**AUBURN UNIVERSITY SYLLABUS**

**DEPARTMENT OF SPECIAL EDUCATION, REHABLITATION, AND COUNSELING**

**Summer 2025**

**1. COURSE NUMBER: COUN 7110-D01**

**Title:**  Occupational, Career, and Placement Services

**Credit Hours:** 3 semester hours

**Prerequisites:** For graduate credit, student must be admitted to a SERC graduate program or similar program.

**Class meets: Online Asynchronous (Students are allowed to attend live Zoom class on Tuesdays 4pm – 7:45pm)**

**Professor:**Jinhee Park, PhD, CRC

Auburn University, SERC

3170 College of Education Building

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***\*Office Hour: I am available to meet outside of class by appointment.***

**2. DATE SYLLABUS PREPARED:** April 2025, May 2024, May 2023, April 2022, May 2021

**3. TEXT: (Required-2)**

Szymanski, E. M., Parker, R. M. (2010). *Work and disability* (3rd ed.). Pro-Ed.

Strauser, D. R. (2021). *Career development, employment, and disability in rehabilitation: From theory to practice* (2nd ed.). Springer Publishing Company.

In addition to the text, we will be utilizing online portals and pages that provide occupational

information such as the Dictionary of Occupational Titles, O\*Net, and the Occupational Outlook

Handbook.

**Readings:** (On CANVAS)

1. Callahan, M., Griffin, C., & Hammis, D. (2011). Twenty years of employment for persons with significant disabilities: A retrospective. *Journal of Vocational Rehabilitation*, *35*(3), 163-172.
2. Hagner, D. (2000). Primary and Secondary Labor Markets. *Rehabilitation Counseling Bulletin*, *44*(1), 22-29.
3. *Additional readings will be posted on CANVAS.*

1. **COURSE DESCRIPTION:**

This is a required course for graduate rehabilitation majors and serves as an elective for other majors. The course is designed to familiarize students with career theory, in addition to methods used by various rehabilitation practitioners to gather and analyze occupational and placement information. Information acquired through this class will enable the student to understand career theory and occupational resources. Further, instruction on how to incorporate and apply this information to job accommodations, labor market surveys, and job placement of people with disabilities will be covered.

**Through this course students will understand and apply the following: CACREP Standards**

3.D.1. theories and models of career development, counseling, and decision-making

3.D.2. approaches for conceptualizing the interrelationships among and between work, socioeconomic standing, wellness, disability, trauma, relationships, and other life roles and factors

3.D.3. processes for identifying and using career, avocational, educational, occupational, and labor market information resources, technology, and information systems

3.D.4. approaches for assessing the conditions of the work environment on clients’ life experiences

3.D.5. strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development

3.D.6. career development program planning, organization, implementation, administration, and evaluation

3.D.7. developmentally responsive strategies for empowering individuals to engage in culturally sustaining career and educational development and employment opportunities

3.D.8. strategies for advocating for employment support for individuals facing barriers in the workplace

3.D.9. strategies for facilitating client skill development for career, educational, and life-work planning and management

3.D.11. strategies for improving access to educational and occupational opportunities for people from marginalized groups

3.D.12. ethical and legal issues relevant to career development and career counseling

3.E.4. Consultation models and strategies

3.E.5. Application of technology related to counseling

3.H.7. Use of research methods and procedures to evaluate counseling interventions

**Clinical Rehabilitation Counseling**

5.D.2. environmental, attitudinal, and individual barriers for people with disabilities

5.D.6. transferable skills, functional assessments, and work-related supports for achieving and maintaining meaningful employment for people with disabilities

5.D.10. strategies to advocate for people with disabilities related to accessibility, accommodations, and disability law adherence

1. **Student Expectations**

This is an online asynchronous class. All of the class interactions will take place within Canvas and any of the software utilized or linked within the course. You will be expected to log into the course on a regular basis and keep up with assignments and the other students in the course as it is not a self-paced course. However, students can attend the live Zoom class during the scheduled dates and time.

