowledge in the field of financial accounting and business economics for public organizations and social enterprises. The learning objectives include but are not limited to the following topics: business transactions posting, financial statements reporting and analysis, business macroeconomics, money and banking, monetary and fiscal policies.

This program is designed to facilitate learning through active involvement in seminar discussions, workshops and team learning activities.

Students are required to engage additional learning effort through program learning internships, business venture proposals and case study projects that integrate program materials with real life situations and issues.

The remote teaching modality of this program included 4 hours of synchronous (scheduled) and 4 hours of asynchronous coursework per week, using Canvas and Zoom.

Assigned Texts:

Schiller, Bradley, *Essentials of Economics*, 11th edition McGraw Hill Irwin. (ISBN: 978-1260225334, 126022533X)

Heintz, James and Parry, Robert, *College Accounting*, 22nd edition. South-Western, Cengage Learning (ISBN: Hard Copy: 978-1305666160, E- copy: 130566616X)

EVALUATION:

Written by: Thuy Vu PhD.

Candis was an active participant in our business program this winter quarter. Her weekly responses and seminars reflected a solid understanding of key concepts and issues in business economics and finance. For her business case analysis, Candis chose to examine the benefits of partnership between two nonprofit enterprises: BARE-OP and ORION-WATCH. These social enterprises are established with the mission of helping juvenile and adults impacted by the justice system reintegrate back into society through collaborative services and support. The choice of this learning project clearly reflected Candis's strong sense of community building and her appreciation for the concept of social responsibility for businesses.

Candis fulfilled all program requirements and earned full credit for the winter quarter.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

4 - Business Finance

4 - Business Economics



Hannah, Candis P

A00427517

Last, First Middle

Student ID

September 2022 - December 2022: Interpersonal Communication Skills in the Workplace
4 Credits

DESCRIPTION:

Faculty: Dariush Khaleghi MS, MBA

Interpersonal skills are the behaviors and strategies a person uses to engage and interact with others effectively. They are the key to developing productive relationships with diverse people, contributing to a positive and healthy work environment, and enhancing the workforce's well-being. This course will cover topics discussed, such as self-awareness, conflict management, and collaboration, and how to use these skills successfully in the workplace as a team member and leader. This course uses seminars, group activities, reflective assignments, and a final research paper to help students bridge theory and practice to develop strong interpersonal skills. After completing this course, students will be able to:

- Analyze the theories underpinning effective interpersonal skills in the workplace.
- Discuss the role of diversity, inclusion, and belonging in communication.
- Examine effective leadership from the prism of interpersonal communication skills.
- Explain the power of words and storytelling in inspiring and charismatic leadership.
- Define the role of communication in leading and managing others and organizations.

This class is part of a series of courses that comprise the Transformative Leadership Certificate sequence.

EVALUATION:

Written by: Dariush Khaleghi, MS, MBA

Candis was an inspiring leader and change-maker. Her personal story and mission to advocate for justice-impacted individuals to reduce recidivism were intriguing and insightful. Candis was an active member of our learning community. Her excellent final paper focused on the challenges the justice-impacted individuals (i.e., a lack of transitional resources and support) when returning to their communities and how to tackle them. Candis did an outstanding job in this course and demonstrated she was ready to advance and excel in this field of inquiry.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Organizational Psychology (Certificate Sequence)



Hannah, Candis P

A00427517

Last, First Middle

Student ID

September 2022 - December 2022: Business Finance and Management: Foundations
8 Credits

DESCRIPTION:

Faculty: Thuy Vu, PhD

This is the first quarter of the three-quarter series of the Business Finance and Management program. This program is intended for students interested in the financial development and operation of business and social enterprises. In this quarter students are expected to gain foundational knowledge in financial accounting and business economics. Learning objectives in fall quarter include but not limited to: the basic accounting equation and the accounting cycle, journal and ledger posting, preparation of the trial balance and worksheet, the mechanism of economic choices, the characteristics of US economic system, the competitive market of supply and demand, business cost decisions for competitive markets and monopolies. This program is designed to facilitate learning through active involvement in seminar discussions, workshops and team building activities. Students may enroll for 4 or 8 credits. Students selecting the 8-credit option are required to engage their learning effort through in-service learning internships and case study projects that integrate program materials with real life situations and issues. Textbooks assigned are *Essentials of Economics. 11th edition* by Bradley Schiller, and *College Accounting. 22nd edition*. By James Heintz and Robert Parry.

EVALUATION:

Written by: Thuy Vu, PhD

Candis was an excellent student and a central part of our learning community in business finance and accounting. Candis successfully achieved all learning objectives in this program with quality work. Candis had good attendance and actively participated in many aspects of the program, demonstrating a dedication to advancing skills in the area of business management. Candis wrote thoughtful responses to many of the assigned readings, demonstrating a good ability for critical analysis and a good understanding of the program materials. In addition to successfully completing all weekly assignments, Candis also completed a business proposal to create a hybrid social enterprise called BaRe: Behavioral and Reintegration outreach program. Her business proposal was to integrate a social enterprise component into a for-profit business in cosmetology.

