1. **COURSE TITLE: Survey of Substance Use Disorders**
2. **CATALOG – PREFIX/COURSE NUMBER/COURSE SECTION\*:** HSSR 1105
3. **PREREQUISITE(S): None COREQUISITE(S): None**
4. **COURSE TIME:**

**LOCATION:**

**MODALITY:**

1. **CREDIT HOURS: 3 LECTURE HOURS: 3**

 **LABORATORY HOURS: 0 (contact hours) OBSERVATION HOURS: 0**

1. **FACULTY CONTACT INFORMATION:**

 **Instructor: Your Name**

 **Phone: 937-393-3431 Ext.**

 **Email: yourname@sscc.edu**

 **Office hours:**

1. **COURSE DESCRIPTION\*:**

This course explores chemical dependency issues from a historical, cultural, biological, and legal perspective. Major topics include: recognizing signs and symptoms of substance abuse, prevention of substance abuse, differences in helping strategies with substance users, pharmacology, and psychopharmacology.

This course meets the required hours for application for a Preliminary CDCA, as listed by the Ohio Chemical Dependency Professionals Board. Upon completion of the course, students who earn a C or higher will be issued a certificate that can be submitted to the OCDP Board.

1. **LEARNING OUTCOMES\*:**

 After this course, students will be able to:

1. Explain the historical, cultural, and legal issues related to substance use and abuse.
2. Describe the basic functions of the human nervous system, including the effects of drugs on the nervous system.
3. Explain the basic pharmacological principles related to substance use and abuse.
4. Describe the dynamics of substance use and abuse related to the following: cocaine, amphetamines, nicotine, caffeine, alcohol, depressants, opiates, marijuana, hallucinogens, psychiatric drugs, and prescription and over-the-counter drugs.
5. Discuss the issues of substance abuse prevention.
6. Cite and explain the major theories of addiction.
7. Describe drug treatment settings and services.

**9. ADOPTED TEXT(S)\*:**

*Drug Use and Misuse, 9th edition*

Stephen A. Maisto; Mark Galizio; Gerard J. Connors

Cengage Learning

Looseleaf + MindTap PAC Bundle:

ISBN 9780357304150

Students are encouraged to acquire their Cengage textbooks through the [SSCC Bookstores](https://www.sscc.edu/services/bookstore.shtml#textbooks) or directly from [Cengage](https://www.cengage.com/unlimited/). Cengage Unlimited allows a student to receive access to Cengage's entire textbook catalog, and all digital resources, for a flat fee.

What does this mean to you? First, students can get ALL Cengage textbooks for one price.

Cengage Unlimited:

• 1-Term Access Student/List Cost $119.99 – ISBN 9780357700006

• 1-Year Access Student/List Cost $179.99 – ISBN 9780357700013

• 2-Year Access Student/List Cost $239.99 - ISBN 9780357700020

Free print rental is available with any activated Cengage Unlimited digital course for only $7.99 shipping and handling per hardcopy textbook (this price is based on the average MSRP of Cengage hardcopy textbooks)

Also, students are given the option to purchase a loose-leaf copy to keep after they activate their digital course for anywhere between $20-and $50 (price dependent on title).

If you purchased Cengage Unlimited last semester with either the 1- or 2-year option, there is no additional cost for this course.

**Important things to know about what you need to buy to pass this course:**

MindTap is required to do your reading, homework, and quizzes; and therefore required to pass this course. However, MindTap contains an ebook, so you have a less expensive option to buy.

**10. OTHER REQUIRED MATERIALS\*\*:**

Southern State Community College offers technical support for students. Please see the following information about technology requirements and how to access assistance. Please note that your Instructor does not have access to the systems that support email, MyCanvas, and other publisher platforms for online learning. Therefore, you need to utilize the information below to resolve any technical issues related to your education at SSCC.

