

# MIT Spring 2024 Application

All fields with an \* are required.

Questions marked with an asterisk (\*) require an answer.

Thank you for considering the Master in Teaching Program at Evergreen. We invite you to look over our vision and purpose as you begin your application. Please look at our [program overview](#) for the Community Teaching Pathway to learn more about the MiT experience for the 2024-25 cohort.

Program Vision: Vibrant public education as the foundation for a just society.

Program Purpose: Preparing teacher activists who join students, families, and their communities in educational work, empowering a participatory democracy for a sustainable and equitable future.

Please use this application if you have already earned your bachelor's degree, or if you will earn your bachelor's degree by Fall Semester 2023/Winter Quarter 2024.

If you are a current Evergreen student that will graduate in Spring or Summer of 2024 and would like to join the Undergraduate/Graduate MiT Dual Degree Program, please contact the MiT Program Assistant Director at [mit@evergreen.edu](mailto:mit@evergreen.edu).

Email [the MiT program](#), if you have questions.

## PLEASE REMEMBER

Your application is only considered complete when we receive all of your application materials including the application fee or an approved fee waiver request.

NOTE: ALL ATTACHMENTS should be uploaded on the "Attachments/Answers" tab found along the side of the application.

In your document title: your name, graduate program, and type of document (example: SusanBloomMiTResume).

Preferred formats: WORD, PDF, OR EXCEL

If you have questions, email the [Graduate Admissions office](#).

Note: Please do not use the back button on your browser. Use the "previous" or "next" buttons on each page.

All fields with an \* are required.

## Application Instructions

1. Review the materials you will need to complete your application on the [MiT How to Apply webpage](#). Contact Access Services to request disability accommodation in the application process at (360) 867-6348 or (360) 867-6834 (TTY).
2. Complete all required questions. It is helpful to refer to your transcript(s) while completing the

application form.

3. Read and acknowledge the Signature Page Agreement. Then, electronically sign and date your application.
4. Before submitting your application, please determine if you qualify for an application fee waiver. If you believe you are eligible for an application fee waiver, make your selection on the Application Fee/Waiver Options tab. All requests must be approved. Contact the [MiT Program](#) if you have questions regarding the application fee or fee waiver.
5. Click on "Submit" to send your application. If you have additional questions, please contact the [MiT Program](#).
6. After you submit your application, follow the CashNet link to pay a non-refundable \$50 application fee if you have not requested a fee waiver.

## INTERVIEWS

Top candidates will be invited to interviews based on when they submit their applications. Applicants who submit applications by the priority deadline of September 1st will be interviewed in mid-September. Applicants who submit applications by the final deadline of October 25th will be interviewed by mid-November.

## APPLICATION REQUIREMENTS

### BACHELOR'S DEGREE

Verified on an official transcript. Applicants may be admitted provisionally pending completion by program start. May be in any subject.

Received at an institution of higher education which is a candidate for accreditation or is accredited by one of the accredited institutions [as defined in WAC 250-61-050](#) and as amended by [the Washington Student Achievement Council](#), or foreign equivalent.

### MINIMUM GPA

Expected GPA of 3.0 or strong narrative evaluations. Applicants below this standard but otherwise well qualified may apply and be considered on a case-by-case basis.

### OFFICIAL TRANSCRIPTS

Official transcripts only required from the institution that granted a bachelor's degree.

Evergreen alumni, you are responsible for requesting an official copy of your Evergreen transcript, even if your degree is not completed, to be sent to the Graduate Admissions Office.

Unofficial transcripts from other institutions attended are encouraged to better review prior coursework.

### WEST-B and WEST-E/NES

Official or unofficial score report from all portions of the Washington Educator Skills Test-Basic (or appropriate [WEST-B alternative or basic skills equivalent test](#)). Expected by application deadline. Note: Applicants are not required to pass this test to be considered for admission.

