**AUBURN UNIVERSITY**

**DEPARTMENT OF SPECIAL EDUCATION, REHABILITATION, AND COUNSELING SYLLABUS**

**FALL SEMESTER 2025**

**Course Number: COUN 7320**

**Course Title: Counseling Theories**

**Credit Hours: 3 Semester Hours**

**Class Time and Location: Online Asynchronous**

**Prerequisites: None**

**Corequisites: None**

**Instructor:** Rachael Estes, PhD, LPC, NCC

**Email:** rfe0001@auburn.edu

**Office Hours:** By Appointment; Zoom

# Text(s):

Required:

Corey, G. (2023). *Theory and Practice of Counseling and Psychotherapy* (11th Ed.) Cengage Learning.

***\*Note***: this course is part of the All Access program, where the textbook can be delivered to you digitally during this semester. Please find more information about All Access in Canvas (under the Syllabus module).

Recommended:

Corey, G. (2012). *Student manual for theory and practice of counseling and psychotherapy* (10th ed.). Belmont, CA: Thomson Brooks/Cole.

Halbur, D., & Halbur, K. V. (2014). *Developing your theoretical orientation in counseling and psychotherapy* (3rd ed.). Boston, MA: Pearson Education.

Additional Readings (other readings will be posted in CANVAS):

Lee, C. C., & Rodgers, R. A. (2009). Counselor advocacy: Affecting systemic change in the public arena. *Journal of Counseling & Development, 87*(3), 284-287.

Ratts, M. J., & Hutchins, A. M. (2009). ACA advocacy competencies: Social justice advocacy at the client/student Level. *Journal of Counseling & Development, 87*(3), 269-275.

Ratts, M. J., DeKruyf, L., & Chen-Hayes, S. F. (2007). The ACA advocacy competencies: A social justice advocacy framework for professional school counselors. *Professional School Counseling, 11*(2), 90-97.

**Course Format**

This course is offered via an asynchronous online format. This means that the course will be offered in an online format with lectures being posted to the course Canvas page. There will be no live meetings unless scheduled between student and instructor(s).

# Course Requirements

1. **Class preparation and participation.** This is an asynchronous online course for which content is developmental and builds upon prior content and assignments. Thus, the course lectures, readings, and assignments are structured to be reviewed and completed on a weekly scheduled basis.
2. **Submission of Course Assignments:** 
   1. Course assignments are to be completed and turned into the course instructor via Canvas *by the date and time listed on the syllabus*.
   2. Assignments submitted late will result in a 10% deduction in points per day. After 5 days the assignment will no longer be accepted (please refer to the policy statements below concerning approved delays).
   3. ***Course Discussion Board responses will not be accepted after the due date.***

Course Description**:**

This course is designed to provide an overview of traditional and contemporary counseling theories, principles, and topics. Theories will be examined with regard to views about human nature, mental health, mental illness, therapeutic goals, client/therapist roles, effective techniques, and counseling processes. Research and ethical issues will also be considered. Emphasis will be on student mastery of the foundations of theories and assessment of their relevance for personal application in the field. Overall, students are encouraged to not only explore all the major theoretical orientations but also to explore their personal beliefs and values in an effort to develop their own understanding and/or approach to counseling with an understanding of integrative and systems perspectives.

# Course Objectives:

By the end of the course, through satisfactory performance, students should be able to demonstrate knowledge and understanding of the following:

1. The role and process of the professional counselor advocating on behalf of and with individuals receiving counseling services to address systemic, institutional, architectural, attitudinal, disability, and social barriers that impede access, equity, and success (CACREP 3.A.4.)
2. Theories and models of counseling, including relevance to clients from diverse cultural backgrounds (CACREP 3.E.1.)
3. Case conceptualization skills using a variety of models and approaches (CACREP 3.E.3.)
4. Evidence-based counseling strategies and techniques for prevention and intervention (CACREP 3.E.15)
5. Processes for developing a personal model of counseling grounded in theory and research (CACREP 3.E.21)
6. Identification and evaluation of the evidence base for counseling theories, interventions, and practices (CACREP 3.H.2)

