

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

Brett

Chosen first name

Brett

Middle name or initial

M

* Last or family name

Holmes

Suffix

* Date of Birth (mm/dd/yyyy)

04/20/1985

[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.)

Male

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.)

angelosdrakon@gmail.com

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

angelosdrakon@gmail.com

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

Cell

425-244-1832

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

Yes

Phone

425-244-1832

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)

533044464

Military Active Duty or Reservist

No

Military Months of Active Duty

Military Veteran

Military Separation Date (mm/yyyy)

[mm/yyyy]

Military Dependent

No

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

23520 24th Ave W

Street address line 2 (if needed)

* City

Brier

* State/Province

WA

* Zip Code

98036

Different Permanent Address

[]

Washington State County

Snohomish

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
Yes

Date(s) of attendance at Evergreen
2004-2009

My Evergreen ID number was (if known)

I first heard about the MiT Program from
Web Search

Date I first heard about the MiT Program
07/2023
[mm/yyyy]

What is your parent or legal guardian's highest level of education?
Some College or Community College

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

Framingham State University

Check here if the institution above is your most recently attended

☒ [X]

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

Institution Name

Institution City/State/Country

* Start Date

02/10/2018

[mm/dd/yyyy]

* End Date

08/31/2019

[mm/dd/yyyy]

List additional years you attended this institution

* College Major

Teaching English as a Second Language

* 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

Master's degree

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

1st Degree Earned/Expected Date

08/2019

[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

Evergreen State College, The

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

09/27/2004

[mm/dd/yyyy]

* End Date

06/12/2009

[mm/dd/yyyy]

List additional years you attended this institution

* College Major

Sustainable Building Methods

* 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

06/2009

[mm/yyyy]

2nd College Major

2nd degree earned/expected from this institution

None

2nd Degree Earned/Expected Date

[mm/yyyy]

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

All fields with an * are required.

Recommendation - General

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

Hyegeun

* Recommender's Last Name

Lee

Recommender's Title

Department Coordinator

Recommender's Institution/Organization

Jangan Jeil High School

* Recommender's Email

hyegeun2000@naver.com

Recommender's Phone (XXX xxxxxxx format)

+82 10-4152-9045 (Korea Standard Time)

* 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

Somyeong

* Recommender's Last Name

Oh

Recommender's Title

Department Manager

Recommender's Institution/Organization

Mojeon Elementary School

* Recommender's Email

thaud91@naver.com

Recommender's Phone (XXX xxxxxxx format)

+82 10-7524-2479 (Korea Standard Time)

* 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

Coursework that has prepared me to teach in elementary education began with my struggles as an elementary student (which I will outline later) and continued with the successful completion of my MEd degree from Framingham State University, concentrating in the Teaching English to Speakers of Other Languages while teaching full-time overseas. The unique opportunity of engaging with graduate-level theoretical educational practices while teaching EFL simultaneously provided an adaptive blending of scholastic approaches and the administration of practical academic applications. Courses were provided in an intensive format that required extensive prior readings, pre- and post-course assignments, and often a final project or test, the program of which culminated in a comprehensive exam covering content ranging from all previous courses. My strengths in preparation can be succinctly described as meticulous. I was (I'm assuming) lovingly dubbed the 'highlight nerd' in my cohort of twenty due to my consistent over-preparedness for courses and my fondness for using a plethora of highlighter colors for class readings and note-taking. I was the unofficial TA for several visiting professors, assisting them in various areas, from simple errands (while they were traveling abroad for the intensive, many visiting Korea for the first time) to unlocking the classroom, setting up multimedia, and IT troubleshooting. I also led two separate study groups for the comprehensive exam and made two separate study guides for each group (all members of my study groups passed). Areas needing growth are my somewhat slow responses to adapt at the onset. The only loss of credit occurred during my first course of grad school due to my inability to adapt my work to graduate school standards within the timeframe allowed. Plans for the next steps is an extremely broad category, and without further clarification of the meaning of steps as well as steps in reference to what, I will assume they are steps in reference to the upcoming Masters in Teaching program for which I would state steps would involve lots of highlighters. Joking aside, I would, having learned from my mistake in the first quarter of my MEd program, attempt to hit the ground running by using the tools gleaned from my previous grad school, moving to the area early to get a feel for the area, culture, and environment, and getting into an academic routine early in order to absorb content more efficiently. While I feel my coursework at Evergreen has also uniquely prepared me to teach elementary, I would need to dig deeper into my psyche than the current time constraints allow, especially due to the elapsed time since attending Evergreen over a decade ago. Master of Education - Concentration in Teaching English to Speakers of Other Languages: Education Core Courses (3) EDUC 991 Philosophy of Education and Teaching Practice EDUC 998 Language Development and Communication EDUC 999 Research and Evaluation (recommended after completion of three Content or Concentration courses) Concentration Courses (7) TESL 901 Language Structure: Phonetics and Morphology TESL 902 Language Structure: Syntax, Semantics, and Pragmatics TESL 913 Current Issues in Second Language Acquisition TESL 920 Educational Technology to Support English Language Learners TESL 936 The Teaching of Second Language Skills TESL 948 Teaching Reading and Writing in the English Immersion Classroom TESL 966 Seminar in Applied Linguistics