Official or unofficial test results for each endorsement area selected (appropriate West-E/NES exam). Visit the [What you Can Teach](#) section for endorsement test requirements. Expected by application deadline. Note: Applicants are not required to pass this test to be considered for admission.

Unofficial WEST-B or WEST-E/NES score reports can be included as an attachment to this application and would satisfy this application requirement.

SAT or ACT scores being used in lieu of WEST-B scores need to be requested to be electronically sent to The Evergreen State College. Applicants whose SAT or ACT score reports that do not include an essay component

will be required to take the WEST-B Writing exam to meet this requirement - no other sections are required.  
Note: It is recommended that you request ACT scores with Combined English/Writing Score to be sent as a paper copy. Contact [the MiT Program](#) with questions about meeting the WEST-B requirement with SAT or ACT scores.

## INTERNATIONAL STUDENTS

Must also [provide appropriate documentation](#) of English proficiency, adequate financial resources, and transcript evaluations from a member of [NACES](#) or [Institute of Foreign Credential Services](#).

## VERIFICATION OF ENGLISH AS FIRST LANGUAGE STATUS

MiT must report the number of applicants (no names) to the Washington Professional Educator Standards Board who do not have English as a first language.

## RESUME

A functional resume which lists and describes all key educational, employment, and volunteer experiences, past and current, relevant to your success as a teacher.

Also include other work and volunteer experience within the past ten years.

## OBSERVATION OR VOLUNTEER WORK IN SCHOOLS AND COMMUNITY BASED ORGANIZATIONS AND REFLECTION

Submit the signed and completed [Hours Log Sheet](#). At least fifty (50) combined hours of volunteer or paid work with youth of K-12 age in a public school and a community-based organization setting over the past 5 years. Applicants must complete at least 25 hours of work in a public school with students of the age they intend to teach, and at least 10 hours of work in a community-based organization.

Completion of volunteer and observation hours is now a conditional requirement that needs to be completed by August 1, 2024.

## TWO RECOMMENDATIONS

You will be providing email addresses for two people who can provide letters of recommendation. All recommendations should be from professionals, who can write about one or more of the following:

- your work with children/teens
- academic work
- writing ability
- interpersonal skills
- job-related experiences

Recommenders can include:

A teacher or other educator who has observed your interactions with children/youth (ideally the teacher who hosted your observation/work in a public school setting).

One of your college professors if you have attended a college within the past three years.

## ADMISSION PROMPTS

Responses to admissions prompts A, B, C and D below should be between 300–500 words. Each prompt will have a text field provided on the Attachments/Answers tab of this application. Please clearly identify the prompt with the headings: Prompt A, Prompt B, Prompt C, Prompt D if you add your answers as separate attachments.

**Prompt A** : Look over what [area you intend to teach](#) and indicate how your course work has prepared you to teach in this area. This should match the endorsement area you indicate in your application. Name your strengths in

preparation, areas needing growth, and plans for next steps.

**Prompt B** : Look over what [area you intend to teach](#) and indicate how your life experience has prepared you to teach in this area. This should match the endorsement area you indicate in your application. Name your strengths in preparation, areas needing growth, and plans for next steps.

**Prompt C** : Education is both a social good and structurally unjust. Explain your understanding of this contradiction and ways it can be addressed.

Prompt D: How has your time working with youth informed your decision to be a teacher?

NOTE: ALL ATTACHMENTS should be uploaded on the " APPLICATION ATTACHMENTS " tab found along the left side of the application.

In your document title: your name, graduate program, and type of document (example: SusanBloomMiTresume).  
Preferred formats: WORD, PDF, OR EXCEL

All fields with an \* are required.

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Please provide your full legal name.

\* First or given name

Ellice

Chosen first name

Middle name or initial

Duree

\* Last or family name

Cryder

Suffix

\* Date of Birth (mm/dd/yyyy)

06/26/1995

[mm/dd/yyyy]

\* Legally assigned sex (Federal and Washington state agencies require Evergreen to collect and report information about the legally assigned sexual identity of applicants and students. There are only three categories provided by these external agencies: female and male for all states and X for WA and specific states.)

