**AUBURN UNIVERSITY**

**SYLLABUS**

**Fall 2022**

**Course Number:**  COUN 8550 - 001

**Course Title:**  Counselor Education Pedagogy

**Credit Hours:**  3 Semester hours (Lecture 3), Mell 4127 and virtually

**Prerequisites:** Graduate Standing

**Date Syllabus Prepared:** August 2022

**Instructor:** Chippewa M. Thomas, Ph.D.

Email: thoma07@auburn.edu

Office Hours: Scheduled by appt.

**Text(s):**

**Required:**

Haddock, L.R., & Whitman, J.S. (2019). *Preparing the educator in counselor education: A comprehensive guide to building knowledge and developing skills.* Routledge.

 Hooks, b. (1994). *Teaching to transgress: Education as the practice of freedom.* Routledge.

Palmer, P. J. (2007). *The courage to teach: Exploring the inner landscape of a teacher’s life*.

Jossey-Bass.

**Additional Required Readings: Provided by Instructor**

American Counseling Association. (2014). *ACA code of ethics*. Alexandria, VA: Author.

Association for Counselor Education & Supervision Teaching Initiative Taskforce. (2016). *Best practices in teaching in counselor education*.

Council for Accreditation of Counseling and Related Educational Programs. (2015). *2016 CACREP standards*. Retrieved from www.cacrep.org.

\*Other Readings Posted on CANVAS

**Recommended:**

Ambrose, S. A., Bridges, M. W., DiPietro, M., Lovett, M. C., & Norman, M. K. (2010).

How learning works: 7 research-based principles for smart teaching. San Francisco, CA: Jossey-Bass.

 Bain, K. (2004). What the best college teachers do. Cambridge, MA: Harvard University

Press.

Nilson, L. B. (Ed.). (2010). *Teaching at its best* (3rd ed.). San Francisco, CA: Jossey-Bass.

Weimer, M. (2013). *Teaching strategies for the college classroom.*  Madison, WI: Magnum

Publications.

**Course Description:** Course focuses on developing Counselor Education pedagogical skills and knowledge including theories, course and curriculum development, methods, and professional responsibilities.

**Student Learning Outcomes:** Upon completion of this course, students will be able to demonstrate these knowledge and skill learning outcomes:

1. Roles and responsibilities related to educating counselors (CACREP VI.A.3.a)
2. Pedagogy and methods relevant to counselor education (CACREP VI.A.3.b)
3. Models of adult development and learning (CACREP VI.A.3.c)
4. Instructional and curriculum design, delivery, and evaluation methods relevant to counselor education (CACREP VI.A.3.d)
5. Effective approaches for online instruction (CACREP VI.A.3.e)
6. Screening, remediation and gatekeeping functions relevant to teaching; (CACREP VI.A.3.f)
7. Assessment of learning (CACREP VI.A.3.g)
8. Ethical and culturally relevant strategies used in counselor preparation (CACREP VI.A.3.h)
9. Role of mentoring in counselor education (CACREP VI.A.3.i)

**Course Requirements:**

1. **Teaching Observation (40 points):**

Students will schedule a day and time with their hosting faculty member to meet the class and observe the faculty member. This will provide an opportunity for the student to become familiar with students they will teach, identify resources available in the classroom, and observe the faculty member interact with the students. Also, students may ask the faculty member if they can assist with the instruction and join in with supporting the faculty member. After completion of the assignment, students will complete a reflection describing their experience, what role they participated in during the instruction, what aspects aligned with the readings and course materials, and how they anticipate using this experience in planning and executing their teaching demonstration.

1. **Teaching Demonstration: course instructional experience (50 points)**

Students will be assigned a course by the instructor. The length of the teaching demonstration will be 60 minutes and should include the following:

