COURSE TITLE: Children at Risk
DEPT. PREFIX: ECE COURSE NUMBER: 255
NUMBER OF CREDITS: 3 CLASS HOURS PER WEEK: 3
PREREQUISITES, IF ANY: None, READ 088 recommended.
GENERAL ED. CORE CLASS: Yes X No DIVISION: Vocational
LOCATION (Main Campus; Clk.; WSP): Main Campus

NAME OF TEXTBOOK: Hand In Hand: Caring for Children from Families Affected by Substance Abuse by Barbara Clark, et al and What Teachers Need to Know about Children at Risk by Barry B Frieman

INSTRUCTOR NAME: Michelle Meyer, MA CAMPUS PHONE: 527-4637

COURSE TOPICS: (please attach)
1) Introduction
2) Values Clarification
3) Family Characteristics
4) Children at Risk
5) Families in Treatment
6) Empowerment
7) Children and Trauma
8) Healthy Brain Development
9) Positive ECE Environments
10) Professionalism and Working with CPS
11) Specific Risk Factors for Children.

COURSE DESCRIPTION: (from catalog) Caring for children from families affected by substance abuse. Topics include values clarification, family characteristics, families in treatment, empowerment. Recommended: READ 088.

TYPE OF INSTRUCTION USED IN THIS COURSE: (e.g., lecture, lecture/lab, clinical, competency based, field trips, TV or other): Class sessions will be comprised of dialogue, student and instructor presentations, media, guest speakers, field observations, cooperative learning projects and review of current literature. There will be a web-enhanced portion of this class. This means that part of your coursework will be completed online through ANGEL. The online portion of the class does not replace any face-to-face instruction time. Students will spend 5 hours per week on campus in the classroom. Students can expect to spend an additional 2 hours per week completing online assignments. Visit http://www.angel.wwcc.edu to access the web-enhanced portion of this course. For help using the ANGEL system, please contact elearning@wwcc.edu, visit http://www.wwcc.edu/CMS/index.php?id=3065 or call 509-527-4331.
TECHNICAL REQUIREMENTS: ANGEL is designed to support the widest variety of operating systems and browsers through its limited use of technologies. While ANGEL products generally function well in many browsers, the following are formally supported and tested:

- Microsoft Windows XP, Microsoft Windows Vista, or Macintosh OS X
- Microsoft Internet Explorer (7 or higher) or Mozilla Firefox (2 or higher)
  
  Note: ANGEL supports browsers that are at least 90 days out from their release date. If the version you are using is not at least 90 days old, please revert back to an older version.
- Java Runtime Environment 1.4 or higher
- JavaScript and AJAX enabled; Pop-Up blocking disabled
- Connection to the Internet
- MS Word (Office 2000 or later)

ATTENDANCE POLICY: Regular attendance and active participation are essential to student success in this course. Students are expected to attend all class sessions. If you need to leave early or arrive late, you need to make prior arrangements with the instructor. Missing class or being tardy will adversely affect your grade. Students are expected to log in to the ANGEL classroom weekly, do the online assignment and post to the message board. Students will also respond to at least two of their classmates’ postings. Completion of the online portion of the class is included in the attendance expectation. The WWCC campus may be closed if weather or other circumstances create unsafe conditions. Please call 509-527-4294 to obtain the most current information.

TESTING POLICY: Tests and/or quizzes must be taken during the regular class sessions. There will be no opportunity to make up missed examinations except in the case of documented medical emergencies. If arrangements are made for alternate testing, you will be required to take your exam in the Testing Lab. For hours and policies regarding the Testing Lab see: http://www.wwcc.edu/CMS/index.php?id=979

HOMEWORK POLICY:

