Made Yates
Application for Fall 2025

MES Prerequisite Petitions

Natural Sciences

After obtaining my BS in Environmental Science from the University of San Francisco in May of 2020, I spent my first post-baccalaureate year navigating limited career paths available during the pandemic. I have a professional background in restoration, invasive and native plant ecology and identification. In my position at NatureBridge, I teach ecology, geology, forest ecology, watershed science, marine science, and climate science among other natural sciences at various learning levels ranging from elementary to college-level. I also regularly teach and conduct water quality testing, forest plot studies, geological surveys, freshwater and riparian transect surveys, and a macroinvertebrate survey community science project in collaboration with NOAA scientist Dr. Sarah Morely; all while highlighting the ecological big-picture connections within each investigation.

Social Sciences

During my undergraduate studies, I took multiple classes which were social sciences-based, including a climate change science & policy class, Latinx literature and visual culture, & media studies. Additionally, I took a tropical restoration ecology field course in Borneo, Malaysia that taught me both experientially and in a classroom setting about the economic & sociologic context and consequences of ecotourism, land use and its ecological & economic impacts on communities both biological and human. I was taught and supervised directly by members of a local NGO (Kopel), and learned about oil-palm plantations, the intersections of conservation and restoration with global economic demands, and cooperative solutions and compromises that benefited community needs and enabled conservation efforts. To me, this course was sociological at heart and taught me about the systems-level thinking required for creative and collaborative problem solving to address the imbalances of power and resource distribution in whatever field we find ourselves.

For the past three years as an Environmental Science Educator at NatureBridge, I have received continuous training focused on connecting students whose communities have historically been excluded from the outdoors with natural spaces, and received professional development on culturally competent & responsive pedagogy; I have received multiple direct trainings from tribal members through the cultural offices of the Lower Elwha Klallam and Makah tribes on the anthropological history of their respective tribes, as well as guidance on respectfully sharing with non-native students about their historical and modern-day struggles (for land, water, and cultural rights, federal recognition, against environmental racism, etc) and highlighting their community's resilience; I regularly incorporate social & political topics into programming, including lessons on indigenous and frontline communities' responses to the impacts of climate change and sea level rise on the Olympic Peninsula; I also regularly teach about the Elwha River dams, including the sociological and ecological consequences of their construction, indigenous and environmental groups' advocacy for their removal, and how their removal continues to affect both local communities and the wider scope of global dam removal and restoration projects.

Statistics

        I will take a 3 credit Introduction to Statistic course through Portage Learning once the course is approved by the director of the MES program to fulfill the statistics prerequisite for the MES program.