1. **COURSE TITLE\*: Prevention, Diagnosis, and Treatment of Chemical Dependency**
2. **CATALOG - PREFIX/COURSE NUMBER/COURSE SECTION\*:** HSSR 2216
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 systematically studies chemical dependency and the theory and practice modalities related to Treatment. The course will cover the skills needed to recognize this problem's enormity, assess and diagnose it, and treat individuals and families who come for assistance. In addition, the course will feature strategies and community resources for diverse populations. Materials helpful in preventing chemical dependency and relapse are included in the course.

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 completing this course, students will be able to:

1. Explain the historical and current development of the significant theories of addiction and theories of prevention.
2. Explain and demonstrate assessment procedures related to the continuum of substance abuse.
3. Describe and demonstrate the ability to use the DSM-5 to diagnose substance-related disorders. Explain the scope of practice for CD professionals when using the DSM-5.
4. Describe the various levels of care and treatment settings in which substance abuse counseling occurs.
5. Describe the effective counseling methods appropriate for Treatment, recovery, and relapse prevention.
6. Describe the strategies and community resources helpful in preventing substance-related disorders.
7. Describe medical and pharmacological resources available in the Treatment of substance use disorders.

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



 Diagnostic and Statistical Manual of Mental Disorders (DSM-5-TR), Fifth Edition

 American Psychiatric Association

 ISBN 978-0-89042555-8 (Paperback

 

Substance Use Counseling (w/Access code) Needed for the Online course.

Edition: 6th

ISBN: 9780134479408

Author: Stevens

Publisher: Pearson

Formats: PAPERBACK

**10. 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:**

| **Assignments** | **Possible Points** | **Total Points** | **Weighted Percentage** |
| --- | --- | --- | --- |
| **Post-test** | **0-100** | **100** | **10%** |
| **Pearson Publisher Content** | **100** | **100** | **20%** |
| **Discussions** | **15 pts each (15 total)** | **225** | **15%** |
| **Paper** | **0-100** | **100** | **15%** |
| **Proposal** | **0-100** | **100** | **15%** |
| **Logic Model Assignment** | **0-100** | **100** | **15%** |
| **Attendance** | **100** | **100** | **10%** |

1. A Post-test is required as part of the assignments for this course. It contains specific questions from chemical dependence licensure exams. You are not required to "pass" the exam, but you must take it and earn the maximum number of points available. The test aims to assess what areas you need to focus on when preparing for the actual exam.
2. Pearson Publisher Content Assignments are graded. A link is available in MyCanvas to the publisher's content and assignments.
3. Students are required to complete weekly MyCanvas Discussions. These will be part of your grade, and if not completed on time, zero points are earned. Please see the rubric for grading discussions. Also, pay attention to the due dates; these vary throughout the semester. Typically, the MyCanvas Forums will be due by the time of the first class each week. However, you are responsible for logging on to the MyCanvas system and ensuring due dates have not changed for all assignments. Some weeks there will be more than one discussion due. Assume both are due before the first day of class the weeks we review both chapters.
4. Paper - You will choose a personality disorder and a particular substance use disorder. You will write a paper focusing on comorbidity, treatment, and recovery outcomes. The assignment is a research paper. You must use peer-reviewed journal articles and at least five articles to cite. The paper must be written in the APA 7th edition format. The research paper needs at least five resources, which are peer-reviewed journal articles. You cannot use websites for the research paper. The paper must be at least seven pages. The page limit does not include the cover sheet, abstract, and works cited page. All tables and figures need to be in an appendix and not the body of the paper. You will be required to submit a draft of the paper before the due date.
5. Create a proposal for a counseling group you would like to organize and lead in an addictions treatment center. Using APA 7th  format, write a proposal in paragraph form that includes:

Overview

* Group duration (long term or short term), and whether the group is developmental, preventative, or remedial
* Group structure and goals (why does the group exist? what is the focus? what might participants gain from the group?)
* The rationale for the group, rather than individual counseling
* Group logistics (when, where, and how often the group will meet)
* Evaluation (how will you evaluate the group, i.e., how do you know the group is accomplishing its goal? How often will you evaluate?)