- All homework will be submitted using the ANGEL system.
- All documents you submit must have your name on the document and in the file name.
- All documents must be in a standard black font, 10-12 point.
- All documents must be attached as.doc, .docx or .pdf files.
- All work must be properly cited. See information about plagiarism under Grading Policy.
- Assignments are due in the appropriate drop box or discussion board in the ANGEL classroom by 11:59 pm of the date due.
- Late assignments will be penalized 10% for each day they are late.
- Assignments more than one week late will not be accepted.
- If there are extenuating circumstances or an emergency situation, the student is responsible for contacting the instructor to make alternate arrangements prior to the assignment due date.
- You are responsible for getting assignments in on time. Technical problems are no excuse for late assignments: contact the WAOL help desk or the instructor immediately. You must have a back-up plan in case of technology issues.
GRADING POLICY: Each assignment will be given points based on the assignment rubric. The grade for the course will be based on the percentage of total points possible. Grades will be determined on the following percentages:

- A 95% - 100%
- A- 90% - 94%
- B+ 87% - 89%
- B 84% - 86%
- B- 80% - 83%
- C+ 77% - 79%
- C 74% - 76%
- C- 70% - 73%
- D+ 65% - 69%
- D 60% - 64%
- F 59% or lower

As per the Walla Walla Community College Student Code of Conduct, plagiarism or cheating of any kind will not be tolerated in this course. Plagiarism or cheating will result in an automatic zero for the assignment in question and may result in failure of the course. Further information about what constitutes plagiarism can be found here: http://www wwcc.edu/CMS/index.php?id=1617
Information about correct citation of sources and APA/MLA style research papers can be found at the WWCC Library website: http://www wwcc.edu/CMS/index.php?id=1995

OTHER SPECIAL INSTRUCTIONS/INFORMATION: Instructor reserves the right to change this syllabus during the course of the quarter. Please turn off your cell phones during class.

LEARNING OUTCOMES EXPECTED OF STUDENTS AT THE COMPLETION OF THIS COURSE:
1. Students will recognize and manage how their own values may distort their perceptions and lessen their effectiveness in working with children and families affected by substance abuse.
2. Students will understand and apply the inference ladder to course materials and their own workplace situations.
3. Students will have a basic understanding of how family dynamics and child development are affected by substance abuse.
4. Students will understand the impact of chemical use in the family on members’ self esteem and will understand the roles that family members often adopt to cope.
5. Students will have an understanding of the basic physiological mechanisms of substance abuse.
6. Students will understand how family dynamics and child development are affected by substance abuse.
7. Students will have basic knowledge about the causes, manifestations and challenges of Fetal Alcohol Syndrome/Fetal Alcohol Effects and an expanded view of guidelines for working with these children in a child care setting. Students will discuss how living with FAS/FAE affects family dynamics.
8. Students will understand the nature of treatments available for chemical dependency and the affects of treatment on the family. Students will be aware of local resources for substance abuse treatment.
9. Students will demonstrate understanding of the teacher’s role in supporting families in treatment for chemical use.
10. Students will understand the ways education settings can be modified for children from families affected by substance use.
11. Students will explore and recognize how important a teacher’s attitude is in creating a positive, stable environment for children.
12. Students will understand the teacher’s obligation to report suspected child abuse and neglect.
13. Students will learn techniques to handle anger in children.
**GENERAL COURSE OUTLINE:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading (due this day)</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 19</td>
<td>Values Clarification</td>
<td>HIH Unit 2, Level 1 &amp; 2 Frieman Ch 1</td>
<td>Activate student e-mail, log in to ANGEL classroom</td>
</tr>
<tr>
<td>September 26</td>
<td>Family Characteristics</td>
<td>HIH Unit 3, Level 1 &amp; 2</td>
<td>Discussion Board #1</td>
</tr>
<tr>
<td>October 3</td>
<td>Children at Risk</td>
<td>HIH Unit 4, Level 1 &amp; 2</td>
<td>Quiz #1, Discussion Board #2</td>
</tr>
<tr>
<td>October 10</td>
<td>Families in Treatment</td>
<td>HIH Unit 5, Level 1 &amp; 2</td>
<td>Discussion Board #3</td>
</tr>
<tr>
<td>October 17</td>
<td>Empowerment</td>
<td>HIH Unit 6, Level 1 &amp; 2, Frieman Ch 2</td>
<td>Quiz #2, Discussion Board #4</td>
</tr>
<tr>
<td>October 24</td>
<td>Specific Risk Factors</td>
<td>Frieman Ch 3, 4, 5 &amp; 6</td>
<td>Discussion Board #5</td>
</tr>
<tr>
<td>October 31</td>
<td>Specific Risk Factors</td>
<td>Frieman Ch 7, 8, 9 &amp; 10</td>
<td>Quiz #3, Discussion Board #6</td>
</tr>
<tr>
<td>November 7</td>
<td>Specific Risk Factors</td>
<td>Frieman Ch 11, 12, 13 &amp; 14</td>
<td>Activity/Lesson Plan/Observation due, Discussion Board #7</td>
</tr>
<tr>
<td>November 14</td>
<td>Specific Risk Factors</td>
<td>Ch 15, 16, 17, 18 &amp; 20</td>
<td>Quiz #4, Discussion Board #8</td>
</tr>
<tr>
<td>November 21</td>
<td>No Class</td>
<td>Thanksgiving</td>
<td></td>
</tr>
<tr>
<td>November 28</td>
<td>Presentations</td>
<td>Paper</td>
<td></td>
</tr>
<tr>
<td>December 5</td>
<td>Final Exam</td>
<td>Final Exam</td>
<td></td>
</tr>
</tbody>
</table>