* **Lesson Plan:**
	+ Students may use the lesson plan template provided.
	+ Students will consider the use of technology, teaching methods to address individual learning style differences, and diversity among students in their development of lesson plans.
	+ Students will incorporate evaluation methods to assess student learning, teaching outcomes, student application, and/or student engagement.
	+ Students will list the resources and materials needed to conduct each lesson
* **Evaluation of Instruction**
	+ The teaching demonstration must be videotaped and submitted to the course instructor for evaluation. Video cameras are available for check out in the Learning Resource Center (LRC) located at 3408 Haley Center.
	+ The teaching demonstration will be observed and evaluated by a peer who is enrolled in this class. Students are responsible for scheduling their own peer observations.
	+ Self-evaluations are required for the teaching demonstration.
	+ Students will develop and use an evaluation to receive students’ feedback on their teaching.
* **Reflection.** Students will reflect on the teaching demonstration responding to each of the following prompts:
	+ What went well in your teaching experience? What told you that these components went well?
	+ What did not go well, in your opinion? What told you that these components did not go well?
	+ How well do you think your objectives were met in your teaching experience? What tells you this?
	+ What did you find to be most challenging during this teaching experience? Include your reflection on any student issues or other issues that occurred.
	+ Describe your emotions leading up to, during, and after your teaching experience.
	+ How did issues of diversity (e.g., multiculturalism among students, diversity in learning styles) impact this teaching experience?
	+ If you could re-do this experience, what would you do differently?
	+ In what ways did this experience shape your identity as a counselor educator?
1. **Teaching Philosophy (60 points)**
* Students will develop a Teaching Philosophy (a first and a second draft).
* Students will provide and receive peer reviews on their teaching philosophies.
* Students will revise their teaching philosophies based on peer feedback and submit to the instructor.
* Students will reflect on how this philosophy has been demonstrated during their actual teaching demonstrations.
1. **Course Development Project (50 points)**

Course must reflect a Foundation course taken by students across specialty areas. It is recommended that you consider the course you are doing your demonstration in this semester. However, the requirements for this assignment ***should not be the same*** as those included in your Teaching Demonstration.

1. **Course Syllabi: Required Components**
	1. You are required to provide a course syllabus – it can be the one used in the course you completed your teaching demonstration in.
	2. Development of Course Assignments and/or Activities
* You are asked to develop 3 assignments/activities (one will correspond to 3. Course Evaluation Method).
* Provide assignment/activity with description, any instructions, and if relevant supporting materials.
* Identify course objectives and/or course content linked to assignment/activity (CACREP 2016).
	1. Identification of Course Readings (minimum of 5), Course Required Text(s), Course Recommended Text(s).
* This should not include those already outlined and provided in the syllabus
1. **Lesson Plan**
	1. Identification and Description of Course Lecture Topic
	2. Outline of Lesson Goals and Objectives
	3. Identification of Assigned Readings
	4. Power Point Presentation/Lecture
* As part of your lecture, you must address how the content is applicable or considers the specialty areas: School Counseling, Clinical Rehabilitation Counseling, Clinical Mental Health Counseling
* This may include content specific to these areas, activities, readings, or other content that demonstrates integration and consideration of differences in practice, populations or professional identification
1. **Course Evaluation Method**
	1. Identify and describe one course or lecture evaluation method (e.g., assignment, activity). It can be one you developed in Section 1.
	2. Discuss how this activity/assignment will be used to assess specific course objectives.
	3. Provide and describe the evaluation method (e.g., rubric, observation) that you will use to assess this method.
2. **Teaching Philosophy Reflections.**
	1. Consider how the course you developed may in some way reflect components of your teaching philosophy (e.g., theories, models of teaching, learning theory).
	2. Discuss how the lesson plan you submitted reflects your teaching philosophy.
	3. Consider how the course evaluation method you selected reflects and demonstrates your teaching philosophy.
3. **Teaching Colloquium (25 points)**

The Teaching Colloquium will involve student discussion and reflection of their pedagogical growth throughout the semester. Students will present to the class the following:

1. Overview of Teaching Philosophy-
* What did you learn about yourself?
* How was your teaching philosophy reflected in your demonstration?

2. Overview of Your Teaching Demonstrations-

* Course and Topics
* How taught and reflections
* Strengths and Growing Edges

3. Overall reflection of the Teaching Experiences

1. From first day to now - how has your view and role as a counselor education, specific

 to teaching, evolved?