[Click Here for Student Technology Resources](https://www.sscc.edu/academics/student-technology-resources.shtml)

**11. GRADING SCALE\*\*\*:**

##  The grading scale will follow the policy in the college catalog:

##  A 100 – 90

B 89 – 80

C 79 – 70

D 69 – 60

F 59 – 0

**12. GRADING PROCEDURES OR ASSESSMENTS:**

| **Assessment Tool** | **Possible Points** | **Maximum Points** | **Weighted Values** |
| --- | --- | --- | --- |
| **MindTap** | **100** | **100** | **30%** |
| **Discussion Boards** | **15 each** | **225** | **15%** |
| **Abstinence/Alternative Assignment – Journal entries** | **Initial entry 50 points****All other entries 10 points each (a minimum of 3 each week for eight weeks; 24 total)****Conclusion Paper on the experience 85** | **50****240****85** | **25%** |
| **Paper - Choose a topic from the list** | **100** | **100** | **10%** |
| **Reflection Paper – Attend AA or NA** | **100** | **100** | **10%** |
| **Comprehensive Final** | **100** | **100** | **10%** |
| **Total Points** | **=** | **1000** |  |

1. MindTap Publisher Content Assignments are graded. A link is available in MyCanvas to the publisher's content and assignments.
2. Discussion boards are collaborative learning experiences. Therefore, the student must create a thread in response to the provided prompt for each forum. When responding to Discussion Board Forums, answers each of the questions posted for the assigned readings or videos. You must reply thorough, coherent, and demonstrate critical thinking. Also, you must give feedback to at least two additional students on the discussion thread. Each thread must be a minimum of 250 words and demonstrate course-related knowledge. Typically, a Canvas Discussion will be due before the first class each week. Therefore, you must check Canvas weekly to ensure you complete all discussion board forums on time.
3. Abstinence Experience

Think about an activity that you enjoy or engage in infrequently and commit to discontinuing this activity. On February 1, you are asked to abstain from a mood-altering chemical/substance/food/activity for eight weeks. The substance will include alcohol, other drugs, nicotine, caffeine, sugar, or similar substances. An activity can consist of gambling, spending money, watching television, spending time on the computer, swearing, etc. The purpose of your abstinence is to assist you in understanding what chemically dependent people face in treatment and recovery in this culture. Hopefully, you will begin to assess the role chemicals play in your life. You are to choose something that will be a real challenge for you, as this will help you learn much more than if you chose something easy to change about your life.

You are to keep a journal describing and reflecting upon your abstinence, with at least three entries per week describing your experiences, thoughts, feelings, successes, and struggles. **Each day's entry should be one double-spaced page, Times New Roman 12 pt font, making three pages per week. In Canvas, you will use the journal feature for each entry.**

You are to inform your Instructor at the outset what substance you will be abstaining from, and you are to tell at least two significant persons in your life that you will be abstaining from that substance. In addition, you are to develop a plan for dealing with the difficulties of abstinence, including the possibility of relapse. The Instructor may refer you to resources within your community and provide you with information regarding your choice to abstain from a substance/activity. Please feel free to contact the Instructor if you have questions during this process or need guidance.

All journal entries need to be in narrative paragraph form. Do not copy questions or points from the assignment area and respond using Q/A format.

In your first journal entry, describe yourself and your environment in terms of such areas as the following:

* Your reasons for choosing this substance or behavior to abstain from or acquire
* Who do you tell about this experiment, and who do you look to for support
* Your daily experiences and feelings
* Your physical state (health, energy, sleep, nutrition)
* Your psychological state (motivation, emotions, coping skills, self-esteem,

thoughts, insights, confidence, self-efficacy, emotional management)

* Your social life (social support, undermining, changes, friends, family,

classmates, insights about others, reactions by others)

* Your spiritual state (choices, honesty, belief systems, ethics, practices, honesty, personal value system)
* Your environment (media, advertising, social mores)
* What you are learning about yourself
* What you are learning about your environment
* What you are learning about addiction
* What you are learning about behavior and attitude change

Finally, write a **3-page double-spaced conclusion about how this experience will help you understand or work** with chemically dependent people. Be specific. You will not be graded on your success or failure in abstaining but on your growth in understanding yourself and the dynamics involved in dealing with addictions. However, it is essential to make your best effort to abstain for the full 60 days. You will submit the final paper via Canvas.

**Alternative Assignment**

Choose a behavior or habit that you wish to acquire—work at developing that habit or acquiring an action. Use the same reporting and journaling process as if you had chosen abstinence. Examples could be: starting a daily exercise program, meditation, eating healthy food, or other self-care activities. This exercise requires the same amount of time and effort as the abstinence exercise. The reporting will be the same via a journal in Canvas.