**ASSIGNMENT DETAIL**

**POINT TOTALS:**

- Quizzes (4): 40 points each 160
- Discussion Boards (8): 15 points each week 120
- Activity Plan: 50 points 50
- Paper: 100 points 100
- Presentation: 25 points 25
- Final Exam: 100 points 100
- Attendance (10): 5 points each week 50

TOTAL: 605 points possible
**DISCUSSION BOARD QUESTIONS:** Each week you will be asked to respond to the material presented in class by completing application questions in the Discussion Boards of our ANGEL classroom. It is important that you process and apply the concepts discussed to your work with children and to your personal life. These issues can be quite personal, and it is important that we maintain strict confidentiality. Please conceal identities when posting to the discussion boards. Do not use real names or disclose any other identifying information. Do not discuss issues posted on the discussion boards or in class with anyone. Discussions are to remain in the classroom and on discussion boards only.

It is important that you respond fully to all of the questions asked. Each week, your application questions will contain many parts. Be sure to read each question and answer all the sections for full credit. If the content of the questions is stressful for you, you only need share to the level at which you are comfortable.

Although all of the Discussion Board questions will be posted in the ANGEL classroom at the beginning of the quarter, I encourage you to write your responses only after the class session for that subject has been completed. Issues and ideas raised in class will surely contribute to your responses.

**Discussion Board #1: 15 points**

**Units 2: Values Clarification**

Choose (a) or (b):

(a) Watch this week for an example of how your values or culture affects your work. Is the effect positive or negative? What happened? How did you feel? What did you learn from this? What is your plan for the future?

(b) Watch this week for an example of your boundaries being violated. What happened? How did you feel? What did you do about that? What did you learn from this? What are your plans for the future?

**Discussion Board #2: 15 points**

**Units 3: Family Characteristics**

In class we studied 6 family roles:

a. The Addict
b. The Enabler
c. The Hero
d. The Scapegoat
e. The Lost Child
f. The Mascot

- Which of these roles do you identify with the most? Why?
- Which of these roles do you have the most trouble relating to? Why?
- This week, notice a person in your life that appears to be stuck in one of these roles. What behaviors and characteristics do you notice? What purpose do you think these behaviors serve? What unmet needs are being expressed? What can you do to relate better to this person?

