Course Syllabus
ED 418/MED 518: Methods of Teaching Social Studies
Spring 2015
Mondays, 3:00 p.m. - 5:40 p.m.
Old Main Room Old Main 441
(ED 418: 3 credits & MED 518: 2 credits)

Professor: Fumie K. Hashimoto, Ph.D.
Office: Old Main Room 463, Phone: (360) 438-4330, Email: fumie@stmartin.edu
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Office Hours: Mondays: 2:00 to 3:00 p.m.
Tuesdays: Noon to 1:00 p.m., 2:20 to 4:00 p.m.
Wednesdays: 2:30 to 4:00 p.m.
Thursdays: 2:20 p.m. to 3:00 p.m.
Or by appointment.

In case of emergency or school closure:
- In case of unexpected instructor absence, every attempt will be made to notify you via email or phone call prior to the class session. Please also check Fumie’s website.
- In case of inclement weather or school closure emergency – please review status on the university website.

Text:

Additional selected reading materials provided by instructor.

Saint Martin's University Mission Statement
Saint Martin’s University is a Catholic Benedictine institution of higher education that empowers students to pursue a lifetime of learning and accomplishment in all arenas of human endeavor.

Saint Martin’s students learn to make a positive difference in their lives and in the lives of others through the interaction of faith, reason, and service.

The university honors both the sacredness of the individual and the significance of community in the ongoing journey of becoming.

* The four core themes; faith, reason, service, and community, are integrated and embedded throughout this course. To indicate strong alignment of each of these core themes, an asterisk with "f, r, s, and c" shows the alignment of faith, reason, service and community, respectively throughout this syllabus. This is based on an assertion that the teaching profession in itself is about service to the community and society.

University Academic Values are Knowledge, Spirituality, Hospitality, Service, Creativity, Communication, Inquiry, Discovery, and Holistic Education.
Conceptual Framework of the College of Education and Professional Psychology at Saint Martin's University is to develop the Knowledge, Skills and Disposition necessary in all teachers. The goal of this course is constructed to adhere to our mission, academic values, and conceptual framework.

Core Values of SMU College of Education and Professional Psychology Programs
Our programs involve the recognition of change, the constructivist approach to knowledge and skills formulation, multi-age grouping practices, technological utilization, and significant themes of inquiry integrating both the practical and the theoretical aspects of knowledge. Our curriculum engages students in basic skills development through inquiry-oriented, critical, reflective, creative, and imaginative thinking, and ethical decision making.

Goals

1. **Curriculum (Knowledge):** The College of Education and Professional Psychology Programs are dedicated to developing competent teachers, counselors, and administrators who have strong knowledge in subject matter. Individuals completing our programs will utilize technology as it relates to teaching/counseling/administration; participate in free and open inquiry; and problem-solve and construct new learning opportunities for themselves, P-12 students, and staff.

2. **Pedagogy (Skills):** Individuals will develop and utilize pedagogical/counseling administration strategies and skills necessary to their program. The College of Education and Professional Psychology Programs will provide a community for P-12/SMU collaboration, thus enriching pre-service through the professional performance continuum. Individuals completing our programs will have participated in a variety of leadership opportunities and multiple P-12 field experiences, including placements with school districts with diverse student populations.

3. **Attitude (Disposition):** The College of Education and Professional Psychology Programs are dedicated to developing a caring community of teacher/counselor/administrator-colleagues with strong ethical dispositions, professional leadership, collaborative skill, openness to innovation, and personal integrity. Individuals completing our programs will reflect democratic traditions – including acceptance of the individual and sensitivity for cultural diversity.