Candis successfully completed all program requirements and earned full credit for fall quarter.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

- 4 - Financial Accounting
- 4 - Business Economics



Hannah, Candis P

A00427517

Last, First Middle

Student ID

March 2022 - June 2022: Statistics I

4 Credits

DESCRIPTION:

Faculty: Alvin Josephy, MES

Students in Statistics One learned the basics of descriptive and inferential statistics. Statistical concepts covered in depth included central tendency, variance, spread and shape of distributions; other concepts included the normal distribution, standardizing scores, correlation, regression, experimental design, confidence intervals, and hypothesis testing. Understanding of these concepts was reinforced and evaluated through four Excel labs, homework assignments, midterm and final exams, and individual presentations by students of popular media articles that utilized statistics. In addition, students chose a study that was of interest to them and presented it in class to the group. This was augmented by a written discussion of the same study. The combination of these exercises was ultimately intended to provide students with an appreciation of the use of data in making informed decisions in the real world.

EVALUATION:

Written by: Alvin Josephy, MES

Candis Hannah completed most of the requirements of this introductory statistics course, doing consistently very good work. Her work on the class exams was well done. She was a good participant in this class. Candis presented an article that discussed digital media trends which she characterized as "towards the Metaverse." This was also discussed in a study by the CDC on mental health issues created by the pandemic among young people. For her assignment, Analyzing a Study, Candis chose a study entitled Monitoring the Future that, as part of its annual work considers rates of use of illicit drugs by young people. For 2021, Candis reported, the CDC noted that this rate had fallen to its lowest level in 46 years. She discussed the descriptive statistics included in the study, and analyzed their significance in her very well done write up. As evidenced by her work in this class, Candis is well prepared to do more advanced work in statistics.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 4

4 - Statistics



Hannah, Candis P

A00427517

Last, First Middle

Student ID

Student Self Evaluation for Statistics I

03/2022 - 06/2022

I learned about loaded questions, how to make an educated hypothesis, and more. I had a hard time relating statistics to my own life but I did find out the importance of studies and surveys and what they could do for you. I went through loaded questions and focused on what you wanted to find out instead of giving individuals no options to answer. Open-ended and close-ended questions make all the difference as well. I then realized how valuable the information can be to do follow-up studies in order to evaluate the progress of a program. When taking the information and placing it into a graph it can share an enlightening story and really drive home a point. Statistics can be used for research, organization, analysis, interpretation, and presentation of data. I look forward to continuing my education journey with Statistics and exploring ways it is used in life.



Hannah, Candis P

A00427517

Last, First Middle

Student ID

March 2022 - June 2022: Social Entrepreneurship in Action: Create, Develop, Fund, Manage, and Sustain a Change-Making Enterprise

8 Credits

DESCRIPTION:

Faculty: Donald J. Chalmers Jr., BS, JD

Social enterprises can be non-profit or for-profit. What defines them as social enterprises is their commitment to serving the public good and being sustainable. As we have seen throughout the program, some social entrepreneurs seek to use a hybrid approach linking a for-profit and a non-profit entity.

In this final quarter of our yearlong program, we continued our use of an interdisciplinary approach to learn how to imagine, plan, build, manage, fund, and sustain social enterprises. Students also developed a new set of skills to support their social entrepreneurship and to accomplish positive social change in their community. Topics covered in this program included Business Planning, Financial Management, Marketing, Networking, Negotiation, Leadership, Staffing, Human-Centered Design, and Organizational Development.

Each quarter, along with reading, reflective and creative writing, individual and team exercises, and seminars, students actively applied their learning in projects, exploring key issues in social enterprise development. For Spring quarter, we focused on legally creating a social enterprise and finding ways to fund it.

Students who signed up for 12-credits developed and implemented an in-program internship project with a local social enterprise they engaged, or an in-program Independent Learning Contract (ILC) developed with the faculty member for the 4 additional credits.

EVALUATION:

Written by: Donald J. Chalmers, Jr., B.S., J.D.

I was pleased to have Candis as a member of our learning community as we studied creation and funding for social enterprises together during spring term. Candis successfully accomplished the learning objectives we set early in the term. Candis attended 10 of 10 classes, actively participated in seminars, exercises, and other discussions, and completed all of the several assignments. Candis' reading reflections demonstrated a careful reading of the assigned handouts and books through the thoughtful insights shared. Candis also completed key portions of the coursework, including enabling and rules of the road documents for a proposed social enterprise, People's University, and a generic funding application. Candis also prepared and presented an end-of-term, well-received presentation sharing key lessons learned.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 8

8- Social Entrepreneurship and Social Change



Hannah, Candis P

A00427517

Last, First Middle

Student ID

Student Self Evaluation for Social Entrepreneurship in Action: Create, Develop, Fund, Manage, and Sustain a Change-Making Enterprise

03/2022 - 06/2022

I think that I learned a lot in my own way. I will most likely go over the material again once I have read the books from last quarter that Don recommended although I did not take the class last quarter. This is so I can have more of an open idea of the discussions within the class from individuals that took a few quarters in the class were saying. I did fall behind due to personal reasons but worked very hard to catch up despite having other pressing obligations to attend, I only missed one class and was able to complete all my work. I think I did awesome with everything considering but I will be re-watching and going over the material so I can learn more than I already did.



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.