Female

I identify my gender as (This is a short list. If your choice is not listed, please provide additional information in the next field.)

Please provide additional gender identity information below.

Check the box below if your legal last, family, or first name has been changed. This information may assist in identifying supporting documents we have received.

[ ☐ ]

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Email and Phone Information

Personal Email (This is the email address we have on file and cannot be updated here.)

cryell26@evergreen.edu

If the personal email field above is blank or incorrect, please provide your current email in the field below.

ellicecryder@gmail.com

Contact the [Graduate Admissions](#) office if you have questions regarding your email address.

Cell  
(360)723-2642

\* I agree to receive text messages (Charges may apply depending on carrier and phone plan.)

No

Phone

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#### Additional Personal Information

Is English your first language?

Yes

MiT must report the number of applicants (no names) to the Washington Professional Educator Standards Board who do not have English as a first language.

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I am a Returned Peace Corps Volunteer

[ ]

I am an AmeriCorps member or alumni

[ ]

I am a McNair Scholar

[ ]

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Providing your Social Security Number (SSN) on this application is *optional* and will not play a role in the College's admission decision. Providing your SSN will assist in the processing of your federal financial aid and supporting educational research, which, in some instances, requires a SSN or Tax Identification Number (TIN). Releasing student information will be in accordance with all appropriate state and federal laws. Your SSN is not used as your primary student identification at Evergreen.

Social Security Number (List as: 012345678 without spaces or dashes)

541473928

Military Active Duty or Reservist

Military Months of Active Duty

Military Veteran

Military Separation Date (mm/yyyy)

[mm/yyyy]

Military Dependent

Please contact Evergreen's [Veterans Affairs Office](#) if you have questions about benefits.

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#### International and Visa Information

\* I will require a visa to study at Evergreen

No

All fields with an \* are required.

Mailing Address

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\* Number, street name, apt

2624 Galloway St SE

Street address line 2 (if needed)

\* City

Olympia

\* State/Province

WA

\* Zip Code

98501

Different Permanent Address

[ ]

Washington State County

Thurston

Washington State Information

\* I have lived in Washington State for 12 consecutive months prior to the first day of the term.

Yes

All fields with an \* are required.

Legacy Information

Do you have relatives who have graduated from Evergreen?

No

All fields with an \* are required.

Evergreen is required to ask all applicants to provide a response in these two sections. Your response(s) are optional.

If you answer: "No" to the Hispanic/Latinx question, please consider indicating your race in the Racial Identity section. You may make more than one selection from those provided in the American Indian or Alaska Native, Asian, Black or African /American, Native Hawaiian or Other Pacific Islander and White subsections. And, where applicable, you may select "Other" and specify your race.

I am of Hispanic/Latinx origin

No

Instructions for selecting more than one value in multi-select fields on this page.

With a keyboard, hold control (PC) or command (MAC) to select multiple items from the list.

With touch, tap on the form field to open the chooser and then tap to select each item that applies.

Please select one or more that best identify your heritage

Other (Not listed)

Instructions for selecting more than one value in multi-select fields on this page.

With a keyboard, hold control (PC) or command (MAC) to select multiple items from the list.

With touch, tap on the form field to open the chooser and then tap to select each item that applies.

I describe my racial identity as (select one or more)

White

All fields with an \* are required.

#### General Application Information

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\* My start term quarter will be  
Spring

\* I will begin my studies in  
2024

I have previously applied at Evergreen  
Yes

Program(s) previously applied to and date(s)  
Spring 2015

I have previously attended Evergreen  
Yes

Date(s) of attendance at Evergreen  
Spring 2015 - Fall 2020

My Evergreen ID number was (if known)

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I first heard about the MiT Program from  
Faculty/Staff - Evergreen

Date I first heard about the MiT Program  
10/2019  
[mm/yyyy]

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What is your parent or legal guardian's highest level of education?  
Associate Degree (2 yr)

#### Endorsement Information

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\* My preferred endorsement or teaching subject is  
Elementary Education

All fields with an \* are required.