Commitment to Excellence
We are committed to assuring that candidates will be provided an intellectual and professional learning environment that is rigorous, relevant and realistic. Academic courses and program experiences are purposefully designed for candidates to probe deeper, reach further and to encourage creative and resourceful exploration of alternative pathways to address presented issues and tasks. Our programs are developed and conducted with high expectations that candidates will be personally engaged in their learning, stimulated in their thinking and genuinely challenged to expand the knowledge, skills, and dispositions within their chosen field. Candidates are intentionally guided, coached and supported in their enhancement of relevant and meaningful teaching, counseling, and administrative skills. Candidates will demonstrate their abilities to meet professional standards through effective oral and written communications, completion of realistic analysis, and critical thinking and problem solving tasks. Candidates are held accountable to demonstrate professional dispositions and organize and simultaneously manage multiple projects within established timelines. Our learning community instills excellence in thought and service while nurturing a candidate’s sense of personal and professional development. Therefore, candidates completing our academic and certification programs will be agents of change and educational leaders who are resilient, reflective practitioners meeting the needs of an evolving world.
Catalogue Description:
This course introduces Education students preparing to teach preschool to 12th grade to specific methods used to teach Social Studies. Integrated thematic unit planning, map/globe interpretation and content specified in the Washington State Essential Academic Learning Requirements for grades P-12 will be emphasized. Course requires a 10-lesson (2 kits) Junior Achievement Consultant Project in a school setting. Prerequisite: ED 306 or permission of instructor.

Instructor’s Belief:
I take the position that no single method of instruction is sufficient to achieve all goals and objectives of Social Studies instruction. Instead, it is based on the assumption that the keys to effective teaching are variety and flexibility. Utilizing the textbook as a sourcebook and guide to help teachers set learning in motion, the course will examine various educational theories and their appropriate practical applications, which helps prospective teachers to plan and implement their own effective Social Studies programs.

Course Format and Evaluation:
The philosophy of the course is that knowledge is constructed by learners in the process of reflection, inquiry and action. Students are encouraged to engage in reflective and critical thinking about education. The course is organized in a seminar format, around a series of topics approached through interactive discussion and analysis of themes. Consistent attendance and participation is required. Lack of attendance will lower the semester grade. Note: Students not completing required Junior Achievement Consultant Project will need to request an "Incomplete" grade, if it is not requested, students will be earning an “F.”

Course Objectives:
Through active participation in class activities, each student will do the following:
1. Develop a broad understanding of the issues and challenges related to Social Studies curricula in Washington State schools (*f, *r, *s, *c).

2. Evaluate the adequacy of a school's Social Studies curriculum in regard to pupil needs and social purposes (*r, *s, *c).

3. Describe the roles and processes in Social Studies curriculum design, development, planning, implementation, and evaluation (*f, *r, *s).


5. Explain the major forces that have influenced Social Studies curriculum development in the United States (*r, *s, *c).

6. Describe the roles and characteristics of effective leaders in Social Studies curriculum development (*r, *c).

7. State law and regulation requires schools to conduct natural resource and environmental education, defining environmental education as part of Basic Education and mandating its instruction in public school at all grade levels in all subject matters (RCW 28A.230.020 and
WAC 180-50-115). The RCW reads in part: All common schools shall give instruction in . . . science with special reference to the environment . . . . All teachers shall stress . . . the worth of kindness to all living creatures and the land. The following three areas will be stressed throughout the semester:

- **Healthy Communities (Social Justice):** Local/regional/world cultures and communities are to be covered in areas of knowledge, skills and disposition.
- **Economic Viability:** Social studies/economics content are to be covered in areas of knowledge, skills and disposition through Junior Achievement Project.
- **Healthy Environment:** Environmental issues in social studies are to be covered in areas of knowledge, skills and disposition.

(*f, *r, *s, *c)

**Course Assignments:** *(See additional information in "Class Policies and Expectations")*

Course assignments will include 2 written reflection papers, leading class discussions on selected topics, 3 lesson plans, 1 thematic unit plan, Portfolio, Summary/Reflective Journal/Log of 10-lesson Junior Achievement Consultant Project, and in-class collaborative participation in small and large group activities. Failure to complete these assignments on a timely basis will constitute grounds for a failing grade.

