

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.

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.

Please provide your full legal name.

* First or given name

Iain

Chosen first name

Middle name or initial

* Last or family name

Dick

Suffix

* Date of Birth (mm/dd/yyyy)

08/25/1976

[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.)

Male

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.

[☐]

Email and Phone Information

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

iaindick@gmail.com

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

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

Cell
206-229-1211

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

Phone

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.

I am a Returned Peace Corps Volunteer
[]

I am an AmeriCorps member or alumni
[]

I am a McNair Scholar
[]

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)

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.

International and Visa Information

* I will require a visa to study at Evergreen
No

All fields with an * are required.

Mailing Address

* Number, street name, apt
2021 Excelsior Dr 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

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

* My start term quarter will be
Spring

* I will begin my studies in
2024

I have previously applied at Evergreen
No

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

I have previously attended Evergreen

Date(s) of attendance at Evergreen

My Evergreen ID number was (if known)

I first heard about the MiT Program from
Work supervisor or colleague

Date I first heard about the MiT Program

[mm/yyyy]

What is your parent or legal guardian's highest level of education?
Master Degree

Endorsement Information

* My preferred endorsement or teaching subject is
Elementary Education

All fields with an * are required.

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

University of Washington - Seattle

Check here if the institution 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

09/18/1995

[mm/dd/yyyy]

* End Date

06/09/2000

[mm/dd/yyyy]

List additional years you attended this institution

* College Major

Political Science

* 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

06/2000

[mm/yyyy]

2nd College Major

2nd degree earned/expected from this institution

2nd Degree Earned/Expected Date

[mm/yyyy]

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

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

Gonzaga University

Check here if the instution above is your most recently attended

☒ [X]

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

Institution Name

Gonzaga University School of Law

Institution City/State/Country

Spokane, WA

* Start Date

08/22/2005

[mm/dd/yyyy]

* End Date

05/10/2008

[mm/dd/yyyy]

List additional years you attended this institution

* College Major

Not Applicable

* 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

JD

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

1st Degree Earned/Expected Date

[mm/yyyy]

2nd College Major

2nd degree earned/expected from this institution

2nd Degree Earned/Expected Date

[mm/yyyy]

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

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

Marcela

* Recommender's Last Name

Abadi

Recommender's Title

Recommender's Institution/Organization

* Recommender's Email

mabadi@osd.wednet.edu

Recommender's Phone (XXX xxxxxx format)

360-596-6405

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

I choose to 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

Andrea

* Recommender's Last Name

Barranger

Recommender's Title

Recommender's Institution/Organization

* Recommender's Email

abarrager@osd.wednet.edu

Recommender's Phone (XXX xxxxxx format)

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

I choose to 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**

Early on in my parenting journey, I realized I would need more tools in my toolbox in order to be the best parent possible. Two important characteristics I wanted to have in my parenting repertoire were to be cooperative and compassionate. In order to achieve this goal I took many quarters of Parent Education classes from South Puget Sound Community College taught by Candyce Bollinger and Emily McMason. Through my work in a previous career as an attorney, I completed a week-long mediation course taught by the Thurston County Center for Dispute Resolution, Guardian-ad-litem (GAL) training, in addition to ongoing continuing legal education courses in the context of family law. Through the years I've been able to carry over my experience and skills as a parent and an attorney to the setting of substitute teaching and coaching soccer, and would also be able to apply them to my endorsement area of K-8. One of the best tools I learned in parent education addressed conflict resolution. The model of conflict resolution I was taught is a graph in which the X-Axis represents the goal, and the Y-Axis represents the relationship. Conflicts could be put into one of four quadrants: accommodation, collaboration, avoidance, and competition depending on what the goal was. Accommodation is where maintaining a positive relationship is more important than the goal, collaboration is where both relationship and the goal is of equal importance, competition is where the goal is more important than the relationship, and avoidance is a situation where the goal and the relationship is of little importance. Overall, the aim is to spend the majority of time in the collaboration quadrant and the least time in avoidance. The Iceberg Analogy I learned during mediation training represented a model in which when addressing a dispute you can only see part of the problem while the biggest part of the problem is usually hidden. In order to effectively mediate a dispute the mediator would have to expose the entire iceberg, not just focus on the visible part above the waterline. During GAL training, the focus was on observation, recognizing signs of abuse, representing the child, and reporting. Based on my prior coursework, trainings, and time spent coaching I believe I have a solid foundation in preparation for embarking on a K-8 teaching endorsement. One of the biggest areas for growth that I foresee is in the practical application of these tools in the group setting. Working with a single child is fairly simple; working with thirty who are all at different states developmentally and with different personalities definitely represents a challenge! I find myself frequently reflecting back on my coaching styles and self-critiquing how I performed as a sub. Quite simply: How to be an effective teacher? I am always looking for ways I can improve in order to better serve the children I am working with, whether they be my own, in a classroom, or on a soccer pitch.