# CACREP Standards Matrix

|  |  |  |
| --- | --- | --- |
| **CACREP Standard-As a result of this course students learn/gain the following:** | **Curriculum Experience** | **Outcome Assessment** |
| CACREP Standard 3.A.4. The role and process of the professional counselor advocating on behalf of and with individuals receiving counseling services to address systemic, institutional, architectural, attitudinal, disability, and social barriers that impede access, equity, and success. | • Students will review ACA advocacy competencies  • Students will engage in  case studies and role plays  related to advocacy  • Students will engage in didactic lectures and  discussion regarding advocacy processes related to oppression and inequity | • Midterm  • Mid-term  • Final Exam  • Case Conceptualization  • Discussion Post |
| CACREP Standard 3.E.1. Theories and models of counseling, including relevance to clients from diverse cultural backgrounds. | • Students will read about various counseling theories and how these theories  • Students will identify key aspects of counseling theories in-class case studies, role plays, and discussion  • Students will be exposed to counseling theories through lectures, course readings, and discussion  • Students will develop a lecture regarding one of the theoretical paradigms  • Students will develop experiential activities to present to the class related to one theoretical paradigm  • Students will practice case conceptualization related to each theory through case studies and role plays  • Students will develop a case conceptualization related to one issue and identify how they would work through the client concerns using three theories to assist with their personal model development | • Mid-term  • Final Exam  • Case Conceptualization  • Discussion Post |
| CACREP Standard 3.E.3. Case conceptualization skills using a variety of models and approaches. | • Students will apply theoretical understanding to case studies and demonstrations presented throughout the course  • Students will apply theoretical understanding to their own understanding of the change process and their lived experiences  • Students will read conceptualization examples  • Students will complete a case conceptualization assignment applying a monotheoretical approach and identifying potential integrative strategies | • Case Conceptualization Paper |
| CACREP Standard 3.E.9. Interviewing, attending, and listening skills in the counseling process. | • Students will be exposed to basic counseling skills including: empathy, unconditional positive regard, and congruence  • Students will engage in discussions and role plays regarding non-verbal and verbal encouragers | • Discussion Post  • Case Conceptualization |
| CACREP Standard 3.E.15. Evidence-based counseling strategies and techniques for prevention and intervention. | • Students will learn about the evidence-base for each theoretical approach addressed throughout the semester  • Students complete a case conceptualization that identifies evidentiary support for their approach | • Midterm  • Final  • Case Conceptualization  • Discussion Post |
| CACREP Standard 3.E.21. Processes for developing a personal model of counseling grounded in theory and research | • Students complete a paper on how they conceptualize change and identify what elements they see as most important in the change process  Students will explore how their own experience of change, unique insights, and lived experience impact their theoretical foundation  • Students complete a case conceptualization using a core theory while identifying potential integrative approaches, and identify how this links to research and their own conceptualization of change | • Mid-term  • Final Exam  • Case Conceptualization  • Conceptualizing Change Paper |

# Course Content and Tentative Course Schedule: Fall 2025

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Class # | Date | Topic | Readings/Assignments Due | CACREP Standard |
| 1 | 08/19 | Introduction Course Overview Syllabus Review |  |  |
| 2 | 08/26 | The Counselor: Person and Professional,  Ethical Issues in Counseling Practice,  Working Alliance  Integrative Practice | Chapters 1-3  2014 ACA Code of Ethics  Zarbo et al., 2015 | 3.E.1, 3.E.3, 3.E.15, 3.E.21 |
| 3 | 09/02 | Psychoanalytic & Psychodynamic Therapy | Chapter 4  Psychoanalytic/Psychodynamic Therapy  Shedler, 2010  Levenson, 2010  **Discussion Post 1 Due Sunday 8/31 @ 11:59PM**  **No Responses Needed for this Discussion Post** | 3.E.1, 3.E.3, 3.E.15, 3.E.2, 3.H.2 |
| 4 | 09/09 | Adlerian Therapy | Chapter 5  Adlerian Therapy **Conceptualizing Change Paper due 9/09** | 3.E.1, 3.E.3, 3.E.15, 3.E.21, 3.H.2 |
| 5 | 09/16 | Existential Therapy | Chapter 6  Existential Therapy | 3.E.1, 3.E.3, 3.E.15, 3.E.21, 3.H.2 |
| 6 | 09/23 | Person-Centered Therapy  EFT | Chapter 7  Person-Centered Therapy | 3.E.1, 3.E.3, 3.E.15, 3.E.21, 3.H.2 |
| 7 | 09/30 | Gestalt Therapy | Chapter 8  Gestalt Therapy  **Discussion Post 2 Due Sunday 9/28**  **Response Due 10/3 @11:59PM** | 3.E.1, 3.E.3, 3.E.15, 3.E.21, 3.H.2 |
| 8 | 10/07 | **MIDTERM EXAM (Canvas)** | Chapters 2-8 | 3.E.1, 3.E.15 |
| 9 | 10/14 | Behavior Therapy | Chapter 9  Behavior Therapy | 3.E.1, 3.E.3, 3.E.15, 3.E.21, 3.H.2 |
| 10 | 10/21 | Cognitive Behavior Therapy | Chapter 10  Cognitive Behavior Therapy  **Discussion Post 3 Due**  **10/19 @ 11:59PM**  **Response Due 10/26 @ 11:59 PM** | 3.E.1, 3.E.3, 3.E.15, 3.E.21, 3.H.2 |
| 11 | 10/28 | Reality Therapy  Feminist Therapy | Chapter 11  Chapter 12  Reality Therapy | 3.E.1, 3.E.3, 3.E.15, 3.E.21, 3.H.2 |
| 12 | 11/04 | Postmodern Approaches | Chapter 13  Feminist Therapy  **Discussion Post 4 Due**  **11/02 @ 11:59 PM**  **Responses Due 11/7 @ 11:59PM** | 3.E.1, 3.E.3, 3.E.15, 3.E.21, 3.H.2 |
| 13 | 11/11 | Family Systems Therapy  ACA Advocacy Competencies | Chapter 14  ACA Advocacy Competencies  Family System Therapy | 3.E.1, 3.E.3, 3.E.15, 3.E.21, 3.H.2 |
| 14 | 11/18 | Integrative Perspectives | Chapter 15  **Theoretical Orientation Paper Due (11/18)** | 3.E.1, 3.E.3, 3.E.15, 3.E.21, 3.H.2 |
| 15 | 11/25 | Thanksgiving Break-NO CLASS |  |  |
| 16 | 12/02 | Course wrap-up & review | **Theoretical Case Conceptualization Paper Due (12/02)** | 3.E.1, 3.E.3, 3.E.15, 3.E.21 |
|  | 12/7-10 | **FINAL EXAM (Canvas)** | Chapters 9-15 |  |