1. A total of 2 reflection papers will be assigned. The papers should reflect students' own responses and ideas in relation to the assigned topic. Students are encouraged to express their points of view in a clear and concise manner, reflecting both style and content, and including evidence of scholarly reading where appropriate. The length of these papers is between a minimum requirement of 750 words and a recommended maximum of 1,000 words, double-spaced, typewritten and grammar/spell-checked. Do "word count" and write the "word count" at the end of the paper. Failure to do the word count and writing the word count will be given -10 points. Any paper, regardless of actual number of words, with less than the minimum requirement of 750 words will be given -50% assignment points. These will be turned in on the assigned dates. Late papers are given -5% of assignment points per (calendar) day late. The grade is divided as 70% for content and 30% for surface errors (spelling, word usage, grammar, etc.). Responses will be evaluated in terms of the following criteria:

A. Mastery in synthesizing course materials, the text and other scholarly reading (*f, *r, *s, *c).


C. Thoroughness (*r, *s, *c).

D. Clarity of argument (*r).

E. Grammar, spelling and punctuation (*r). [30% of paper grade: 1 point per surface error up to 30 points.] **NOTE:** Violation of items on my “pet peeve” list given in class constitutes double the points deducted.
2. Students will lead class presentations/discussions on assigned topics. The aim of the assignment is to encourage a critical analysis of key educational and social issues as well as “practice” teaching skills in front of a class (*f, *r, *s, *c).

3. Common Core State Standards (CCSS) are to be included in all 3 lesson plans, and 1 thematic unit plan assigned. Including CCSS will constitute 50% of the grade (*r). Missing item (i.e.: part of description) will constitute a deduction of points. On the date assigned, students are to give a short summary presentation of the thematic unit to the class. 25 points (of 150) will be deducted if the students miss the presentation portion of the thematic unit. NOTE: As of Dec. 2014, there are no standards specific to Social Studies, so until such standards are available, the class will use EALRs provided in class.

4. Learning Portfolio: Students will create a Portfolio of Learning throughout the semester to be turned in at the end of the semester. Title sheet, table of contents, and reflective comments (4 bulleted items on separate Learning Portfolio information handout) must be included, but the rest of the portfolio format may be individual choice of students (*f, *r, *s, *c).

5. Summary/Reflective Journal/Log of 10-lesson (2 kits) Junior Achievement Consultant Project (see SMU Junior Achievement Consultant Project and Observation Information) must be turned in by the end of the semester as evidence of completing the required Junior Achievement Consultant Project (*r, *s, *c). If you have access to video camera equipment, video tape the session. You may turn the video tape in as additional evidence of your Junior Achievement Consultant Project experience. With the exception of optional video, not turning in these necessary documents will earn an individual an "Incomplete" grade for the semester. Note: An “I (Incomplete)” grade must be requested by the student. Not turning in this request will result in an “F” grade.

6. In-class activities and participation: Consistent attendance is required. Assigned readings for each topic will be reviewed and discussed in class. Students are expected to read all assigned reading(s) prior to the class meeting and be ready to participate in class activities. Students will be evaluated in terms of their performance on class activities, contributions and interpretations concerning the readings and discussions generated from the assigned readings (*f, *r, *s, *c).

7. Students will be able to implement sustainability into integrated curriculum in their future classrooms (*f, *r, *s, *c). Thematic unit plans are to include all three areas of Sustainability: Healthy Communities (Social Justice); Economic Viability; and Healthy Environment.
**Schedule:**
The following schedule of topics indicates dates for reading and assignments to be done. It is tentative for several reasons:

1. Number of individual and group presentations is not yet known.
2. Class discussion may indicate content changes.
3. As we progress, we may decide to devote more or less time to a topic.

