1. **COURSE TITLE\*: Introduction to Social Services and Ethical Procedures**
2. **CATALOG – PREFIX/COURSE NUMBER/COURSE SECTION\*:** HSSR 1110
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 introduces students to the fields of human services, counseling, case management, and other mental health-related fields. The foundation of the human services system and social work is presented. It explores the etiology of social problems among the general population, minorities, and out-groups; the history and development of mental health services; legal and ethical issues; and various settings in which services are provided. This course provides a framework of human services practice to prepare students for their experience in a human services agency. Ethical and legal issues related to interventions with individuals, groups, organizations, and communities in generalist practice and chemical dependency are emphasized. The seminar format provides for the integration of experiences with academic courses. Creative problem solving and human services values are featured. Exposure to differing theoretical perspectives will be explored. The goals of the human services system and the role of the social work assistant will be included.

This course provides some of the required hours for application for a Preliminary CDCA, the renewable CDCA, and LCDC II, as listed by the Ohio Chemical Dependency Professionals Board.

1. **LEARNING OUTCOMES\*:**

 After this course, students will be able to:

1. Understand the historical issues that have shaped societal responses to social problems in the U.S.
2. Understand the role of State governing boards in credentialing, certification, or licensure of helping professionals.
3. Explain and understand the concept of "legal scope of practice" for helping professionals as determined by State law.
4. Describe different levels of professional certification or licensure, their differing educational requirements, and legal scope of practice issues.
5. Discuss the historical evolution of the helping professions in the U.S.
6. Have a general understanding of common entry-level therapeutic skills such as interviewing, active listening, information gathering, relationship building, case management, and group dynamics.
7. Access to adequate knowledge related to human services processes applies to special populations, including the aged; racial, ethnic, and sexual minorities; the physically challenged; children; the homeless, the mentally ill; victims of violence; and others.
8. Examine and understand the difference between personal beliefs/values and professional responsibilities and ethics.
9. Understand the basic concepts of human services practice to include micro, mezzo, and macro skills while applying creativity to the human services intervention process
10. Appreciate the fundamental human services work values and ethics and be able to apply these concepts to the development of a vocational style.
11. Understand legal and ethical issues about therapeutic relationships with clients in the generalist and chemical dependency settings.
12. Understand the problem-solving process from preparation to design to verification using intuitive and rational frameworks.
13. Apply ten essential therapeutic characteristics to professional helping relationships. Individual and group exercises and role-playing will demonstrate this.

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

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Empowerment Series: Understanding Generalist Practice, 8th Edition

Understanding Generalist Practice

By: Karen Kirst-Ashman and Grafton Hull.

8th Edition, 2016, Cengage ISBN: 978-1-305-96686-4 (MindTap will be used for this textbook)



Introduction to Human Services: Through the Eyes of Practice Settings

Michelle Martin

4th Edition, 2018, Pearson

ISBN-13: 9780134461069 (Paperback)

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.

1. **OTHER REQUIRED MATERIALS: (SEE APPENDIX C FOR TECHNOLOGY REQUEST FORM\*\***

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** | **Points** | **Totals**  |
| **A. Four Exams**  | **100 each** |  **400** |
| **B. Comprehensive Exam** | **100** |  **100** |
| **C. Unannounced Quizzes (6)** | **100 each** |  **600** |
| **D. Discussion Boards - 15** | **15 each** |  **225** |
| **E. Paper** | **100** |  **100** |
| **F.Values Clarification Exercise** | **100** |  **100** |
| **G. Attendance** | **100 available for perfect attendance** |  **100** |
| **Total Possible** | **=** | **1625** |

1. **Exams will be multiple choice and true/false format. Exams must be made-up the next day you are present for class. You cannot take the exam during class time. You must make arrangements to take it when it does not interfere with attendance.**
2. **A comprehensive exam will cover content from the entire class.**
3. **Unannounced Quizzes – there are no make-ups for quizzes.**
4. **Discussion Boards – Answer each of the questions posted for the assigned readings or videos. Your answers must be thorough, coherent, and demonstrate critical thinking to earn all points. In addition, you must give feedback to at least two additional students on the discussion thread. A rubric for grading the discussion will be provided.**
5. **There will be one class paper. This will be a well-organized paper using documentation to explain how a human service worker should proceed when their beliefs and values differ from the client's beliefs. Apply the generalist practice ethical decision-making model to defend your position. Utilize the codes of ethics as an additional resource to support your evaluation of the ethical dilemma.**

**The paper should be 6-10 pages, APA format. Page numbers do not include the cover sheet, abstract, or reference sheet. For additional resources beyond the textbook, use at least four external resources, i.e., journal articles no less than five years old. Do not use only websites. If you do, your grade will automatically be lowered by 10 points.**

 **Helpful websites**

 **http://library.sscc.edu/**

[**http://sscc.libguides.com/friendly.php?s=citations/apa**](http://sscc.libguides.com/friendly.php?s=citations/apa)