Membership

* Member recruiting (target population, voluntary or mandatory, selection techniques, announced or hand-picked, screening techniques, desired size)

Leadership

* Group leadership (leader qualifications, solo leader or co-leaders, member involvement in leadership)
* Theoretical framework (what framework will you work from, i.e., gestalt, client-centered, psychodynamic? What techniques and procedures might you employ?)
* Follow-up (what follow-up procedures might you use? How will you help each member assess progress toward their personal goals?)
* Individual consultation (to what extent will you be available for individual work with group members? Will you meet them privately or expect concerns to be brought up in the group only? How might you suggest a referral for a particular member?)

Session format and flow

* Informed consent (what aspects will you include? what safeguards will you use?)
* Ground rules (what ground rules will be in place, and how will they be communicated?)
* Ethics (considerations and guidelines)
* Group stages (what do you expect to be the characteristics of the various stages of the group? What will be your function at each of these stages? What will be your expectations of each of these stages?)

Conclusion

* A summary of your proposal and rationale for why the agency or school should accept the proposal

 Appendix

* Develop at least three sessions to demonstrate the group proposal
* Introduction for the first group
* A topic that would be covered in your group
* The final session for the last group summarizes learnings in the group and discusses termination.

The content portion of the paper should look like this:

**Introduction**

Witty and insightful text goes here.

**Overview**

Witty and insightful text goes here.

**Membership**

Witty and insightful text goes here.

**Leadership**

Witty and insightful text goes here.

**Session Format and Flow**

Witty and insightful text goes here.

**Conclusion**

Witty and insightful text goes here.

**Appendix**

Witty and insightful text goes here. Three pages, one for each group session, as indicated above.

Papers should consist of at least five full content pages, not including title, abstract, reference pages, or appendix.  The total page number is eleven.  Please remember to follow APA 7th format, including the section headers provided above, and note that this is a paper, not merely a question and answer outline.  You can add subheadings used in the APA format to make the proposal readable. It should flow as a narrative and cover all of the information involved. Be sure to remove the extra space between paragraphs! Include at least three peer-review journal articles that support the rationale for the group you choose to propose.

 **F.** For this assignment, please review the attachment.  It is a visual depiction of the Logic Model.  The link below for The University of Wisconsin's website on program development with resources for building a logic model. Use these for this assignment.

 Logic Model.docx

 The University of Wisconsin. Logic Models for Program Development and Evaluation.

 Create a logic model to address a prevention program need in your area.  The University of Wisconsin website has examples, BUT DO NOT JUST COPY AND PASTE THE VERBIAGE ON THEIR EXAMPLES ON YOUR LOGIC MODEL.  Instead, identify needs within your community needs and resources.

 Please consult me if you are stuck.

 With your model, you need to provide a narrative of at least three pages - 12 pt, Times New Roman, double- spaced, with a cover sheet and citation sheet for the websites or articles you used to design your model.  The narrative should include a rationale for your program.

**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 EMAI 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.

G. Attendance is part of your overall grade. See the chart above regarding the percentage. See the chart below for point distribution. If a student misses more than six classes, they need to withdraw. Failure to withdraw will result in an "F" for the final grade.

| **ABSENCES** | **POINTS** | **GRADE** |
| --- | --- | --- |
| **0** | **10**  | **100** |
| **1** | **8** | **80** |
| **2** | **6** | **60** |
| **3** | **4** | **40** |
| **4** | **2** | **20** |
| **5** | **1** | **10** |
| **6** | **0** | **0** |