Subject to the above, we will follow the schedule. Unless we agree in class to a change in assignment due dates, they will remain as indicated.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Reading Due</th>
<th>Assignments Due **</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/12</td>
<td><strong>Introduction and Course Overview</strong></td>
<td></td>
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<tr>
<td></td>
<td>(Mon.)</td>
<td>Assignments Clarification</td>
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<td></td>
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<td>Chapter 1: Social Studies and Integrated Instruction: A Look at Social Studies</td>
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<td>1/19</td>
<td><strong>Martin Luther King Jr. Day: No Class</strong></td>
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<td>2</td>
<td>1/26</td>
<td><strong>Junior Achievement Consultant Project Information</strong></td>
<td>Reflection Paper # 1</td>
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<tr>
<td></td>
<td>(Mon.)</td>
<td>Training Seminar</td>
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<td></td>
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<td>Lessons and kits distribution</td>
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<tr>
<td>3</td>
<td>2/02</td>
<td><strong>PLANNING FOR INSTRUCTION</strong></td>
<td>Lesson Plan # 1</td>
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<tr>
<td></td>
<td>(Mon.)</td>
<td>Creating Lesson Plans</td>
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<td>ITIP Procedure</td>
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<td>Creating Thematic Units</td>
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<td>4</td>
<td>2/09</td>
<td><strong>INTERDISCIPLINARY INSTRUCTION</strong></td>
<td>Lesson Plan #2</td>
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<tr>
<td></td>
<td>(Mon.)</td>
<td>Chapter 2: Social Studies and Integrated Instruction: A Look at Interdisciplinary Instruction</td>
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<td>CLASSROOM ASSESSMENT IN SOCIAL STUDIES</td>
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<td>Chapter 3: Classroom Assessment in Social Studies</td>
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<td>Video: “Learning Portfolio”</td>
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<td>2/16</td>
<td><strong>Presidents’ Day: No Class</strong></td>
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<td>5</td>
<td>2/23</td>
<td>Chapter 4: Multicultural and Bilingual Education: Making the Connections in Social Studies</td>
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<tr>
<td></td>
<td>(Mon.)</td>
<td>**** 3 birds with a rock experiment ****</td>
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<td>6</td>
<td>3/02</td>
<td>Chapter 5: Social Studies for All Learners</td>
<td>Lesson Plan #2</td>
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<td></td>
<td>(Mon.)</td>
<td>Chapter 6: Facilitating Learning Through Strategic Instruction in Social Studies</td>
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<td>7</td>
<td>3/16</td>
<td><strong>Spring Break: No Class</strong></td>
<td>Reflection Paper # 2</td>
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<td></td>
<td>(Mon.)</td>
<td>Chapter 7: Communicating in Social Studies: Reading, Writing, and Discussing</td>
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<td>Chapter 8: Early Childhood Social Studies</td>
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<td>Video: “King Gimp”</td>
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<td>8</td>
<td>3/23</td>
<td>Chapter 9: History: Connecting Children to the Past</td>
<td>Lesson Plan #3</td>
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<td></td>
<td>(Mon.)</td>
<td>Chapter 10: Another Time, Another Place: Bringing Social Studies to Life Through Literature</td>
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<td>9</td>
<td>3/30</td>
<td>Chapter 11: Geography: Exploring the Whole World Through Interdisciplinary Instruction</td>
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<td></td>
<td>(Mon.)</td>
<td><strong>Sustainability: All three components</strong></td>
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<td>Thematic Unit Review</td>
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</table>
** Junior Achievement Project times must be scheduled on an individual bases with your assigned classroom teacher. A special Junior Achievement Day(s) may be assigned.

** ATTENDANCE: Since professional behavior requires that the teacher be punctual and dependable in attendance, you will be expected to demonstrate this quality in the class. Students are expected to attend every class session. If you must be absent due to an emergency, please call 360-438-4330 and leave a voice mail, just as a teacher must do. Any assignment due on that day should be sent as an attachment to e-mail to: fumie@stmartin.edu on or before the start of the class.

➢ 3 incidents of coming to class late by 10 minutes or more, or leaving early equals one absence.
➢ Lack of attendance will lower your semester grade.

The following are some clues to succeeding in this course:
➢ Appearance of effort and thought – make your assignments look professional!
➢ Polished writing – you are going to be a teacher! Proofread your work.
➢ Evidence of knowledge of class material – no bluff, know your stuff!
Grading Criteria:  * Also see Class Policies & Expectations.