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List, in order of attendance, the degree granting institution and all additional colleges or universities relevant to official or unofficial transcripts submitted for review by the MiT Program.

Request an official transcript from your bachelor granting institution to be sent to Evergreen's Graduate Admissions office.

Evergreen alumni, you are responsible for requesting an official copy of your Evergreen transcript, even if your degree is not completed, to be sent to the Graduate Admissions Office.

You have the option to submit unofficial transcripts from all other institutions attended to provide a better review of prior coursework.

See more about this requirement on the [MiT Application and Requirements webpage](#) .

Search hint: Type the primary name of the school (Santa Cruz) without University, College, or Community College

(abbreviations will vary). The school list is sorted alphabetically by school name with the city, state listed at the end. Once the list appears, locate your institution and click to select. If school is not listed, type UNKNOWN-Not Found and insert.

\* Institution Name

Clark College Wa

Check here if the instution above is your most recently attended

[ ]

If you did not find your institution in the list, please provide the following information.

Institution Name

Institution City/State/Country

\* Start Date

09/26/2011

[mm/dd/yyyy]

\* End Date

03/13/2015

[mm/dd/yyyy]

List additional years you attended this institution

\* College Major

Visual Art

\* I have earned or expect to earn a degree(s) from this institution.

Yes

If yes, please complete the information below.

\* Degree earned/expected from this institution

Associate of Arts (AA)

Select "None" if you did not receive a degree.

1st Degree Earned/Expected Date

06/2013

[mm/yyyy]

2nd College Major

2nd degree earned/expected from this institution

2nd Degree Earned/Expected Date

[mm/yyyy]

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Click "Add Another Response" to add previously attended institutions.

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List, in order of attendance, the degree granting institution and all additional colleges or universities relevant to official or unofficial transcripts submitted for review by the MiT Program.

Request an official transcript from your bachelor granting institution to be sent to Evergreen's Graduate Admissions office.

Evergreen alumni, you are responsible for requesting an official copy of your Evergreen transcript, even if your degree is not completed, to be sent to the Graduate Admissions Office.

You have the option to submit unofficial transcripts from all other institutions attended to provide a better review



of prior coursework.

See more about this requirement on the [MIT Application and Requirements webpage](#) .

Search hint: Type the primary name of the school (Santa Cruz) without University, College, or Community College (abbreviations will vary). The school list is sorted alphabetically by school name with the city, state listed at the end. Once the list appears, locate your institution and click to select. If school is not listed, type UNKNOWN-Not Found and insert.

\* Institution Name

Evergreen State College, The

Check here if the institution above is your most recently attended

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If you did not find your institution in the list, please provide the following information.

Institution Name

Institution City/State/Country

\* Start Date

03/20/2015

[mm/dd/yyyy]

\* End Date

12/18/2020

[mm/dd/yyyy]

List additional years you attended this institution

\* College Major

Visual Art & Education

\* I have earned or expect to earn a degree(s) from this institution.

Yes

If yes, please complete the information below.

\* Degree earned/expected from this institution

Bachelor's of Arts (BA)

Select "None" if you did not receive a degree.

1st Degree Earned/Expected Date

12/2020

[mm/yyyy]

2nd College Major

2nd degree earned/expected from this institution

2nd Degree Earned/Expected Date

[mm/yyyy]

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Click "Add Another Response" to add previously attended institutions.

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All fields with an \* are required.

Recommendation - General

[Clear](#) [Re-send Invitation](#)

Please provide the contact information for two recommenders. For information on who is an appropriate reference, visit [Apply to the MiT Program](#) .