D. Each student will write a 5-page paper on one of the following topics:

a. Stages of Change Model (AKA: Transtheoretical Model)

b. Medication-assisted Treatment

c. Medical Use of Marijuana – this cannot be a paper about why marijuana should be legalized! It must focus on the use of medical marijuana. If the paper is more about the legalization of marijuana, you will have your grade reduced by 50 points.

d. A topic related to the course that interests you but MUST be approved by the Instructor.

* The paper must be a minimum of 5 pages, not including the cover, abstract, or works cited page.
* A minimum of five outside resources are required for this paper, none of which can be over four years old. You must use peer-reviewed scholarly journals. You cannot use websites. If you use a webpage/website, your grade will be lowered by 10 points for each one used. The paper must be written in APA format.

E. Each student will attend an AA or NA meeting. Please note that online meetings for this assignment are not acceptable unless the Instructor specifies otherwise. If you attend an online meeting, you will still need to keep in mind the assignment elements as you attend the online meetings. There are no exceptions to the type of meeting. The meeting must be an open meeting unless you identify as a friend of Bill or part of the NA fellowship. If you are a friend of Bill or attend NA, you must participate in a meeting different than your home meeting. Make sure that you are attending an open (not closed) meeting. Should someone ask, be honest about your reasons for being there. People are typically appreciative of your interest in the organization, but remember that you are there to observe, not interview participants respectfully. Above all, respect the anonymity of the people you meet there. You may see people you know, and if so, respect their anonymity. Do NOT take notes or bring a tape recorder. Schedules of 12-step group meetings will be made available by the Instructor.

The discussion paper will be a compilation of your field notes following attendance at the meeting, combined with your learning from the assigned readings and class discussions regarding 12-step programs. Begin with a short description: name of group, place, type of meeting, a brief description of the demographic characteristics of the group, physical surroundings of the meeting, and atmosphere and tone. The remainder of the paper should focus on:

* Your reactions as an individual attending for the first time. What did you observe/learn about yourself by attending? Were you nervous? Why or why not? Did you have any stereotypes that were confirmed or shattered? What emotions did you experience?
* What social, psychological, and spiritual principles of human behavior are the 12-step programs based on, and what are the implications? How do they contribute to its success?
* Implications for your professional practice. Who do you think would benefit from such a group? How would you prepare a client for such a group based on your initial experience? Who might have a hard time participating in such a group? What do you think are the keys to the success of this approach?
* Integration of classroom materials with 12-step observations. How does this experience fit or not fit with the information presented in class or read for this class?
* Compile your reactions into a 4-5-page paper. Also, be prepared to discuss your findings and observations in class.

F. Comprehensive Final – this will be available on MyCanvas.

At the Instructor's discretion, an evaluation may include any or all of the following: final exam, mid-term exam, chapter tests, quizzes, term papers and themes, class projects, attendance, class participation, and other assignments.

* **ALL** documents are submitted electronically via Canvas. The Instructor will not accept assignments via email. You will be required to upload the documents; attach the files per the due dates' instructions. The only exception for this may be Discussions or other assignments that only provide a textbox that requires you to answer specific questions. If you are required to answer particular questions, do so in the textbox provided, do not attach a file. NO ASSIGNMENTS WILL BE ACCEPTED IF SUBMITTED VIA EMAIL IN CANVAS OR THE OUTLOOK SYSTEM.
	+ Students need to be comfortable with using technology. The federal government mandates the use of electronic health records. Many social service organizations also use electronic records to document interactions with clients, even if their recording information is not related to an individual's health. As a result, in this class, you must submit ALL assignments through Canvas in the actual course, not the email in Canvas. Projects submitted via email in Canvas or the college email system will receive a zero (0).
	+ If you do not know how to submit documents, there are tools in Canvas and links throughout this syllabus to use to learn. However, it is your responsibility to understand how to submit documents.
* If you fail to submit the documents by the due date, you will receive zero points. There will be no exceptions to this.
* If you do not know how to upload documents, you need to contact Canvas Support. There are also tutorials available in Canvas and through Canvas Support to help you. Emailed documents will not be accepted. If you do not upload documents before the due date and time, you will receive zero points.