[**http://www.apastyle.org/learn/faqs/index.aspx**](http://www.apastyle.org/learn/faqs/index.aspx)

[**http://www.acestudy.org/**](http://www.acestudy.org/)

[**http://codes.ohio.gov/orc/2151.421**](http://codes.ohio.gov/orc/2151.421)

1. **You are completing the Life Values Inventory and writing a reflection paper responding to the results. Use the link provided to create a free account to complete the inventory. Compare this to what you believed to be your values before taking the inventory. In your written reflection paper, compare the results with what you know to be true about yourself. Note any surprises in the results. Analyze how your values will impact your role as a generalist practitioner, social work assistant, or chemical dependency counselor assistant. The reflection paper should be no less than three pages, 12pt font, Times New Roman, double-spaced.** [**http://www.lifevaluesinventory.org/**](http://www.lifevaluesinventory.org/)
2. **Class attendance is part of your grade. Perfect attendance = 100 points; 1 absence = 80; 2 absences = 60 points; 3 absences = 40 points; 4 absences; 5 absences = 10 points. Students who miss more than six classes may be asked to withdraw from the class by the Instructor. If you do not withdraw from the course, you will receive an "F."**

**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 1110 Introduction to Social Services and Ethical Procedures OCDP Board Content Hours** |
| **Week** | **Lecture and Class Discussion** | **Assessment/Assignment and Reading Due** | **Student Learning Outcome** | **OCDP Required Education Hours** |
| **ONE** | **Review Syllabus** Definition of human services and the helping professions – why are they needed?The role of human social services professionalsTheoretical frameworks and approachesRole of state governing boardsEthical decision-making ModelCode of Ethics - Ethical Standards in Human Services, NASW, ACA, Chemical Dependency CounselorsClient confidentiality versus public protectionLaws, policies, and regulations – scope of practice and State governing boardsEthical PrinciplesPersonal and professional values | Kirst-Ashman/Hull: Chapter 11Discussion One –Introductions: Name, why you chose to take this course, and what you hope to learn. Respond to at least two other people.Martin: Chapters 1 and 3[**http://www.lifevaluesinventory.org/**](http://www.lifevaluesinventory.org/) | 1, 2, 3, 4, 5, 8, 11 | **C9 – 1 hour** |
| **TWO** | History and evolution of social welfare policySocial JusticeGeneralist intervention model and theoretical frameworksThe purpose of social workFoundation of social work knowledge, skills, and practiceProblem-solving methodPractical skills in Assessment and counselingInformed consent, Duty to Warn, Mandated reporting, and Mandated clients | Kirst-Ashman/Hull: Chapter 1Martin: Chapter 2 Discussion Two: What social justice topic are you passionate about? Defend your argument in favor of gaining support from others in the class.Values Clarification Exercise Paper due | 1, 5, 6, 8, 11 | **C2 – 1 hour****C4 – 1 hour****C9 – 1 hour** |
| **THREE** | Micro skills -working with individualsHelper characteristics and the therapeutic characteristics of helping relationshipsWorker/client relationship boundariesVerbal and nonverbal behaviorWarmth, empathy, and genuineness (Rogers – theoretical approach)Emotional regulation and The interview process | Kirst-Ashman/Hull: Chapter 2Martin: Chapter 4In class role playsDiscussion Three: What helper characteristics do you have that make you a good candidate for the human and social services field? Give specific examples. What may be a challenge for you as you consider entering the field? Explain your answer/ | 6, 9, 13 | **C2 – 1 hour****C4 - 1 hour** |
| **FOUR** | Review of Substance Use Disorders – criteria, MI, Rolling with Resistance, Decisional BalanceClients and treatment optionsWorking with groupsTypes of groupsWorker roles in groupsGroup dynamicsSkills in the group settingRelated ethical and legal issues | Kirst-Ashman/Hull: Chapter 3Martin: Chapter 12Discussion Four: What role do you see spirituality playing in your professional development? As those in the helping profession, I ask this question because we must assess how spirituality or religion has impacted our clients.  | 6, 7, 8, 9, 12 | **C2 – 2 hour****C3 – 1 hour** |
| **FIVE** | The organizational context of human services practiceThe theoretical base for organizational and community changeMicro, mezzo, and macro skills for organizational and community changeWorker roles in organizational and group changeSWOTThe LOGIC Model | Kirst-Ashman/Hull: Chapter 4Martin: Chapter 9Discussion Five: What population do you want to work with based on your knowledge of the helping professions? Explain your answer | 6, 8, 9, 10 |  |