\* Recommender's First Name

David

\* Recommender's Last Name

Friedman

Recommender's Title

Recommender's Institution/Organization

Terra Forma

\* Recommender's Email

caveman@terra-forma.us

Recommender's Phone (XXX xxxxxxx format)

(206) 962-9231

\* I waive my access to review this letter of recommendation.

I do not waive my right to review this recommendation.

Recommendation - General

[Clear](#) [Re-send Invitation](#)

Please provide the contact information for two recommenders. For information on who is an appropriate reference, visit [Apply to the MiT Program](#) .

\* Recommender's First Name

Charissa

\* Recommender's Last Name

Waters

Recommender's Title

Recommender's Institution/Organization

Fern Gully Forest School

\* Recommender's Email

ferngullyschool@gmail.com

Recommender's Phone (XXX xxxxxxx format)

(360) 305-0021

\* I waive my access to review this letter of recommendation.

I do not waive my right to review this recommendation.

Waiving your rights to view recommendation letters means that you are choosing not to read the letters submitted on your behalf during the application process. [Under FERPA](#) , after enrollment at Evergreen you may be allowed to review any letters of recommendation that have been added to your permanent file.

All fields with an \* are required.

Prompt Responses

Responses to admissions prompts A, B, C and D should be between 300-500 words . Copy and paste your response in the corresponding field below. We've provided the questions again for reference.

**If you add your answers as separate attachments** , please clearly identify the prompt with the headings: Prompt

A, Prompt B, Prompt C, Prompt D along with your full name. In each required field below type " Response attached " .

**Prompt A :** Look over what area you intend to teach and indicate how your course work has prepared you to teach in this area. This should match the endorsement area you indicate in your application. Name your strengths in preparation, areas needing growth, and plans for next steps.

\* Prompt A Response

After my first year at Evergreen, I became confident in my decision to pursue a career in education, which led to my independent research on Indigenous education, culturally responsible and holistic education, and art therapy. While taking the two-quarter program, Place, Memory, Narrative: Northwest Coast Native Art and Literature, I chose to focus my independent research on the ways in which our current education systems could be altered to more effectively nurture marginalized students, specifically Native children. I examined alternative pedagogies, self-determination in education, and holistic education. This research sparked my desire to participate in social justice work through teaching. During this time, I also worked with Northwest coast Native art and design, and created a visual narrative which supported my independent research on holistic education. I believe that my experience in creating visual narratives will help me in my future teaching career working with young people because visual elements can be extremely valuable tools used to aid in their learning. Researching alternative pedagogies drove me to develop an independent study contract titled, Pedagogy of Healing Through The Arts. During this contract, I studied art therapy methods and primary art lesson planning. I wrote three lesson plans for therapeutic art projects designed for K-5 students and devised accompanying visual elements for each lesson. The lesson content was provoked by my interest in the therapeutic nature of artistic expression and how it contributes to a holistic pedagogy. My final program as an undergrad, Community Teaching: Pasts, Presents, and Futures covered a diverse range of social justice movements throughout the history of the United States and drew connections between these movements and community education. I also explored my own political, cultural, and ethnic identities through weekly autobiographical and reflective writing. My past course work has given me the ability to identify social and cultural injustices within the schools I will teach at in the future, and the confidence I will need to disrupt those injustices. I do not have formal training in the specific curriculum taught in elementary education day-to-day. For example, methods used for introducing reading, writing, and math skills to young people, preparing for standardized testing, etc.... I will need to learn how to incorporate a holistic approach into a very controlled system, which I understand will not be easy. I would also like to learn more about the political and institutional side of the public education system. This will help me better understand measures I can take as a public school teacher in order to create a culturally responsive environment in my classroom. I will gain the skills I need through Evergreen's MiT program, continuing to study the material covered in the NES elementary education test series, and through first hand experience working in elementary school classrooms during and after my graduate studies. I will continue learning and improving my awareness throughout my career as a teacher.