**13. COURSE METHODOLOGY: *(Course Syllabus – Individual Instructor Specific)***

This course will utilize lectures, case studies, class discussions, small group projects, and group discussions. This course will also use power points to supplement the material in the textbook. Videos (i.e., movies, Tedtalks, music, or otherwise) may be used in addition to the textbook and power points for the class to supplement the primary textbook. Interactive class discussion is encouraged, and staying current on reading assignments is necessary to participate in class discussions adequately. These may be viewed in class or assigned throughout the semester to view and be prepared to discuss in class. The Instructor may post links to videos in the learning management system, MyCanvas. In addition, the Instructor may require the students to write a reflective paper on any video, music, or otherwise, shown in class or directed to be viewed outside of class hours.

The course is sensitive. Various topics, including trauma, are personal and relevant to all individuals. The Instructor will advise students on self-care during the class. Confidentiality is expected, and if it is not respected, students may be dropped from the course.

Attendance:

One of the greater expectations of this course is fulfilling your obligation of attendance. While your readings cover a substantial proportion of the course content, classroom participation is the most integral part of this course. As attendance will be taken every day and is part of your overall grade, you must minimize the number of absences you may have. You will start with a 100-point attendance pool. For each absence, you will lose points from the attendance pool. For example, the student would need to withdraw from the course with seven absences. If you do not withdraw from the course, you will receive an "F" as your final grade. It is your responsibility to sign the attendance sheet as it is passed. If you request the Instructor add your name to the attendance sheet after class because you missed it as when passed around, you will be counted as tardy. See more information below on tardiness. If you are absent a day, you must ask the Instructor the next class day if you missed a handout, as these may contain information that can be included on quizzes and exams.

Tardiness:

Tardiness is a significant issue as well. It deprives you of needed classroom participation time; it is incredibly disruptive to the overall classroom flow and dynamic. Occasional lateness is understandable; consistent tardiness is not. For every three occurrences of tardiness, you will be given an absence. Treat this course as a serious learning endeavor and come to class on time. Tardiness will be defined as being late for the scheduled start of the class. For example, if the class begins at 3:00 pm and you arrive at 3:01 pm, you will be considered tardy. If the Instructor is late due to unforeseen events and you arrive later than the scheduled class, you will not be counted as tardy before the Instructor.

Cell Phones:

There is no reason for cell phones in class. Therefore, there is a simple rule: NO CELL PHONES ARE ALLOWED IN CLASS. Put them away from your visibility. The only exception is if you have an occupation that requires you to be on call. If that is the case, you must inform me for consent to have a cell phone.

Despite the attempted subterfuge, it is easy to spot when someone is texting. Don't have your cellphone out. If you have a cell phone out, an absence may be recorded.

Children in Class: Please do not bring children into Human Services classes, regardless of the reason. Many of the discussions held in Human Services classes feature mature topics and may not be suitable for children. Additionally, some students may feel uncomfortable engaging in class discussions on mature topics when children are in the room. So, please do not bring children to class.

Sleeping:

Sleep at home, not here. If you sleep, you are not present. If you are caught sleeping, you will be marked as being absent.

Disruptive Behavior:

Any behavior that distracts other students from learning and participating is disruptive. The disruptive behavior most commonly occurs in holding loud conversations during class (but not limited to such). If you are disruptive, you may be asked to leave the class and an absence recorded.

Academic Honesty:

Academic honesty is a must in an institution of higher learning. Academic dishonesty includes (but is not limited to) cheating, plagiarism, or helping another student engage in academic dishonesty. If a student engages in academic dishonesty, the student may receive an automatic failing grade for the assignment or course at the Instructor's discretion.

Reading:

Students are expected to complete the assigned reading before class to be prepared for class. Likewise, your writing assignments and exams will cover a significant portion of the assigned readings. In the tentative outline, you will see when readings are due. Looking at the chart, you will see a corresponding day with each textbook chapter. If there are additional readings, the Instructor may include these within the syllabus, post an announcement in MyCanvas, or have the reading title available on a specific assignment in the learning management system. If reading is posted in MyCanvas, you will need to locate the electronic version of the article (typically a journal article) if a PDF is not posted. The necessary information about the article – author, name of the journal, date, page numbers, etc. will be noted in the MyCanvas system. It is your responsibility to read all assigned items beyond the required textbook for the course.