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<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Points</th>
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<tbody>
<tr>
<td>Reflection papers (2 @ 10% ea.)</td>
<td>20</td>
<td>200</td>
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<tr>
<td>Learning Portfolio</td>
<td>10</td>
<td>100</td>
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<tr>
<td>Lead Discussion</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>Lesson Plan (3 @ 5% ea.)</td>
<td>15</td>
<td>150</td>
</tr>
<tr>
<td>Thematic Unit Plan</td>
<td>15</td>
<td>150</td>
</tr>
<tr>
<td>Junior Achievement Project</td>
<td>20</td>
<td>200</td>
</tr>
<tr>
<td>Attendance/Class Participation</td>
<td>10</td>
<td>100</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
<td><strong>1,000</strong></td>
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**ATTENDANCE GRADES:**

- 0 - 1 absence  = 100
- 2 absences    = 70
- 3 absences    = 40
- 4 or more     = 0

➢ Each additional 2 absences will drop your semester grade down one letter grade

➢ There are 13 total class sessions

**GRADE SCALE:**

- 960 - 1,000 = A
- 900 - 959 = A-
- 870 - 899 = B+
- 830 - 869 = B
- 800 - 829 = B-
- 770 - 799 = C+
- 730 - 769 = C
- 700 - 729 = C-
- 670 - 699 = D+
- 630 - 669 = D
- 600 - 629 = D-
- 599 & below = F

**DUE DATES**

- **REFLECTION PAPERS:** 01/26
- **LEARNING PORTFOLIO:** 04/27
- **LEAD DISCUSSION** TBA
- **THEMATIC UNIT PLAN:** 04/13
- **LESSON PLANS:** 02/09
- **JA REFLECTIVE STATEMENT & JOURNAL/LOG:** 04/20
CLASS POLICIES AND EXPECTATIONS

I. ATTENDANCE/PARTICIPATION (100 pts.)
You are expected to attend all classes. In case of an illness or emergency, it is your responsibility to notify the instructor prior to the class by calling 438-4330 and leaving a voice mail message. Please sign the attendance sheet every time you come to the class. You may only sign your own name on the attendance sheet. We have 13 meetings this semester. The explanation of the grade scale is on page 9 of the course syllabus. Please turn off your cell phone prior to entering the classroom.

II. LEAD DISCUSSIONS/PARTICIPATION (100 pts.)
Everyone needs to participate in class discussions. The lead discussion(s) will be scored on preparation, organization, presentation skills, visuals, time management, selection of anticipatory set for discussion topics, and participation as the class audience.

III. LESSON PLANS (3@ 50 pts. each) & THEMATIC UNIT PLAN (150 pts.)
On the assigned date, each student will be giving a short oral presentation of the Thematic Unit Plan created for 25 points out of 150 possible. Include CCSSs in every lesson plan and thematic unit plan for 50% of grade. All three components of Sustainability must be included in Thematic Unit for 25 of the whole unit points (Goals – 5 pts., Objectives – 5 pts., and the End Product – 10 pts.).

IV. REFLECTION PAPERS (200 pts. = 2 @ 100 pts. each)
Having good written communication skills is essential to all teachers. These writing assignments are given as exercise and necessary practice for prospective teachers in gaining good written communication skills. Each of the two (2) reflection papers is to be a minimum of 750 words to a recommended maximum of 1,000 words in length, typed, double spaced, and spell-checked. Not writing the word count at the end of the paper constitutes a 10-point deduction from the grade. The papers are due in the designated classroom by the class starting time on the date assigned in the course syllabus. The paper will be graded 70% for content (coherence, organization and written communication skills) and 30% for surface errors (grammar, spelling, and punctuation). Surface errors are counted one point per error up to 30 points. NOTE: Violation of items on my “pet peeve” list given in class constitutes double the points deducted.

V. LEARNING PORTFOLIO (100 pts.)
The Learning Portfolio chronicles student's thinking and development related to curriculum development of Social Studies throughout the semester. Title sheet, table of contents, and reflective comments must be included (see Learning Portfolio handout), but the rest of the portfolio format may be individual choice of students.