**6. COURSE CONTENT**

**Given time constraints, all material may not be reviewed during class.**

**You are responsible for all readings, assignments, and activities, etc.**

|  |  |  |  |
| --- | --- | --- | --- |
| **WEEK** | **TOPICS** | **READING ASSIGNMENTS** | **CACREP STANDARDS** |
| **0**  **May 19~** | **National Symposium on Quality Employment – No Class (Syllabus will be available in Canvas)** |  |  |
| **1**  **May 26~** | Syllabus Review  Work and Disability; & Legislation  Employment & Individuals w/ Disabilities | **Example – Research Article**  Chapters 1 & 2 - S&P  Chapter 1 - Strauser  Suggested reading: Ch 3 & 4 - Strauser | 3.D.2.; 3.D.12 |
| **2**  **June 2~** | **Career Development Theories & Constructs**  Holland’s Theory  Super’s Theory  Theory of Work Adjustment | Be  Chapter 4 – S&P  Chapters 6 & 7 – Strauser  **Presentation Article Submission Due June 8th** | 3.D.1. |
| **3 June 9~** | Research on Career Development  Career Counseling with Diverse Pops.  Vocational Assessment & Disability | Chapters 5, 6, & 7 - S&P  Chapters 12&16 - Strauser  Suggested reading: Ch 25 - Strauser  Callahan et al. (2011) – in class | 3.D.5., 3.D.6., 3.D.7., 3.D.11., 3.H.7. |
| **4**  **June 16~**  **~** | **Article presentations** | **Submit Presentation File by 6/18 4pm** |  |
| **5**  **June 23~** | Occupational & Labor Market Information  Use of AI in conducting LMS | Chapter 8 - S&P  Chapters 13 & 14 - Strauser  (DOT, O\*Net)  SkillTRAN  **Draft Profile Due June 29th** | 3.D.3., 3.E.5. |
| **6**  **June 30~** | Transferable Skills  Job Analysis  Use of technology in vocational rehabilitation | Chapters 14 & 15 - Strauser  Supplemental Materials Posted on CANVAS  Beudt et al., 2020  Blanc et al., 2023  SkillTRAN  **Labor Market Survey Due**  **July 6th** | 3.D.4., 5.D.6. |
| **7**  **July 7~** | Employer Concerns  Employer Consulting and Partnerships  Employment Proposal | Chapters 9&10 - S&P  Chapter 17 - Strauser  Supplemental Materials Posted on CANVAS  Bonaccio et al., 2020  Hagner (2000) – in class  **Job/Task Analysis Due July 13th** | 3.D.4., 3.D.8., 3.E.4.,  5.D.2., 5.D.10., |
| **8**  **July 14~** | Job Development/Placement  Use of technology in job placement services  Self-employment | Chapters 10 & 11- S&P  Chapter 17 – Strauser  Supplemental Materials Posted on CANVAS  **Employment Proposal Due July 20th** | 3.D.9., 5.D.6., |
| **9**  **July 21~** | Supported Employment & Customized Employment  Final Exam Review | Chapter 13 - S&P  Chapter 18 - Strauser | 3.D.9., 5.D.6., |
| **10**  **July 30~** | **Final Exam** | **Final Vocational Profile due August 3rd** | 3.D.1., 3.D.2., 3.D.3., 3.D.4., 3.D.5., 3.D.6., 3.D.7., 3.D.8., 3.D.9., 3.D.11., 3.D.12., 3.H.7., 5.D.2., 5.D.6., 5.D.10. |

**7. Course Assignments:**

1. **Class Participation (18 pts.):** Each student will be held responsible for **all** of the information in the textbook and readings assigned for the course. The student should read assigned material appropriate to the topic to be discussed **prior** to class meetings. Class will follow weekly schedule, and each weekly course module will be available on Monday 12:01 AM and assigned weekly activates should be completed by Sunday 11:59 PM. Weekly lecture recordings will be available on Tuesdays night following on-campus class schedule. The student should actively engage in class discussion and complete required activities on a weekly basis. Class participation is worth 18 points.
2. **Examination (17 pts.):** There will be a final exam (online), which is worth 17 points. Detailed instructions on the exam will be provided in class.
3. **Vocational Profile (50 pts.):** Throughout the semester, there will be assignments given to complete a Vocational Profile. The assignments will be in the areas of labor markets, (DOT, O\*Net), Transferable Skills/Job Analysis, Placement and Support; all related to in-class lecture and textbook readings. **(APA Style).**