**14. COURSE OUTLINE: *This outline must be followed per the endorsement of the HSSR 435 A Program.***

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| --- |
| **HSSR 1105 Survey of Substances OCDP Board Content Hours** |
| **Week** | **Lecture and Class Discussion** | **Assessment/Assignment****Or Reading Due** | **Student Learning Outcome** | **OCPD Required****Content Areas** |
| **One** | Review of Syllabus and expectationsLegal and ethical considerations Pharmacology and drugs – how drugs are defined, classifications; the drug experience; characteristics of users; how harmful use is defined versus the DSM V criteria | Canvas Discussion – IntroductionsChapter OneCanvas Discussion – what does an addict look like and sound like? | 1, 3 | **C4 - 1 hour****C6 – 1 hour** **C9 - 1 hour** |
| **Two** | History overview of drug use, including parallels in the medical field; legislation and drug laws; ethical implications.Drugs and the nervous system – how drugs interact with the brain and specific neurotransmitters; the disease model of addiction. | Chapter TwoCanvas Discussion – How have laws about the use of drugs impacted treatment?Chapter ThreeCanvas Discussion – Explain how this chapter supports the disease model of addiction | 1, 2, 3 | **C1 - 1 hour****C6 – 1.5 hours****C9 - .50 hour** |
| **Three** | Drug dose, routes of administration, absorption, and elimination, drug interactions – enhancing or diminishing: antagonistic effects; medication-assisted treatment modelCharacteristics of the user: biological, psychological, social, and environmental factors; tolerance and assessment, human behavior model in drug use | Chapter FourCanvas Discussion – Choose a side: for or against medication-assisted treatment? Explain your answerChapter FiveCanvas Discussion – Explain how biological factors and human behavior are involved in intolerance | 2, 3, 6 | **C1 – 1 hour****C4 - 1 hour****C6 – 1 hour** |
| **Four** | Cocaine and amphetamines - Historical perspective and current trends; how are they used, how do they affect the body, differences related to dose, physiological and behavioral effects, what about tolerance?; stimulant drugs and ADHDMatrix Model for Stimulant DisordersHistory of Tobacco Use, Prevalence, Effects on the body, Tolerance, and Dependence, Acute Effects, Treatment – medication-assisted: patches, gum, antidepressants, CBT, apps to help motivate, co-occurring anxiety disorders Caffeine, Sources of caffeine, History, Prevalence, effects on the body, tolerance, dependence, and withdrawal, Acute Effects, Chronic Effects, Therapeutic uses – migraines, caution about energy drinks | Chapter SixCanvas Discussion – why is it so hard to quit smoking?Chapter SevenChapter Eight | 1, 3, 4,7 | **C1 – 1 hour****C2 – 1 hour****C3 – 1 hour** |
| **Five** | History of alcohol use; types of drinks and alcohol content; consumption of alcohol in the United States; pharmacology of alcohol, tolerance and dependence, therapeutic uses, acute effects, effects of chronic heavy drinking, the development of alcohol use disorder; withdrawal of alcohol and the role of benzos in treatment; the role of AA in treatment. | Chapter NineCanvas Discussion - Is Alcoholism a disease or a choice?AA Reflection Paper Due | 1, 3, 4, 7 | **C1 – 1 hour****C2 – 1 hour****C8 – 1 hour** |
| **Six** | History of opiates, effects on the body, medical use of opiate drugs, acute psychological and physiological effects of opiates, chronic effects of opiates, tolerance, and withdrawal – how an overdose happens after abstinence. Medication-assisted Treatment – Model Opiate Treatment Programs | Chapter TenCanvas Discussion – If you were part of an opiate task force and money was not a limitation, what kinds of things/services/treatments/ would you provide in your community? Explain your answer.[TIP 43](https://www.hrsa.gov/behavioral-health/tip-43-medication-assisted-treatment-opioid-addiction-opioid-treatment-programs) | 1, 3, 5, 7 | **C2 – 1 hour****C6 – 1 hour****C8 – 1 hour** |