**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 EMAI 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.***

|  |
| --- |
| **HSSR 2216 Prevention, Diagnosis, and Treatment of Chemical Dependence** |
| **Week of** | **Lecture and class discussion** | **Assessment/Assignment** | **Student Learning Outcome** | **OCDP Board Education Hours** |
| One | Review of Syllabus and expectationsWhere to begin?Theories of preventionPrevention – primary, secondary, tertiaryNormative EducationSocial InfluenceDevelopmental factorsFamily-based PreventionSchool-based Models | Textbook: Chapter 13 | 1, 4, 6 | **C7 – 3 hours** |
| Two | Prevention – risk and protective factorsAssessment and application ACEs and how this relates to preventionPolicy level interventions related to prevention and TreatmentPositive Psychology and PreventionWellnessCommunity resources – Block grants, foundations |  | 3, 4, 6 | **C7 – 3 hours** |
| Three | Ethical and Legal IssuesConflicting ethics and laws?Dual relationshipsScope of practiceHistory and evolution of the DSMMultiaxial The DSM V – SUD and differential diagnosisLevels of Care Treatment SettingsContinuum of care | Textbook: Chapters 2 and 5 | 3, 4 | **C4– 1 hour****C8 – 1 hour****C9 – 1 hour** |
| Four | Introduction to Substance Use CounselingWhy do people use?Theories of substance abuseApproaches to working with those who have addiction problems | Exam #1 Textbook: Chapter 1Textbook: Chapter 4 | 2, 3, 4 | **C1 – 2 hours****C2 – 1 hour** |
| Five | The effects of substances on the brain and the body – those typically used in the diagnosis of substance use disordersPharmacology of drugs used to treat mental health diagnoses as part of co-occurring disorders and the drug classifications | Textbook: Chapter 3 | 2, 3 | **C6 – 3 hours** |
| Six | Treatment planning and settings0.5 Early Intervention1.0 Outpatient2.0 Intensive Outpatient and Partial Hospitalization3.0 Residential of Inpatient4.0 Medically Managed Intensive Inpatient ServicesMedications used with detox and the Treatment of addictionAdmission, transition, and discharge | Textbook: Chapter 6 | 4, 5 | **C8 – 2 hours****C6 – 1 hour** |
| Seven | Individual Treatment TechniquesDiagnostic case studiesPersonality Disorders - Axis II clinical issues | Textbook: Chapter 7 | 2, 3, 4 | **C2 – 3 hours** |
| Eight | Group Treatment and Continuum of CareEvidence-basedThe use of manualsTechniques | Textbook: Chapter 8Exam #2 | 4, 5, 7 | **C2 - 3 hours** |
| Nine | Family Counseling – models and techniquesBalancing individual needs and family needsAccountability for all members | Textbook: Chapter 9 | 4, 5, 7 | **C5 – 3 hours** |
| Ten | Group Presentations | Paper Due |  |  |
| Eleven | Relapse Prevention StrategiesCommunity Sober Supports | Textbook: Chapter 10Exam #3 | 4, 5, 7 | **C8 – 3 hours** |
| Twelve | Selected populations: Women, LGBT,Disabilities, Elderly, HomelessWorking with diverse cultures | Textbook: Chapter 11 | 4, 5, 7 | **C1 – 1 hour****C2 – 2 hour** |
| Thirteen | Behavioral/process addictionsEating disordersGambling – special certification in OhioSexual Addiction – National CertificationEthics involved in treating process addictions – scope of practice | Textbook: Chapter 12Exam #4 | 3, 4, 5, 7 | **C2 – 2 hours****C4 – 1 hour** |
| Fourteen | Medications for Opioid Use DisorderAssessment, appropriate use, types of medications and how they work, monitoring, risk, and benefits Full opioid agonist – MethadonePartial opioid agonist – BuprenorphinePartial opioid agonist/antagonist – Buprenorphine/NaloxoneOpioid Antagonist – Naltrexone | [TIP 63](https://store.samhsa.gov/product/TIP-63-Medications-for-Opioid-Use-Disorder-Full-Document/PEP20-02-01-006?referer=from_search_result) | 4, 6, 7 | **C6 – 3 hours** |
| Fifteen | Medications with PTSD and opiate use disorderTreating pregnant women with opiate use disorder and their infantsTreating sleep problems of people in recovery |  | 4, 5, 6, 7 | **C6 – 3 hours** |
| Finals Week | Final Exam | Exam #5 |  |  |

**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.