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

In my 'kindergartian' youth, I was a troubled soul who enjoyed the exhilaration of fighting, worshipping at the altar of simultaneously rebellious and violent popular fiction characters of the 90s like Raphael from the Teenage Mutant Ninja Turtles, Wolverine from the X-men, and the like. Attempting to curtail my seemingly endless fascination with violence (and subsequent difficulty as a student), my parents' solution was to take me out of the local public school and enroll me at a strict private school in a neighboring city. There, I learned the underlying reason for my anger and how to control my aggression thanks to the gentle patience and boundless compassion of my kindergarten teacher, Mrs. Patterson, a teacher who cut through the bristling demeanor of a rebellious soul to the core of my youthful angst. In the end, all I needed to change was a teacher with the time, energy, and sympathy to help a

struggling youth understand the responsibilities (and, to an extent, the dynamics) of power, feelings of inadequacy, and how to transform those feelings into something positive by helping others. My guiding principle as an elementary school teacher is a desire to be what Mrs. Patterson was for me: a sympathetic educator who will take the time to listen and care for our society's disaffected youth. In supplement to my guiding principle, I graduated from TESC without a real plan of action after my undergraduate degree and defaulted to working for my family's small business in Seattle. I am forever grateful for having the support of my family and the six years I was there, but ultimately, I felt called elsewhere. I felt the call specifically to New Zealand, Aotearoa, experience the Maori culture, feel the otherworldly ecosystem there, and seek out the filming locations of The Lord of the Rings films that greatly impacted my life up to that point (the books, of course, as well). I moved away thinking I would stay for a few months, but the guidance of the Great Spirit kept me journeying onward, and I found myself a year later teaching English in South Korea. While I didn't love teaching at a test cram academy for my first job, I adored my position as an English instructor at Busan's largest elementary school. From dressing up as a purple dinosaur (and sacrificing any form of pride I once had for the sake of the kids) to teaching 35-40 classes a week and working daily with Korean teachers designing curriculum, lesson planning, and activity creation.

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 writing prompt, "Education is both social good and structurally unjust; explain your understanding of this contradiction and ways it can be addressed," relies on the assumption that the writer can readily define (within the parameters set by the prompt-maker) both 'social good' and 'structural injustice,' that the prompt maker and response writer agree on the definition of those terms, AND agree with the statement itself. As an independent thinker and a supporter of Western civilization, I would need supporting and quantifiable evidence that the education of society is not a social good while also being structurally unjust, as the prompt writer assumes. This prompt assumes that not only are these two beliefs true in their applicability to education but also that there is an inherent contradiction in their existence in relation to one another. I would counter this assumption by stating that if one statement is factual, then the other is false, i.e., if education is truly a social good, then it cannot be structurally unjust, while if education is 'structurally unjust', it cannot be a 'social good.' My argument is that if one idea is true or even truer than the other, the inherent idea of the other is flawed. If one believes that education is in and of itself a 'social good,' it cannot thus be 'structurally unjust,' but if one believes education is 'structurally unjust,' it cannot accordingly be considered a 'social good.' The conclusion of both being that if education is a quantifiable 'social good' proponents of education as a social good would seek to further past or current educational models and modalities, while proponents of education as being a quantifiably unjust structure would further seek to dismantle or reinvent education as an inherent form, and perpetrator of, injustice. While I would agree there are numerous insidious injustices in the system of politics determining educational policies, I would counter the prompt maker's assumption that education as a process of learning is simultaneously a social good and structurally unjust based on a lack of (provided) evidence to the contrary.

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

* MiT Prompt D Question

I will quantify my time working with youth into segments of working with youth as a youth and working with youth as an adult. My time working with youth as a youth has informed my decision to be a teacher by giving me leadership skills as the captain of several sports teams, responsibility skills as a member of the Boy Scouts of America, and organizational skills as an intramural league organizer. My time working with youth as an adult can be outlined by my seven years of education in South Korea: one at a cram academy for students ranging from first to eighth grades, two years at a private transitioning to a public school high school, and four years at a public elementary school. My year teaching at an after-school cram academy served to inform my decision to be a teacher by being my introduction to the career of teaching and piqued my curiosity that teaching could be a life-long passion. I attempted to answer this curiosity by applying for a government-sponsored and NGO-operated elementary school teaching position by working weekends for the NGO student camps and activities in order to build a network with the NGO management. When a position became available between multiple schools, I opted for the largest and least desirable school in the city of Busan (to both Korean and Native English-speaking teachers) due to its large class sizes, remote location, and high administration expectations despite increased workloads. By working in a position that many other teachers felt was less than desirable, I felt responsible for giving extra effort to the students and put forth such effort in every interaction I had with the kids. This effort translated to increased classroom participation, happier and more interactive students, and increased adoption of English language identities where (at least in language class) they were free from the social constraints and pressures of normal Korean (specifically academic) society. I

will happily discuss these social constraints and pressures and what it meant for students to have a different 'identity' in language class at a later time and through a different medium. Viewing the results of this effort and knowing that I could individually promote change in an educational institution solidified my curiosity that a career as a teacher would be worthwhile. My two years teaching at one of the most prestigious test prep high schools in the country that was transitioning to a public school also informed my decision to be a teacher in that it answered my question of which age group I wanted to teach as well as my question of whether I could teach in Korea long term. My time working with youth has informed my decision to become a teacher by making it crystal clear that good teachers (of which I believe I am one, as both teachers and students around me have stated) are needed now, more than ever, to help and more importantly to listen, to the next generation.

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

Brett Holmes

* Date Signed (mm/dd/yyyy)

10/15/2023

[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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