**Discussion Board #3: 15 points**

**Units 4: Children at Risk**

- Using the chart on pages 4-3, 4 & 5 in Level II, watch for a child who displays at least 2 or 3 of these characteristics.
- Write a paragraph or two about your observations. What do you see this child doing that is evidence of these disturbances? Remember to remain objective, describing only what you see.
- Then, using what you know about the child and the family, list at least three possible explanations for the behavior you saw this week.
Discussion Board #4: 15 points  
Units 5: Families in Treatment  
- Choose a behavior that you would like to change. Why are you choosing this behavior? How hard do you think it will be?  
- Take one step each day to change this behavior. How did it go? What made change easier or more difficult? Who was supportive and how did they support you? Who was not supportive and what were the things they did that made the change more difficult?

Discussion Board #5: 15 points  
Units 6: Empowerment  
- List a leadership skill you would like to develop. Write why that skill is important to you. Write about a time you have seen someone else use this skill successfully. Find a way to practice that skill this week and write about what happened.  
- Write one way you can take care of yourself this week. Now do that thing for yourself. 😊 Write what you did.

Discussion Board #6: 15 points  
Specific Risk Factors  
- Choose one risk factor from the Frieman book.  
- Write about your experiences and thoughts regarding children facing this risk factor.  
- Has it been part of your life?  
- Do you have biases, pre-conceived notions or strong opinions about this risk factor?  
- As a teacher, what will you need to do or learn in order to effectively serve children facing this risk factor?

Application #7: 15 points  
Specific Risk Factors  
- Choose one risk factor from the Frieman book.  
- Write about your experiences and thoughts regarding children facing this risk factor.  
- Has it been part of your life?  
- Do you have biases, pre-conceived notions or strong opinions about this risk factor?  
- As a teacher, what will you need to do or learn in order to effectively serve children facing this risk factor?

Discussion Board #8: 15 points  
Professionalism  
- Have you ever been in a moral or ethical dilemma? Did you ever have a disagreement with a coworker or parent about what was the ethical thing to do in a given situation? Have you ever had a situation where you were unsure what would be the professional decision?  
- Describe such a situation, and detail what decisions you made. What were the reactions of the people involved? What were the outcomes of the decisions and actions? How do you feel about those results? Would you do anything differently? What did you learn?
LESSON PLAN/ACTIVITY PLAN & OBSERVATION ASSIGNMENT: 50 POINTS

1. Choose an activity that is designed to help children at risk.
   a. art activity
   b. music activity
   c. story time activity
   d. group activity
   e. game
   f. circle time activity
   g. individual activity
   h. sensory activity
   i. outdoor activity

2. Write out the lesson plan including:
   a. Materials needed
   b. Lesson objective/expected outcomes/skills built/issues addressed
   c. Appropriate age range
   d. Teacher directions
   e. Time allotted
   f. Child participation
   g. Additional resources that may be helpful in understanding the issues addressed

3. Implement the activity/lesson plan with children

4. Write up your observations (remembering observations should be written in objective language):
   a. What happened, what you did
   b. Children’s responses
   c. What went well
   d. What didn’t go so well
   e. What would you change?
   f. Did the activity have the desired effect?
   g. What are your impressions of the children’s responses?
   h. Any other comments or evaluations
   i. Submit the paper to the ANGEL dropbox. Be sure to submit as an attached file. Do not copy the paper into the body of the message.

Lesson Plan/Activity Plan Grading Rubric

<table>
<thead>
<tr>
<th>Criteria for full points</th>
<th>Points Possible</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson/Activity Plan</td>
<td>15 points</td>
<td></td>
</tr>
<tr>
<td>• Materials are listed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Objective is explained in a thorough and understandable manner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Age range is included</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Directions are clear</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Time allotted is explained</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Child participation is explained</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Resources are listed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observations</td>
<td>15 points</td>
<td></td>
</tr>
<tr>
<td>• What happened is shown</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Children’s responses are described</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Evaluation of activity is thorough and complete</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Objective language is used</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mechanics</td>
<td>10 points</td>
<td></td>
</tr>
<tr>
<td>• No grammatical errors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• No spelling errors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• No punctuation errors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Sources are referenced</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Paper is typed and looks professional</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interest/relevance</td>
<td>5 points</td>
<td></td>
</tr>
<tr>
<td>• Topic is interesting and relevant to ECE for children at risk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effort</td>
<td>5 points</td>
<td></td>
</tr>
<tr>
<td>• Student put obvious effort into assignment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>50 points</td>
<td></td>
</tr>
</tbody>
</table>
Research Paper Instructions