**Prompt B:** Look over what area you intend to teach and indicate how your life experience has prepared you to teach in this area. This should match the endorsement area you indicate in your application. Name your strengths in preparation, areas needing growth, and plans for next steps.

\* Prompt B Response

During my time in elementary school I benefited from some very emotionally aware teachers and school staff members who helped me through a traumatic time in my childhood. I struggled with learning to read and I was placed in small group reading classes to help me learn. When I was in third and fourth grade I began struggling with anxiety and depression as I became more aware of and affected by my parents financial and personal relationship troubles. My emotional struggles made it difficult for me to feel safe and confident while I was away from my parents during the school day. The time I spent in reading classes, with adults I had known for multiple years, helped me feel more comfortable and secure at school. When I was in fourth grade my reading abilities improved and I graduated from the reading classes. After this, I became even more emotional and anxious about going to school and it greatly affected my ability to learn. Thankfully, my fourth grade teacher was very compassionate and took the time to talk with me about what was going on at home and in school. She helped me figure out what I needed to feel more comfortable at school. Together we decided that even though I didn't need the extra help with reading anymore, I would be placed back in the reading class because the time I spent there helped my overall well being and my ability to learn throughout the rest of the day. I look back on these memories and think about the behavior which led to my teacher's concern. I didn't tell her what the problem was, I cried and threw fits and refused to participate in class. Instead of punishing me, my teacher helped me figure out what I needed in order to feel better. I know that my entire school career would have been different if I didn't have such aware adults nurturing and helping me at school during this time. Throughout the rest of my K-12 education, I continued to benefit from compassionate and aware teachers noticing my areas of struggle and taking extra time to work with me individually. As a child, I didn't fully recognize the significance of these acts, but I think about my past teachers and the effort they put into my emotional well being often as an adult who works with young folks. I notice that when kids are misbehaving or performing poorly, they aren't being "bad", they're having a

hard time and don't know how to ask for help, or that they need help in the first place. I know I have a lot of room for improvement as far as learning strategies to help young people cope with uncontrollable stresses and circumstances, but I feel I have a solid foundation to work from and I'm confident that Evergreen's MiT program is the best place for me to continue my learning.

**Prompt C :** Education is both a social good and structurally unjust. Explain your understanding of this contradiction and ways it can be addressed.

\* Prompt C Response

Education is a social good because it can enable people to take control over their lives and create a difference in their communities, but there are many barriers within the Western education system that make it more difficult for minority groups to succeed. During my undergraduate studies I completed an independent research project examining how our dominant systems of education are unfit for minority students, specifically Indigenous children and young adults. The goal of my research was to create more awareness of the deficiencies that many students experience in their journey through Western education systems. I learned how our school systems, especially K-12, were built to oppress and assimilate Indigenous people and other minority groups. I also gained a stronger understanding of holistic education and culturally relevant teaching methods. Most of my research was focused on knowledge and beliefs held by Native communities. This research inspired me to be more mindful of self-reflection and to focus on motivating and holding myself accountable. I think this work in self-reflection is the first step in taking action to make changes in our education system. During my final quarter as an undergrad student, I was in the program, Community Teaching, Pasts, Presents, and Futures. In this program my understanding of the inequalities faced by minority groups in our education system was broadened. We drew connections between different communities which took action to fight injustices in Western education throughout history. The movement that stuck with me the most was the Survival Schools created by the American Indian Movement in the Twin Cities during the mid-1900's, and how Native people took control of their childrens' education by placing it in the hands of community members and elders. I know that in the modern world, keeping a child's education in the hands of individuals from the same cultural background might not always be practical, but as teachers, we can do our best to educate ourselves and learn about our students' unique needs when it comes to their learning. We can also confront our own social conditioning and identify which broadly accepted social constructs stem from racism and other prejudices.