There will be five assignments for the vocational profile at 10 points each (13-15 pages total)

1. Draft “Profile of Individual with Disability” (3 pages)
2. Labor Market Survey for profiled person (3 pages)
3. Job or Task Analysis for profiled person – most appropriate (3 pages)
4. Employment Proposal & Support &/or Accommodation(s) proposal for profiled person

(JAN & SOAR) (3 pages)

1. Final Profile (Including key information from sections 1 - 4 above) & write an

Overall Recommendations & Summary in a concise narrative

**Instruction**

1. Draft Profile: APA Style Narrative – No Lists or Bullet Points

**Basic Information** (1pt.) this section can be in list format  
Name:  
Age:  
Socioeconomic Level:  
Current Residence:  
Significant Others (describe relationships):  
Educational Background:  
Other Cultural Characteristics to Note:  
  
**Physical Characteristics** the first four can be in list format  
Height:  
Weight:  
Race:  
Glasses or contact lenses?  
Distinguishing features:

Presentation/Mannerisms:  
Habits: (smoking, drinking etc.)  
General Health:  
  
**Background on Condition** – written narrative

Explain onset of illness or injury

What happened? When? How old, etc.?

What is the diagnosis?

What is the prognosis?

What are the symptoms?

What are the personal and vocational limitations? (mental/cognitive; emotional; & physical; others as applicable).

Functional Capacity:

**Vocational Characteristics/Attributes** written narrative

Previous Occupation/Vocation:

Current Occupation: (or none)

Income: (including public support)  
Talents/Skills/Training:  
Previous Salary and Future Required Salary:

Premorbid or Previous Occupational Issues:

**Vocational Goals**  written narrative

Short and Long-term personal goals:  
Short and Long-term vocational goals:

1. Labor Market Survey

**Introduction** - \*\*JUST WRITE A SHORT SUMMARY OF THE PERSON BEING SERVED. You do not need to write extensive details for this as we will use your profile as the introduction to the person, their skills and abilities, and vocational goal(s). Remember to refer back to your profile, as personal issues that correspond, relate to, or have an impact on vocational opportunities (i.e., limitations) can easily be overlooked.

**Occupational Area(s)**

1. Explain which occupational area(s) will be explored, and why it/they were chosen.
2. Explain how it fits with the person and their interests, limitations, and goals.
3. Include the specific job title and its DOT and O\*Net codes. (If the codes are not an accurate reflection/description of the job, then list the specific job, the occupational code and the source from which the occupational code was obtained).

**Resources & Personal Contacts**

1. List the resources used to explore the potential occupational area(s), and explain why they were chosen. (i.e., yellow pages, employment ads., on-line employment sites, etc.)
2. Provide a summary of the personal contacts made and the general information you received from the contacts. (i.e., who did you contact -business, employer, family, friends; and in general what did you learn; did you obtain job leads; find open positions, etc.)

**Results from Occupational Search**

1. List the possible job opportunities you found, with location and proximity to the client.
2. For each job lead:
   1. Explain the background, training, and skills required for the position(s)
   2. List the wages
   3. Describe the benefits
   4. Describe accessibility issues, if present
   5. Describe the future trend of the occupation (use on-line resources for this).

**Match between Occupation and Client**

1. Provide a summary of whether the worker has the physical and mental/cognitive capacities, including skills and abilities, to perform the job (based upon information from the client’s history, tests, etc., or from a preponderance of medical information as presented in the PROFILE.)
2. Include a summary of the individual’s employability and placeability (Is it reasonable to expect employment based on the availability of this type of occupation in the specified geographical region?)
3. Job Analysis

Make sure you include appropriate items from the lectures and recourses shared in class. You do not need to take pictures or videos for this assignment, just understand that it can be used in the future.