VI. REFLECTIVE JOURNAL/LOG OF JUNIOR ACHIEVEMENT CONSULTANT PROJECT (200 pts.)
Reflective Journal/Summary/Log of 10-lesson (2 kits) Junior Achievement Consultant Project experience as evidence of completing the requirement must be turned in by the end of the semester. When writing reflective statement, implement appropriate Positive Impact Plan for
the future students. **Not turning in these necessary documents will earn an individual a failing grade. An individual may choose to make it an "Incomplete" grade by request.**

**VII. ASSIGNMENTS**

Assignments are due at the beginning of the class time. Only previously **un-submitted** assignments will be accepted. Five (5) % of assignment points will be deducted from the total points for each day late on all assignments up to one week from the due date. Assignments will not be accepted for points after one week. Each missing assignment lowers your semester grade a letter grade. If re-do assignments are allowed, each re-do assignment is due at the next class time from the date it was returned and will not receive an A for the assignment grade. Each re-do assignment must be attached to the returned original to show the improvement. Please make every effort to meet a deadline. If you must miss a class, send your assignment in as an attachment to e-mail to the instructor by the deadline. It is your responsibility to make sure that the assignments are received by the due date. **It does not matter if you have sent it, it only matters that I receive it. Absolutely NO late assignment, make up and/or extra credit assignment accepted after the Wednesday of the week prior to the finals.** Extra credit points, if offered, will only be available to students who have no missing assignments and no excessive absences and/or tardiness.

**VIII. DISABILITIES**

Students with medically recognized and documented (permanent or temporary) disabilities and who are in need of accommodation have an obligation to notify the University of their needs. Students who are in need of accommodation should first contact Disability Support Services, Lower Level Library, 438-4580. If you need accommodations because of a disability, if you have emergency medical information that would be helpful for me to know, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible.

**IX. ACADEMIC HONESTY/PROFESSIONALISM**

Cheating is academic dishonesty as well as unprofessional for prospective teachers. Do not copy other students' assignments, have someone else write your papers or plagiarize published or unpublished materials, or submit **work previously graded by other instructors**. Do not share your assignments to be copied by other students. See Saint Martin's University Student Handbook. Students will be graded not only on their academic success, but on **professional conduct** as well. Students who fail to show professionalism in their academic or personal conduct (e.g. constant tardiness, excessive absences, and/or other unprofessional behavior) may earn a lower letter grade than the total of semester accumulated points, or may even earn a failing grade.

**X. Overview of the WA Teacher Performance Assessment (TPA) for WA Residency Teacher Certification** [Excerpts: Introductory Statements for WA TPA]

**TPA Conceptual overview**

The Washington State Teacher Pedagogy Assessment (TPA), “…is built around the proposition that successful teaching is based on knowledge of subject matter and subject-specific pedagogy, knowledge of one’s students, involving students in monitoring their own
learning process, reflecting and acting on candidate-based and student-based evidence of the effects of instruction on student learning, and considering research/theory about how students learn.

The WA TPA assessment is clearly focused on candidate impact on student learning (WAC 181-78A-010 (8-9)). To complete the assessment, you will describe your plans and what you actually did to impact student learning (the “what”), provide a rationale for your plans and an analysis of the effects of your teaching on your students’ learning (the “so what”), and analyze and reflect on the resulting student learning to plan next steps in instruction or improvements in your teaching practice (the “now what”).

TPA Integration:
The TPA has been required for all candidate interns during the internship (student teaching) since Fall Semester 2011. In order to prepare candidates for successful completion of the TPA, Saint Martin’s faculty are including components of the TPA throughout program courses and field experiences.

References/Resources:
For detailed information concerning the TPA, please contact your advisor and/or refer to the following website: http://www.wacte.org/content/wa-tpa-resources

XI. MED 518 STUDENTS (500 pts.)*
Students who are enrolled in MED 518 will be given additional assignments appropriate for the masters' degree course requirement. Please see separate handout.

* Please see instructor after the class.