| **SIX** | Engagement and Assessment in generalist practiceHx of Mental Illness – common mental health disorders; practice settingsGoals of AssessmentAssessing individuals, families, and groupsDocumentation and referralAssessment of community needsRelated ethical and legal issues | Kirst-Ashman/Hull: Chapter 5Martin: Chapter 8Discussion Six: Which mental illness are you most curious about? Explain why it piques your interest. | 6, 7, 9, 12, 13 | **C4 – 2 hours****C7 – 1 hour** |
| **SEVEN** | Planning in the helping professionsThe planning process – treatment planning and documentationPlanning in mezzo practicePlanning in macro practiceRelated ethical and legal issues | Kirst-Ashman/Hull: Chapter 6Martin: Chapter 11Discussion Seven: What resources does your community lack for treating individuals with mental health issues? | 6, 8, 9, 13 | **C7 – 1 hour** |
| **EIGHT** | Intervention applications for Assessment and treatmentRisk management in protective services: a decision-making approachCrisis intervention in micro practiceTrauma and the role it plays Alcohol and drug abuseThe Opiate Crisis and Chile WelfareRelated ethical and legal issues | Kirst-Ashman/Hull:Chapter 7Martin: Chapters 5 and 7Discussion Eight: What is your opinion on reuniting children with parents who have had substance use disorder? How might this opinion impact your vocational choices? | 6, 7, 9, 11, 12 | **C2 – 1 hour****C4 – 1 hour****C7 – 1 hour** |
| **NINE** | Evaluation, termination, and follow-upEvaluating social work practiceEvaluation designs for direct practiceEvaluation designs for programsIssues and problems in evaluationRelated ethical and legal issues | Kirst-Ashman/Hull: Chapter 8Discussion Nine: Why may termination be challenging for you as a helping professional? | 9, 12 |  |
| **TEN** | Understanding and working with families – including the role of family members in the addicted familyFamily assessment skillsFamily conflicts, problems, and resolutionsHuman services practice with familiesPlanning for family interventionTechniques of family interventionFamily preservationDiversity and familiesPromoting social and economic justice. Related ethical and legal issues | Kirst-Ashman/Hull: Chapter 9Martin: Chapter 6Discussion Ten: What are some unspoken family rules within your own culture that impact your values? | 6, 7, 8, 9, 11, 12 | **C5 – 2 hour****C2 – 1 hour****C4 – 1 hour** |
| **ELEVEN** | Bias and how this impacts professional developmentCultural CompetenceEthnic and racial sensitivityDiversity in the United StatesBarriers to effective multicultural social workPractice knowledge and skillsEffective cross-cultural interventionsRelated ethical and legal issuesIdentification of high-risk populations and interventions | Kirst-Ashman/Hull: Chapter 10Martin: Chapter 15Discussion Eleven: What is a bias you have, and where did it come from? There are no judgments with this question. Everyone has a bias of some type. Acknowledging the bias is key.[**https://implicit.harvard.edu/implicit/**](https://implicit.harvard.edu/implicit/) | 8, 10, 13 | **C7 – 1 hour** |
| **TWELVE** | Risk Factors for mental health and SUD Gender SensitivityFeminist perspective on generalist practiceMicro practice with womenCommon circumstances facing womenSurvivors of sexual assaultBattered womenFeminization of povertyBarriers to Substance Disorder IndividualsLGBTQIRelated ethical and legal issues | Kirst-Ashman/Hull: Chapters 12 and 13Martin: Chapters 13 and 14Discussion Twelve: Kirst-Ashman/Hull presents a specific definition of the feminist perspective. Based on their definition and the questionnaire in the textbook, do you identify as a feminist? Explain your answer. What challenges might you encounter if you identify as a feminist? How might this impact your vocational choice and professional development? | 7, 8, 9, 10 | **C7 – 3 hour** |
| **THIRTEEN** | Brokering and case managementEffective brokeringCase management - documentationRelated ethical and legal issuesMedical, Healthcare, and Hospice | Kirst-Ashman/Hull: Chapter 15Martin: Chapter 10Discussion Thirteen:  | 6, 9, 12, 13 |  |
| **FOURTEEN** | Record keeping and documentationImportance of writing in social work practiceWhat's in the recordCommon recording formatsWriting skills and recordingPrivacyRelated legal and ethical issues | Kirst-Ashman/Hull: Chapter 16Discussion Fourteen: Explain why documentation is important – beyond the billing issue and how it relates to professionalism | 6, 8, 9, 11, 12 | **C8 – 3 hours** |
| **FIFTEEN** | AdvocacyGoals of advocacyTargets of advocacyHistory of advocacyAssumptions about advocacyKnowledge required of advocatesAssessment and planning in advocacy situationsInterventions: advocacy strategiesLegislative advocacyRelated ethical and legal issues | Kirst-Ashman/Hull: Chapter 14Martin: Chapter 11Discussion Fifteen: As the semester ends, what are you passionate about, and what area of the helping professions most interests you and why? | 6, 7, 9, 12 |  |
| **Finals Week** | **Comprehensive Final** |  | **1-13** |  |

**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.