For this project, you will be assigned to a group of 2 or 3 students, depending on the size of the class. Each group will select a topic that pertains to children at risk to research. Topics covered in class are not to be used for this project. (This includes: substance abuse/treatment, values, brain development, empowerment, trauma, fetal alcohol syndrome, environments, trauma and professional networking, domestic violence, neglect.) Choose something that you find interesting and exciting. Use your imagination; investigate something new! Each group will need to select a different topic. Some possible topics include:

- Bullying
- Eating disorders
- Teen pregnancy
- Foster care
- Self-mutilation
- Suicide
- Learning disorders
- Down’s syndrome
- Autism
- Sexual abuse
- Art therapy
- Failure to thrive
- Conduct disorder
- Oppositional defiant disorder
- Floor time therapy
- IEPs and 504 plans
- Gay, lesbian, bisexual issues
- Multi-cultural issues
- Sensory impairments
- Poverty
- Homelessness
- Obesity
- Reactive attachment disorder
- Adoption
- Criminal justice, incarceration
- Divorce
- Others...

You will need to research your material from a variety of sources. You must include at least three different kinds of sources. Possibilities include: websites, journal articles, books, interviews with professionals in the field, and more. You must have a total of eight sources.

You must submit your paper in APA format. The website http://www.ccc.commnet.edu/apa/ has some useful tips. You can google APA format to find many more examples. This means that you must cite your references, using proper footnotes or in-line reference and a complete bibliography in proper format. The paper must be double-spaced, using 10 or 12 point standard font, black ink on white paper. The paper should be approximately 8-10 pages in length. The paper will be submitted to the dropbox in the ANGEL classroom. It must be submitted as an attachment, not pasted into the body of the message in order to preserve formatting.

You must thoroughly research your subject and include the following areas in your paper:

- History of the issue: what is known about this issue, who are the early researchers, how long has it been identified as an issue for children, what has been done in the past?
- Scope of the issue: what is known about this issue, are there statistics about the prevalence or severity of the issue?
- Impact: how does this issue affect children, their families and educators? Be sure to cover all three aspects.
- Strategies: what can educators do about this issue, what do they need to know?

When you have finished your paper, you will present your findings to the class in an oral presentation. Please be creative and try to find ways to make your presentation lively and interactive. Visual aids are helpful. This is a time you can show your teaching skills. Some ideas are: audience participation, game shows, role-plays, pictures, skits, etc.
You should plan your presentation to last approximately 15-20 minutes. Post a copy of your handouts and a copy of your bibliography to the Discussion Board in the ANGEL classroom so that all participants will have access to that information. Have fun and don’t be scared!

We grow as teachers by receiving feedback from our peers. Your presentation will be scored by your classmates. When you are rating others’ presentations, please give useful positive comments and offer kind suggestions for improvement. Your grade for the presentation will be either the instructor’s score or the average of your classmates’ scores, whichever is higher.