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**

There are two primary areas where my life experience has prepared me for teaching at an elementary school. First is my work as a volunteer soccer coach, and second, my work as an emergency substitute teacher. As a volunteer soccer coach since 2018 I have worked with a variety of young children, preschoolers through middle school. Turns out, children have short attention spans! First and foremost, one of the most important strategies I have employed is to speak in "sound bytes" rather than drone on and on. I recognize that I have just a few sentences to speak to get my message across in order to organize the group and get them to do the drill or exercise, or practice the skill. As my teams have gotten older I have been able to literally increase my talking points, but I still try and keep it as brief as possible before I lose their attention. As an attorney, I often struggle with being brief, and this is a weakness I am aware of. Ongoing work with children is a constant reminder to strive to be succinct. Another component of coaching is to frequently evaluate where we are, and organize the next practice to focus on deficient skills or things that could be tuned up. I like to start with an outline for the season, then adjust as-needed to work on mastery while adding new concepts and ideas. I can only assume this is similar to lesson-planning, although I have never actually lesson-planned. Obviously, working as an emergency substitute teacher has really helped with my preparation for being a fully-fledged teacher. I have already had first-hand experience with standing up in front of a class and teaching lessons. It's been very humbling at times to metaphorically pat myself on the back and think that I just did an awesome job at explaining the concept, only to turn them loose and have half the kids immediately come to me with questions! As I have had more and more days spent as a sub I have been able to work on this to be more effective with instructions, information, and guidance. Crowd management is also a skill I've been improving through subbing. Effective teaching while balancing exuberant children and the associated chaos, and noise volume can be really tricky to manage. I've made a conscious effort at managing the classroom without simply getting louder and talking over the students. Encouraging focus, knowing each child is an individual, and meeting them where they are has been really helpful. I've quickly learned each child is an individual who may need a different approach from other children. Probably the most important thing my experience as a substitute teacher has shown me is being a teacher is something I not only can do, but something I want to do.

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**

The contradiction of education as being both a social good and also structurally unjust is a complicated issue. At face value, reading, writing, and arithmetic are the linchpins of our public school system. These are basic skills required to function in society. I think we can all agree that these are subjects that every person should be proficient in. Every book, every menu, our phones, essentially every aspect of our society assumes people have these basic skills. Yet despite this seemingly simple concept, there are adults today who are not proficient. I believe there is no question education assists our society as a whole. The entire world relies on educating the next generation to take over as the older population ages-out, retires, or dies. Whether it be in health, education, sales, engineering, agriculture, art, or science the younger people have to be trained, educated, and provided opportunity so they can move up and do the same for the next generation that comes behind them. Education is a social good. How is education structurally unjust? Using broad strokes, currently, education is often a “one size fits all” approach that employs standardized testing and does not have sufficient diversity in the teaching force. From my time as a substitute teacher it is clear to me there is no one size fits all approach to education and learning. What works for one child may not work for another child. If schools have education systems where they are incapable of matching the needs of the children with the process of education, there will quickly be gaps in education. Those children who, for lack of a better term, are able to play the education game, will do fine and won’t struggle. While those whose brains and emotions are not equipped to be educated in the “one-size fits all” approach will struggle, and possibly be labeled failures, and often get left behind. Even though it is the other way around; they have not failed the system, the system has failed them. A step in addressing this contradiction would be to first acknowledge that a problem exists. Second, bringing awareness to the stakeholders and exposing the education system’s inherent lack of equity. Thirdly, affecting change through implementing strategies designed to bring equity to all students. Recognizing that all children are not the same. Have diversity represented. Children are individuals with different abilities, emotions, backgrounds, and learning styles. A “one size fits all” approach usually turns out to be a “one size fits none” result. Equipping teachers with the skills to recognize these differences and providing them the skillset, knowledge, and educational background to customize teaching where needed. Education is crucial for society, however it must also be properly balanced in order to assure equity for all participants.

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

* MiT Prompt D Question

Outside of parenting there are two principal areas where I have worked closely with youth. First as a volunteer soccer coach for my kids’ soccer teams and second as an emergency substitute teacher for Olympia School District. I started my coaching career with my oldest child when he was in kindergarten and have consistently coached every season since then. That child is now in 7th grade. It is hard to express how much I enjoy coaching the kids. Watching them evolve as players, gain skills, and problem-solve is very satisfying. Probably the best part of coaching is seeing the kids’ smiles when they perform a move or score a goal. There were two occasions last season where I had kids who had never scored before get a goal and both goals were the highlight of my season as a coach. I love when the players do something they didn’t think they could do. Seeing how happy they are makes my day, and reminds me why I keep coaching. It is deeply satisfying and fulfilling to see them succeed after seeding them with the knowledge. The second major portion of my life where I worked with children was an emergency substitute teacher. During the second year of the pandemic our local school district put out a call to parents that there was a dire need of substitute teachers. The requirements were to have a college degree and pass a background check. My kids were back in school, and I had an opportunity to help the community, so I answered the call and got my emergency sub certification in the spring of 2022. I acknowledge that my first few days I was essentially a place-holder in the classroom. We muddled through and got by. As the days went on, and as I got to know many of the children, I started looking forward to going into work and spending time with them. I think the turning point was in the fall of 2022 when one particular teacher needed several weeks off for personal reasons and I subbed for nearly five weeks in a row. With practice and consistency, I realized teaching was something I could actually do. Not only could I actually do it, I enjoyed it! I enjoyed going to school and spending time with kids. I looked forward to teaching them, seeing them have their “aha!” moments. Additionally, I’ve gotten consistent feedback from teachers, parents, and students alike that they look forward to having me in their room, too. There are now weeks where I spend the majority of the days substitute teaching. During these weeks I don’t really even miss the free time I had at home sans kids; but I do miss the time I am not in the classroom. These points only reinforce my decision to pursue a K-8 endorsement so I can one day be a fully-fledged teacher.

Application Required Attachments

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

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.

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

Iain Dick

* Date Signed (mm/dd/yyyy)

01/03/2024

[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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