| **Seven** | Marijuana - historical overview, epidemiology, methods of use, active ingredients, absorption, distribution, what it does to the body, medical and psychotherapeutic uses of marijuana, physiological and psychological effects of marijuana use.Historical hallucinogens, serotonergic hallucinogens, methylated amphetamines, anticholinergic amphetamines, dissociative anesthetic hallucinogens | Chapter ElevenCanvas Discussion – Explain why smoking pot is bad for the adolescent brain.Cognitive Behavioral Therapy Supplement: 7 Sessions of Cognitive Behavioral Therapy forAdolescent Cannabis UsersChapter Twelve | 1, 3, 4, 7 | **C2 – 1 hour****C3 – 1 hour****C6 – 1 hour** |
| **Eight** | Psychotherapeutic medications, historical overview, epidemiology, class of drugs and their actions – antipsychotics, antidepressants, antianxiety, non-benzo treatment, mood stabilizers, Psychotherapeutic drugs, and pregnancy; co-occurring diagnoses; treatment for dual diagnosis individualsPrescription drugs, Over-the-counter Drugs, Herbal Products, hormones, dietary supplements, Inhalants – physical reasons individuals take these and begin to misuse | Chapter ThirteenChapter Fourteen | 1, 3, 4, 7 | **C2 - 1 hour****C4 - 1 hour****C6 - 1 hour** |
| **Nine** | Defining prevention, models of prevention, principles of drug prevention, current topics in prevention, best practices in preventionMotivation to change, change without treatment, self-help groups, models of substance use disorders, alcohol treatment settings, and services, Other drug treatment and services, special topics in AOD treatment | Chapter SixteenCanvas Discussion – what do you think about prevention efforts regarding the use of substances? Chapter FifteenConclusion Paper regarding Abstinence Activity/Alternative Assignment | 5, 6, 7 | **C2 – 1 hour****C3 – 1 hour****C7 – 1 hour** |
| **Ten** | Brief Interventions and Brief Therapies for Substance AbuseSubstance abuse Group TreatmentLevels of Care used in the state of Ohio for placement in treatment | [TIP 34](https://store.samhsa.gov/product/TIP-34-Brief-Interventions-and-Brief-Therapies-for-Substance-Abuse/SMA12-3952)TIP 41 | 6, 7 | **C2 – 1 hour****C3 – 2 hours** |
| **Eleven** | Addressing the behavioral health needs of menAddressing the specific needs of womenTrauma-informed care in Behavioral Health Services – awareness of PTSD and other trauma | TIP 56TIP 51TIP 57 |  | **C1 – 1 hour****C2 – 1 hour****C8 – 1 hour** |
| **Twelve** | 12 Core Functions: Screening, Intake, Orientation, Assessment, Treatment Planning, Counseling, Case Management, Crisis Intervention, Client Education, Referral, Consultation, Reports, and Record-Keeping | Canvas Discussion – Based on the previous week's reading, who would be more challenging to treat, men or women? Explain your answer. | 1, 7 | **C4 – 1 hour****C8 – 1 hour****C9 – 1 hour** |
| **Thirteen** | Biopsychosocial – what it is, questions to ask, examples of how to do one in class.Treatment planning – using the Stages of Change Model and the level of care, a treatment plan will be developed based on the example in class. | Canvas Discussion – What do you believe is the most critical question to ask an individual struggling with addiction? Explain your answer. | 4, 6, 7 | **C4 – 1 hour****C8 – 2 hour** |
| **Fourteen** | Addiction Counseling Competencies<http://codes.ohio.gov/oac/4758-6> | TAP 21 | 1, 7 | **C9- 3 hours** |
| **Fifteen** | Addiction Counseling Competencies for Supervisors<http://codes.ohio.gov/oac/4758-8> | TAP 21-A | 1, 7 | **C9 – 3 hours** |
| **Finals Week** | Final Exam |  |  |  |