**Prompt D :** How has your time working with youth informed your decision to become a teacher?

\* MiT Prompt D Question

I've wanted to be a teacher since I was about 16 years old but I have experienced some uncertainty of this decision over the years. My main hesitation has been that I know I'll run into obstacles within the public school system which will make it difficult to run a classroom in a way that I know is right for my students' individual needs. I have doubted my ability to navigate these obstacles while sustaining my own mental health and well being. That said, I've had a lot of experience working with young folks in different educational settings since I completed my undergraduate studies and I am now confident in my desire to become a teacher. My first job post-graduation was as a pre-K teacher at The Children's Courtyard. This job was very challenging for many reasons but I gained a lot of confidence in my abilities as a teacher and advocate for the children I worked with. I enjoyed coming up with learning activities and creative projects for the kids and guiding them through the day. I left my job at the learning center to help build and teach at Fern Gully, a forest preschool in Olympia. Teaching at Fern Gully was a wonderful experience because I had so much freedom to come up with my own way of teaching. It was also a beautifully stimulating environment for the kids because school was held outside and we offered lots of free play time. I found that relaxed transitions and child-led learning made everyone a lot happier and the kids were more willing to listen when we asked them to participate in activities that required more focus and direction. I look back on my time at Fern Gully fondly and my experience working with preschool age children helped me determine that what I really want to do is be an elementary school teacher. The age range I worked with at Fern Gully was 3-6 years and in this experience I found I enjoyed coming up with crafts and learning activities that were more appropriate for the development level of the older children. Since leaving Fern Gully, I have continued to work as a mentor at an outdoor after school program called OAKs. My time at OAKs has helped me determine that I'm confident in my decision to pursue a career as an elementary school teacher. The age range I work with is 5-11 years and I have enjoyed building relationships with the children and their families over the past two years. At OAKs I have experienced the possibilities for activities that can be accomplished with school aged children. Since I completed my undergraduate degree I have been on a productive journey of self exploration and I now feel ready to commit to furthering my education.

## Application Required Attachments

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Please use this section to attach the following required documents:

- Resume
- Hours log

Optional documents may be uploaded/attached here. You may also email any additional, non-required, documents to Graduate Admissions at [graduateadmissions@evergreen.edu](mailto:graduateadmissions@evergreen.edu)

- Unofficial transcripts from previously attended, nondegree granting, institutions
- Unofficial WEST-B or WEST-E/NES score reports

Note: DO NOT attach or upload Letters of Recommendation, these are to be sent from the recommender, or Official Transcripts, these are sent by the institution.

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NOTE FOR ALL ATTACHMENTS: Document title should include: your name, graduate program, and type of document (example: SusanBloomMiTresume).

Preferred Document formats: WORD, PDF, OR EXCEL

**SAVE** after uploading each document.

Upload application attachments below

SAVE after uploading each document.

All fields with an \* are required.

## Agreement

In signing this form,

I acknowledge that failure to disclose and submit an official transcript from my bachelor's degree granting institution and failure to disclose and submit complete and accurate information may result in the denial of admission or subsequent dismissal from said institution.

I certify that to the best of my knowledge, statements I have made in this application are complete and true.

I understand that my application is incomplete without the acknowledgement below and my electronic signature.

\* By checking the box below, I acknowledge I have read and understand the statement above. (The signature fields will appear once checked.)

☒ [X]

The Equal Opportunity Policy of The Evergreen State College expressly prohibits discrimination on the basis of race, color, religion, creed, national origin, sex, sexual orientation, gender identity, gender expression, genetic information, marital status, age, disability, pregnancy, use of a trained service animal, veteran status or citizenship status.

Signature

Please type your name as it appears on your application.

\* Signature of Applicant

Ellice Duree Cryder

\* Date Signed (mm/dd/yyyy)

10/23/2023

[mm/dd/yyyy]

All fields with an \* are required.

Required Fields Checklist

This page will display any requirements that may be required as you complete the application.

The Evergreen State College  
Master in Teaching Program  
2700 Evergreen Parkway NW  
Olympia , Washington 98505  
(360) 867-6559

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[Privacy Policy](#)