1. You will need to contact an appropriate employer based on your Profile and labor market survey. Set up an appointment and schedule a time to conduct the job analysis.
2. For the job analysis, you need to include the following sections:
   1. General Job Description
   2. Salary and Benefits
   3. Work Hours and Schedule
   4. Essential Functions
   5. Qualifications and Educational Development/Requirements
   6. Aptitudes and Temperament required
   7. Environmental Conditions
   8. Physical and Non-physical Demands
   9. Promotion Prospects
   10. Equipment & Miscellaneous
3. Please include each section of the report listed above and be sure to review the checklist and cover all that is pertinent to your case/profile. If you find that you are being repetitive you can reference the previous sections (i.e., LMS, or Profile) where the information can be found.
4. Employment Proposal

This section of this paper is an employment proposal based on the elements of the employment proposal explained in class. You will use your draft profile (person) and other information gathered to this point to help develop the employment proposal. You will provide an employment proposal similar to the examples (Sample Employment Proposals) provided in class. The employment proposal will be individualized, but based on the information in provided in class.

**In addition to the employment proposals, you will need to turn in a short summary indicating why the job in the employment proposal is appropriate for your client (matching interests, transferable work skills, past work experience, life experience, abilities, etc.).**

Use the following to help guide you through this process.

1. In order to do an Employment Proposal you must first research the nature of the person’s potential job; that is, you must know what the essential job duties are and how that fits with the abilities of your client.

2. You must consider the nature of the business or service that is provided and the mission and objectives of that business.

3. You need to find a niche where your candidate’s skills can be used.

4. You must be realistic about pay and benefits expected – from the candidate and potential employer (use outside resources if needed to decide on appropriate pay such as the Occupational Outlook Handbook)

**Accommodations**

**You need to include any necessary accommodation in your employment proposal.**

**Use the Job Accommodation Network: SOAR as a resource to write a narrative section on the accommodations your client will need.**

**If you propose that NO accommodations are needed,** you need to write a few paragraphs on the essential duties of the job and how your client will perform these activities without accommodations.

1. Final Profile

At this point, you should have one paper with all five sections combined. Again this should be in APA style, and will need to be added to the first four sections. Your final paper should be approximately 13-15 pages.

This last section will be a written summary of the overall profile including the following:

1. Provide an introduction paragraph on the purpose of a vocational profile and the information included in this report.
2. Provide a summary of the “Draft Profile”
3. Provide a summary of the “Labor Market Survey”
4. Provide a summary of the “Job Analysis”
5. Provide a summary of the “Employment Proposal and Accommodations”

Provide a final summary of the overall vocational recommendations needed for this person to be successful in the selected job.

\*Your final paper also needs to be submitted on **Tevera** (Clinical Rehabilitation Counseling Master Students Only).

**(4) Research Article Presentations (15 pts.):** Each student will need to find a research article related to the topics of the course (i.e., career theory and individuals with a disability; use of the O\*Net or resources and individuals with disabilities; hiring practices and individuals with disabilities; placement supports; accommodations and individuals with disabilities; employment outcomes and individuals with disabilities). **You must find empirical articles published within 10 years (research based, not theoretical - conceptual papers or systemic review/scoping review of previous studies will not be considered).**

**You will verbally present the article (30 min.)** (use power point slides) and the class will discuss and critique the study. You will need to post the ARTICLE in CANVAS by **June 8th** for instructor approval. The article will also be available to everyone. The presentation files (PPT and presentation recording) must be submitted/posted by June 18th). This assignment is worth 15 points. You will receive up to 15 points based on the outline provided. You can lose points if you do not post on time; if the article is not appropriate; if your review is not thorough (doesn’t follow the outline); and if the presentation does not appear polished/practiced.