### Research Paper Rubric

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Description</th>
<th>Points Possible</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scope of the Issue</td>
<td>Scope of the issue thoroughly explored, history of the issue is explained, the impact on children, families and educators is included</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Relevance</td>
<td>Content is relevant to working with children at risk, strategies for teachers are discussed</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td>At least 8 sources are cited, footnotes are used when appropriate</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Grammar/Spelling/</td>
<td>Paper is free from errors</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Punctuation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

### Presentation Rubric

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Description</th>
<th>Points possible</th>
<th>Points earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scope of the Issue</td>
<td>Scope of the issue thoroughly explored, history of the issue is explained, the impact on children, families and educators is included</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Relevance</td>
<td>Content is relevant to working with children at risk, strategies for teachers are discussed</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td>Points that were made in the presentation were backed up by the research, listener could tell where the information came from</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Enjoyable</td>
<td>Presentation was lively, fun to listen to, and easy to understand, visual aids added to the content</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>25</strong></td>
<td></td>
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</tbody>
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Comments:
AMERICANS WITH DISABILITIES ACT STUDENT POLICIES

It is the policy of Walla Walla Community College to comply with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990. WWCC is committed to providing equal access and promoting an atmosphere conducive to academic success for all who can benefit from a post-secondary education. This includes assisting individuals with disabilities to achieve their full potential as students. WWCC provides support to integrate these students as fully as possible into all aspects of the campus community to maximize their independence and educational experience.

The American with Disabilities Act was signed into law in 1990. The ADA’s protection applies primarily, but not exclusively, to disabled individuals. An individual is disabled if he or she meets any one of the following tests:

- He/she has a physical or mental impairment that substantially limits one or more of his/her major life activities.
- He/she has a record of such impairment.
- He/she is regarded as having such an impairment

Students are obligated to follow well-established and publicized institutional procedures for obtaining accommodations. These are outlined below:

1. Self Identify
   A student must give notice of the existence of a disability and make a direct and specific request for accommodations. If the student self identifies to a faculty member, the faculty member should ask the student to make an appointment with Claudia Angus, Disabilities Coordinator, in order to start the procedure to request documentation of the disability.
   The student will complete a confidential accommodation request form that is submitted to the Disabilities Coordinator. The student will list those who may have access to this confidential information about his/her disability. This may or may not include instructors.

Institutional Attitude: A suggested method to ease the way for a student to self-identify for accommodations is to include a statement on the syllabus such as: “If you have a disability and need accommodations, please see the instructor after class or contact Claudia Angus, the Disabilities Coordinator.

2. Documentation
   The need to provide accommodations does not arise until documentation is provided that establishes that the student has a disability and supports the need for the accommodations requested.

   Qualified Professionals: Students must provide the necessary medical and diagnostic information from qualified professionals to support their requests for accommodations. The documentation must sufficiently verify the existence of a disability defined under ADA. In some instances, the disability is sufficiently obvious to verify the disability.

3. Assessment
   Professional Consultation: The disabilities coordinator consults professionals at WWCC and elsewhere in determining the accommodations given the student.

4. Accommodations
   After professional documentation is received and evaluated, an individualized accommodations list is prepared that is appropriate to the nature and the extent of the student’s disability. The student will give the accommodations list to individual instructors as desired. The nature of the student’s disability does not have to be revealed to the instructor.

   Reasonable: A reasonable accommodation is a modification or adjustment to a course, program, service, activity or facility that enables a qualified student with a disability to have an equal opportunity. The college must be given a reasonable amount of time to respond to an accommodation request.

   For additional information about students with disabilities or about accommodations, please contact:

   **Claudia Angus, Disabilities Coordinator**
   Office #: 133D
   Phone: 527-4543
   claudia.angus@wwcc.edu

For appointments please call: 509-527-4262

Walla Walla Community College is committed to provide equal opportunity and nondiscrimination for all educational and employment applicants as well as for its students and employed staff, without regard to race, color, creed, national origin, sex, sexual orientation, including gender expression/identity, marital status, age (over 40), the presence of any sensory, mental, or physical disability, the use of trained guide dog or service animal by a person with a disability, or status as a Vietnam and/or disabled veteran, National Guard member or reservist in accordance with the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Federal Rehabilitation of 1973, the Americans with Disabilities Act of 1990, and any other applicable Federal and Washington State laws against discrimination.

Please review the Standard Course Outline for this course (available from the Instruction Office). This course should as a minimum cover the topics included in the Standard Course Outline.