**15. SPECIFIC MANAGEMENT REQUIREMENTS\*\*\*:**

**Communication Policy**

MyCanvas is the primary communication tool in this course. Students must check the course site for announcements and monitor their email in MyCanvas regularly. In addition, emails to the Instructor must be sent from the email system in MyCanvas. The email in MyCanvas is the most efficient means to contact the Instructor for this course. Canvas has an application for iPhone and Android systems, enabling communication to be more efficient for students and instructors.

***Failure to read course announcements, instructor emails, or the course assignment schedule does not justify late assignments or failure to comprehend due dates.***

All assignment submissions are via MyCanvas. Written assignments must be submitted using the MyCanvas course assignment links. The assignments include submitting your papers or answers using a survey or test instrument. Other written assignments may be submitted in any of the following formats: Microsoft Word (.doc) preferred; Rich text format (.rtf); Plain text (.txt); Adobe Acrobat PDF (.pdf). All written assignments must be one document that is one attachment, not multiple attachments. Multiple attachments submitted for one written assignment will not be accepted and will result in a zero for the assignment even if submitted before the due date.

**ACADEMIC MISCONDUCT (Student Handbook, Page 38)**

[Click Here for a Link to Student Handbook](http://www.sscc.edu/students/assets/student-handbook.pdf)

**Southern State is committed to providing educational opportunities that promote students' academic, professional, and personal growth.  To these ends, all members of the College are expected to uphold the highest academic and ethical standards.**

Types of Misconduct are

1. Any unauthorized use of material (books, notes of any kind, and so forth) during an

examination, test, or quiz.

2. Copying from another student's work or permitting one's work to be copied during

an examination, test, or quiz.

3. Unauthorized use of equipment (computers, calculators, or any type of educational or laboratory equipment).

4. Permitting a person to pose in one's place during an examination, test, or quiz or

posing as another person during an examination, test, or quiz.

5. Altering an examination, test, or quiz, or any other type of evaluated work in an effort to have the work re‐evaluated for a higher grade.

6. Plagiarizing or permitting one's work to be plagiarized.

7. Using unauthorized or improper methods to determine in advance the contents of an examination, test, or quiz.

8. Unauthorized use of computer software during an examination, test, or quiz.

9. Submitting as one's own work a work of art, speech or oral report, a musical composition, a computer program, a laboratory project, or any other creation done by another person.

For further definition, student responsibilities, charges, sanctions, and the appeal process, visit:

[Click here for a Link to Academic Misconduct and Regulations](http://www.sscc.edu/academics/regulations.shtml#academic‐misconduct)

**Further clarification on plagiarism**

Understanding plagiarism can be confusing. Violations of these standards include cheating, plagiarizing; submitting, without permission, a paper or assignment completed for one class to fulfill a requirement for another class; fabricating materials, using materials in an unauthorized manner; misrepresenting academic records; or facilitating academic dishonesty.

To clarify, copying word for word from any source without enclosing the material in quotation

marks and citing the source and page number of the quote is considered plagiarism. Re-writing original ideas in your own words without citing the source of the ideas is also considered plagiarism. **You can again not turn in previous assignments for other courses to meet the requirements for this course. If you do, you will receive a zero (0) on the assignment and risk the possibility of failing the course automatically.**

**16. FERPA:\***

Students need to understand that others may see your work. For example, others may see your work when being distributed, during group project work, or if it is chosen for demonstration purposes.

Students also need to know that there is a strong possibility that their work may be submitted to other entities for plagiarism checks.

**17. DISABILITIES:\***

**Accessibility and Accommodations:** Southern State Community College is committed to providing reasonable accommodations for all persons with disabilities. The syllabus is available in alternate formats upon request.

**Students with disabilities:** If you seek classroom accommodations under the Americans with Disabilities Act, you must register with the Disability Services Office.

If you have a condition or situation that would make it difficult for you to carry out the work as outlined, please notify the Instructor as soon as possible. In addition, students with disabilities may contact the Disabilities Service Office, Central Campus, at 800-628-7722 or 937-393-3431 ext. 2604. You can also use the following link to check out the web page for the College and more information for more information.

[Click Here for a Link to Disability Services](http://www.sscc.edu/services/disability-services.shtml)

If you have a disability, you are responsible for providing all instructors with a letter indicating the reasonable accommodations necessary to support your academic success. A representative from the Disabilities Service Office creates the letter, but it is your responsibility to provide the Instructor with a copy of the letter.

**18. OTHER INFORMATION:\*\*\***

*The Instructor reserves the right to modify the course syllabus and content to enhance the learning of individual students and the class as a whole. Modifications may include additional assignments that are not listed in the syllabus but are conducive to learning and in the best interest of developing professional skills.*

**SYLLABUS TEMPLATE KEY**

**\*** Item cannot be altered from that which is included in the master syllabus approved by the Curriculum Committee.

**\*\*** Any alteration or addition must be approved by the Curriculum Committee

**\*\*\*** Item should begin with language as approved in the master syllabus but may be added to at the discretion of the faculty member.