**8. Grading and Evaluation:** Final grades will be based on the following points:

**All work is required to pass.**

**Late assignments will lose 1 point per day late.**

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| **Assignment** | **Possible Points** | **CACREP Standards** |
| Participation | 18 points | 3.D.1., 3.D.2., 3.D.3., 3.D.4., 3.D.5., 3.D.6., 3.D.7., 3.D.8., 3.D.9., 3.D.11., 3.D.12., 3.E.4., 3.E.5., 3.H.7., 5.D.2., 5.D.6., 5.D.10. |
| Final Exam | 17 points | 3.D.1., 3.D.2., 3.D.3., 3.D.4., 3.D.5., 3.D.6., 3.D.7., 3.D.8., 3.D.9., 3.D.11., 3.D.12., 3.H.7., 5.D.2., 5.D.6., 5.D.10. |
| Draft Profile | 10 points | 3.D.2. |
| Labor Market Survey | 10 points | 3.D.3., 5.D.6., |
| Job or Task Analysis | 10 points | 3.D.3., 3.D.4., 5.D.6., |
| Employment Proposal & Accommodations | 10 points | 3.D.8., 3.E.4., 5.D.10., |
| Final Report | 10 points | 3.D.2., 3.D.3., 3.D.4., 3.D.8., 3.E.4., 5.D.6., 5.D.10. |
| Presentation | 15 points | All standards may apply – dependent upon topic |
| **Total Points Possible** | **100 points possible** |  |

***Assignment Summary***

* Class Participation = 18 points
* Examination = 17 points
* Vocational Profile = 50 (5 @ 10 points each)
* Article (group) Presentation = 15 points

TOTAL = 100

**Grading Scale:**

**90-100 A**

**80-89 B**

**70-79 C**

**60-69 D**

**59 =< F**

**9. Class Policy Statements:**

**Attendance:** Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

**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, the death 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, or religious holidays. Students who wish to have an excused absence 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 such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Tiger Cub for more information on excused absences.

**Assignments:** All assignments must be typed and prepared in a professional manner (i.e., neat, correct grammar, spelling), following APA guidelines. Assignments are due on the date noted in the syllabus. ***It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Late assignments will not be accepted, graded, or counted toward the student’s grade unless prior arrangements to alter an assignment due date have been made between the student and instructor.***

**Academic Honesty Policy:** All portions of the Auburn University student academic honesty code (Title found in the *Student Policy e-Handbook* 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.

## **Disability 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 alternative 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).

**Policy Related to the Use of AI for Classroom Assignments**

The Counselor Education Programs (CED) has a comprehensive policy on the use of Artificial Intelligence (AI). As the acceptable use of AI varies, please consult your instructor on how AI can be used within specific courses and/or clinical settings. Please understand that violations of this policy can be considered a form of plagiarism. Please see the CED Programs Handbook for the full AI policy.

**Policy Related to the Use of Zoom for Class Meetings**

* Zoom participation requires you to keep your video on and your microphone muted when you are not speaking.
  + If you have a need for technology to support your participation in this class or do not have a space conducive for participating - SERC provides private individual counseling spaces (Counseling Lab) that you can reserve and use for class sessions.
  + Please know that you can blur your background if you are not comfortable sharing your space or environment during classes conducted online.
  + Please limit all distractions such as your phone or attending to other work on your computer. It is often very apparent that a student is distracted and that impacts the class environment for everyone.
  + Students can turn off their cameras briefly if needed (e.g., break). These pauses should be *short*. Having students on camera provides a higher level of engagement for all participants.
  + If you have questions during class, you can raise your hand (in real time or via Zoom).
  + Please know that sometimes it is challenging to be teaching and attending to students and reading messages in Chat, especially if I am also sharing content. If I don’t respond to a comment or discussion in Chat, please let me know.
* 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.
  + Please minimize distractions in the background as much as possible.
  + Participating in spaces that are not conducive to zoom attendance (e.g., public spaces, vehicles) should be discussed with the instructor prior to the class session and should only be used when there are no other alternatives.
* Recording Sessions: Due to the nature of our classes and the possibility that we may be discussing content that is confidential in nature:
  + Instructors can record sessions and will notify students when the class session is being recorded (e.g., teaching demonstrations, making the session available to other students, speakers)
    - Confidential content (e.g., supervision sessions) will be retained following appropriate ethical and legal practices as well as CED policies (e.g., password protected BOX folders).
    - Students can request that the recording be stopped if they wish to discuss a topic that they do not want recorded. *In areas such as supervision this may not be possible*.
  + You should participate in spaces that allow for these discussions and do not have others present in the room while you are using it for class or supervision.
  + As per University policies, 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 so we can discuss if accommodations are possible.