**Grading and Evaluation Procedures:** Students in this course are required to complete all the specified teaching, experiential, and supervision requirements. Please note: Course assignments should be uploaded to Canvas **before the start of class** on the dates specified. When an assignment is turned in late, the student’s grade will be reduced by 10% per day, with no assignments accepted more than 1 week past the due date. Please refer to the Class Policy Statements in the course syllabus for information about excused absences and making up assignments. Students in this course are required to complete the specified course requirements. Students’ final grades are based on these components:

 Teaching Observation 40 points the following scale will be used:

Teaching Demonstration 50 points

 Teaching Philosophy 60 points 90-100% =A

 Peer Review & 1st Draft 20 points 80-89.9% =B

 (along with peer review) 70-79.9% =C

 Final Draft 40 points 60-69.9% =D

 Course Development 50 points Below 60% =F

 Teaching Colloquium 25 points

 **Total 225 points**

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| --- | --- | --- | --- |
| **Course Assignment** | **Due Date** | **Evaluation** | **CACREP Professional Standards** |
| Teaching Observation  | 9/6/22 | 40 points | CACREP VI.B.3.a,b,c,d |
| Teaching Philosophy  | 10/4/22 | 60 points | CACREP VI.B.3.a.b.c.d.g.h.i. |
| Course Development Project | 11/1/22 | 50 points | CACREP VI. B.3.b.d.g. |
| Teaching Demonstration  | 11/8/22 | 50 points | CACREP VI.B.3.a.b.c.d.e.g.h. |
| Teaching Colloquium | 11/30/21 | 25 points | CACREP VI.B.3.a.b.c.d.e.g.h.i. |
| Total Points:  |   225 points |

**Course Content Outline:**

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| **Week** | **Date** | **Content** | **Readings** | **Assignments Due** | **CACREP Standards** |
| 1 | 8/16//22 | Introduction to the course | *ACA Code of Ethics* codes F.7, F.10H&W: Chapter 1ACES (Preface, p.4-9; Section 3, p. 30-37, Section 9, p. 92-102)Additional readings posted to CANVAS | *Review the syllabus* | CACREP VI.B.3.a,h. |
| 2 | 8/23/22 | Roles and responsibilities related to educating counselorsLearning TheoriesTeaching Philosophy and Course/LectureDevelopment | H&W: Chapters 7, 8Palmer: Chapter 1CACREP 2016 StandardsACES (Section 2, p.19-29; Section 10, p.103-121)Additional readings posted to CANVAS | **Course Teaching Demonstration/Observation Options**  | CACREP VI.B.3.b,d |
| 3 | 8/30/22(asynchronous) | Teaching in Action: Observation and Teaching Activity (Demo) | H&W: Chapter 5Additional readings posted to CANVAS | None | CACREP VI.B.3.b,c,d |
| 4 | 9/6/22  | Lesson Planning & Teaching Methods: Reading and Writing Assignments, Class Discussions and Seminars  | H&W: Chapter 10ACES (Section 5, p.49-57)Additional readings posted to CANVAS  | **Teaching Observation Activity with Reflection**  | CACREP VI.B.3.e |
| 5 | 9/13/22(asynchronous)  | Diversity in the Classroom/with Reflection  | *ACA Code of Ethics* codes F.11H&W: Chapters 2, 3, 4ACES (Section 1, p.10-18; Section 6, p.58-65)Complete Hooks text by this dateAdditional readings posted to CANVAS | **Teaching to Transgress Reflection** | CACREP VI.B.3.a.b,c,h  |
| 6 | 9/20/22(synchronous) | Lesson Planning &Teaching Methods in Counselor Education: Lecture, Action and Experiential Learning. | H&W: Chapter 4 and 5Additional readings posted to CANVAS | None | CACREP VI.B.3.f,i |
|  | 9/27/22 | Social Justice Implications in Counselor EducationPanel Discussion | Palmer: Chapter 3Antiracist Teaching in Counseling: Fostering Knowledge on Racism, Oppression, Privilege, and Violence <https://aub.ie/antiracist-teaching>Racial Microaggressions in Online Teaching<https://youtu.be/9cEWQJ32nqU> Additional readings posted to CANVAS | None | CACREP VI.B.3.b,c,d |
| 8 | 10/4/22(asynchronous) | Teaching Philosophy and Integration to Teaching | ACES (Section 6, p.58-65)Additional readings posted to CANVAS | **Teaching Philosophy (1st draft)**  | CACREP VI.B.3.b,c,d |
| 9 | 10/11/22 | Lesson Planning & Teaching Methods: Technology & online teaching in Counselor Education  | H&W: Chapter 10ACES (Section 5, p.49-57)Additional readings posted to CANVAS | **Reflection: session attended; video; or book related to teaching** | CACREP VI.B.3.a,b,c,d |
| 10 | 10/18/22 | Teaching & Evaluation Methods in Counselor Education | 2016 CACREP Standards Section 4ACES (Section 4, p. 38-48; Section 7, p. 66-78)Additional readings posted to CANVAS | None | CACREP VI.B.3.f,g |
| 11 | 10/25/22 | Student issues and Ethics in Counselor Education | H&W: Chapter 9 Palmer: Chapter 2*ACA Code of Ethics* Code F. 6, 8 & F.9ACES (Section 8, p.79-91)Additional readings posted to CANVAS  | None | CACREP VI.B.3.f,i  |
| 12 | 11/1/22Counselor Education Faculty Panel – **(synchronous)****SACES Conference (later this week)** | Overview of the faculty role: Teaching and mentoring | H&W: Chapter 11Palmer: 6 and 7Additional readings posted to CANVAS | **Course Development Project with Reflection** | CACREP VI.B.3.i |
| 13 | 11/8/22(synchronous)**APLU Conference** | Perspectives on Teaching in Counselor Education: Working Session  | Additional readings posted to CANVAS | **Teaching Demonstration with Reflection**  |  |
| 14 | 11/15/22**ALCA Conference (later this week)** | Mentoring in Counselor Education | H&W: Chapter 12Additional readings posted to CANVAS | None | CACREP VI.B.3.a-i |
| 15 | 11/22/22 |  NO CLASS | Thanksgiving Break | None | CACREP VI.B.3.a-i |
| 16 | 11/29/22 | Teaching ColloquiumFinal Class | None | **Final Projects & Assessments** | CACREP VI.B.3.a-i |