**Counselor Education Diversity, Equity, and Inclusion Statement (CACREP 2024 Standard 1.N.6)**

A central foundation of the mission of the Counselor Education programs is the preparation of counselors and counselor educators to work in an increasingly diverse society. The program’s understanding of diversity encompasses culture, sexual and gender identity, race, ethnicity, socioeconomic status, ability, and other aspects of individual identity. The program believes that meeting these goals requires that students and faculty engage in advocacy, equity, inclusion, and culturally sustaining practices. This includes students demonstrating these principles in their academic, clinical practice and professional development engagement.

These principles are in alignment with our professional, ethical, and accreditation standards including: Council for the Accreditation of Counseling and Related Programs (2024 standards) American Counseling Association’s Code of Ethics (ACA, 2016), American Rehabilitation Counseling Association (ARCA), the Commission on Rehabilitation Counselor Certification (CRCC), American Mental Health Counselors Association (AMCHA), and the American School Counselor Association (ASCA). Overall, we seek to create educational and learning environments that support, sustain, and challenge students to address their development as professionals related to and representative of culturally sustaining practice.

**Course contingency:** If normal class and/or lab activities are disrupted due to illness, emergency, or crisis, 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. Should the University suspend normal operations, please check e-mail for class communications and notices.

**Distance Learning Students:** Unless specific instructions have been given for a designated course, students in distance education courses shall take all closed resource examinations under the supervision of an approved proctor. Examples of approved proctors include a school superintendent, a principal of a high school, a dean or department head of a college, or a work supervisor. Proctors shall be verified and exams shall be sent directly to the proctor who will manage the examination in a secure manner, requiring students to present a picture ID.

**Student Academic Grievance Policy:** The purpose of this university policy is to “resolve academic grievances of students, which results from actions of faculty or administration. This resolution should be achieved at the lowest level and in the most equitable way. The burden of proof rests with the complainants.”

**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:

* + Engage in responsible and ethical professional practices
  + Contribute to collaborative learning communities
  + Demonstrate a commitment to diversity
  + Model and nurture intellectual vitality

**Professional Behavior:** As students prepare to work within professional counseling settings it is expected that you demonstrate the appropriate professional behaviors that are discussed in program handbooks, policies, and professional standards.

* + Demonstrate appropriate professional behavior in the classroom including appropriate use of technology
  + Demonstrate respect for peers and faculty
  + Demonstrate responsible behavior related to attending class, completing assignments and participating in your educational training

**Justification for Graduate Credit:** This course includes advanced content on Clinical Rehabilitation Counseling. This includes content as specified by the Council for the Accreditation of Counseling and Related Programs (CACREP, 2024) specific to *Entry-level Specialty Areas – Clinical Rehabilitation Counseling (Section 5.D. Clinical Rehabilitation Counseling)*. All academic content approved by CACREP is for advanced Masters and/or Doctoral graduate study. This includes rigorous evaluation standards of students completing the student learning objectives specified in this syllabus.

***Contingency Plans includes the following:***

### **Access to Course Content:**

All class lecture notes and PowerPoints will be posted to Canvas for all lectures presented in class. Audio can be added to each of the PowerPoint and other lecture notes as needed, and posted on Canvas.

### **Completion of Assignments and Exams:**

Class lectures would be supplemented with reflection questions and activities that could be completed outside of class. In addition, a discussion group could be established in order to provide for greater interaction between the instructor and students with regard to the content. Alternative assignments will be posted on Canvas for students and will be assigned as needed. These assignments will be submitted electronically.