**Class Policy Statements:**

1. Attendance: Students may miss up to one class without penalty. Additional absences will result in a 10-point grade reduction. Students will be held responsible for any content covered in the event of an absence. Students are expected to be on time for class.
2. Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have excused absences from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see Student Policy eHandbook [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies) for more information on excused absences.
3. Course communication: Canvas will be used as the medium to transfer educational materials for this course. Students will upload completed assignments to Canvas and bring them to class only when instructed. University e-mail (**NOT** messages through Canvas) will be the primary avenue of communication with the instructor in between class sessions.
4. Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.
5. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies) will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.
6. Educational Accessibility Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).
7. Course contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.
8. Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:
	1. Engage in responsible and ethical professional practices
	2. Contribute to collaborative learning communities
	3. Demonstrate a commitment to diversity
	4. Model and nurture intellectual vitality
9. Use of Electronics: Cell phones must be put on silent and stored during class times, unless the instructor is notified of special circumstances (e.g., on-call professional services, family emergencies). Computers and electronic notepads are welcomed but **may be used for class purposes only and must not be a distraction.**

**Justification for Graduate Credit:**

This course includes advanced content on pedagogical methods in counselor education. This includes content as specified by the Council for the Accreditation of Counseling and Related Programs (CACREP, 2016). All academic content approved by CACREP is for advanced Masters and/or Doctoral graduate

**COVID-19 Related Policies**

**\*Based on university policy, all students are not required to wear masks indoors. This includes the classroom for this course and the classroom where students will conduct their teaching demonstration.**

**Statement on COVID-19 Physical Distancing**

Face coverings are not a substitute for physical distancing. Students shall observe physical distancing guidelines where possible in the classroom, laboratory, studio, creative space setting and in public spaces.

Students should avoid congregating around doorways before or after class sessions. If the instructional space has designated entrance and exit doors students are required to use them. Students should exit the instructional space immediately after the end of instruction to help ensure social distancing and allow for the persons attending the next scheduled class session to enter.

**Face Covering Policy**

Face coverings are optional for all individuals on Auburn University’s campus. Faculty members may require face coverings in their classroom if the faculty member has a face coverings requirement in the course syllabus. It is also important that we continue to support and respect those in our community who need to, or choose to, wear a face covering in non-required spaces.

Auburn no longer requires masks to be worn on Tiger Transit buses, campus shuttles or at campus transportation hubs and stops. [The CDC continues to recommend](https://www.cdc.gov/quarantine/masks/mask-travel-guidance.html) that people wear masks in indoor public transportation settings.

Face coverings must be worn by everyone in the following areas:

* Healthcare settings, such as the Auburn University Pharmaceutical Care Center, the Auburn University employee and student pharmacies, the College of Veterinary Medicine hospitals and clinic and the Auburn University Medical Clinic.
* Other areas marked by official university signage or otherwise clearly communicated by the university.

Auburn remains committed to monitoring campus and community metrics and trends and will not hesitate to reimplement effective mitigation measures such as mask requirements, if warranted.

[The complete policy can be found here](https://sites.auburn.edu/admin/universitypolicies/Policies/UsageOfFaceCoveringsPolicy.pdf).

In response to COVID-19, and in alignment with Auburn University's Presidential directives, and local, state, and national health official guidelines face coverings are required at all times while on campus, except when alone in a private office. This includes the classroom, laboratory, studio, creative space, or any type of in-person instructional activity, and public spaces. "A “face covering” is defined as a “covering that fully covers a person’s nose and mouth, including without limitation, cloth face mask, surgical mask, towels, scarves, and bandanas.

If a student has a medical exception to the face covering requirement, please contact the Office of Accessibility to obtain appropriate documentation.

**Possibility of Going Remote**

If the University is forced to move to fully online instruction, please be assured that the learning goals and outcomes of the course will not change; however, some aspects of the course will change in terms of the mode of delivery, participation, and testing methods. Those details will be shared via a Canvas Announcement within 24 hours of the announcement that we are going remote. Please be prepared for this contingency by ensure that you have access to a computer and Internet.

**Assignments/Schedule Subject to Change Due to Pandemic**

The course schedule and assignments are designed with the most up-to-date information and policies in mind. If the situation changes, the instructor will make every effort to keep the schedule as consistent as possible; however, please note that the due dates for assignments and tests may be changed during the semester in response to the changing health and safety requirements or policies of the University. When changes are made, they will be communicated via Canvas Announcement, Canvas message, and all assignment due dates will be updated.

**In the Event a Student in Class Tests Positive**

Students must conduct daily health checks in accordance with [CDC guidelines (Links to an external site.)](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html). Students testing positive for COVID-19, exhibiting COVID-19 symptoms or who have been in direct contact with someone testing positive for COVID-19 will not be allowed to attend in-person instructional activities and must leave the venue immediately. Students should contact the [Student Health Center (Links to an external site.)](https://cws.auburn.edu/aumc/) or their health care provider to receive care and who can provide the latest direction on quarantine and self-isolation. Contact your instructor immediately to make instructional and learning arrangements.

**In the Event I Test Positive or Am Required to Quarantine**

If I am unable to attend our F2F portions of the class, we will transition to a fully online course until I am allowed to return. If I become ill or unable to lead the class, a backup instructor will be identified, and they will communicate any changes or updates to the course schedule or mode of instruction as soon as possible.

**Zoom Policies**

When we meet on Zoom, your attendance, attention, and participation are expected. Zoom participation requires you to keep your video on and your microphone muted when you are not speaking. Although you may be participating from your domicile, our Zoom meetings are professional interactions. You should dress and behave as you would in a normal F2F classroom. To the extent possible, please minimize distractions in the background. I reserve the right to dismiss anyone from a Zoom meeting whose environment or behavior is distracting or problematic. If you have any issues with sharing your video feed, adhering to this policy, or anything else related to your use of Zoom please notify me via email in the first week of class. I’m happy to consider and provide accommodations, but you will need to be in communication with me.

**Attendance**

Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you should not attend in-person classes. You will not be penalized for such an absence, nor will you be asked to provide formal documentation from a healthcare provider. My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others. I don’t want the need for documentation to discourage you from self-isolating when you are experiencing symptoms.

Please do the following in the event of an illness or COVID-related absence:

* Notify me in advance of your absence if possible
* Keep up with coursework as much as possible
* Participate in class activities and submit assignments electronically as much as possible
* Notify me if you require a modification to the deadline of an assignment.

Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options.

**NOTES**

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