**Course Requirements & Student Evaluation:**

Please note: Course assignments are due on the dates specified. When assignments are turned in late, without an excused or approved absence, scores for the assignments(s) will be reduced by 10% per day, with no assignments accepted more than 5 days after due date. Aqaa 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. The student’s final evaluation is based on these components.

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| --- | --- |
| **Assignments:** | Points |
| 1. Conceptualizing Change Paper | 10 |
| 2. Discussion Post (4) | 20 |
| 3. Midterm Exam | 15 |
| 4. Final Exam | 15 |
| 5. Theoretical Orientation Paper | 20 |
| 6. Theoretical Case Conceptualization Paper | 20 |
| 7. Weekly reading Questions (CANVAS) | 10 |
| **Total** | **110** |

**Grading Scale**

|  |  |
| --- | --- |
| A 90-100% | 90-100 Points |
| B 80-89% | 80-89 Points |
| C 70-79% | 70-79 Points |
| D 60-69% | 60-69 Points |
| F Below 60% | 59 or below Points |

**1.** Conceptualizing Change Paper (10 points):

Students will write a 2-3 page paper describing their conceptualization of what is needed for individuals to effectively change. This conceptualization will be based on the student’s unique perspective of change based in their personal experiences. Students should approach this assignment with the intent to identify their personal understanding and perspective on what creates change within individuals both in and outside of the counseling dynamic. This paper will help you identify significant elements related to your theoretical foundation and orientation to counseling work. The paper will contain the following three sections:

**What are the factors that create and facilitate change?** Provide a description of the internal (psychological, emotional, cognitive, existential/spiritual) elements and external (environmental, social, familial, socioeconomic, political) elements necessary for an individual to change. Students should provide clear expression of why they believe the identified elements are most necessary for long-term change to occur.

**What prevents change?** Provide a description of barriers to change. These can be both internal and external. Students will identify what they believe to be the most impactful and challenging barriers to change from their perspective.

**What is the counselor’s role in the change process?** Provide a description of your understanding of the responsibilities and role of the counselor in the change process and interpersonal dynamic with clients/students/consumers.

Grading guidelines:

1. Your writing product should include the required three sections listed above.

2. This paper requires APA format (e.g., 12 font size, Times New Roman font, double spaced with 1 margin on each side and including a cover page).

For additional resources: <https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html>

3. The pages will range from **2-3** pages (excluding a cover page).

2. **Discussion Boards (20 Points)**Students will participate in **4 discussion boards** to engage with course content, reflect on assigned readings, and connect theory to practice. Prompts will be posted on Canvas. Students are required to post their initial response to the discussion board by the following **Sunday at 11:59 p.m**. (as outlined in the syllabus). Posts should be thoughtful, well-written, and demonstrate engagement with the material.

You will also be required **to respond to at least one student’s post per week**. ***These are due no later than 5 days after the posting due date*** (see syllabus).

**3. & 4.** Midterm/Final Exams (15 points each):

Each of the exams will consist of multiple-choice, short-answer, and case presentation questions drawn from class and assigned readings. The midterm exam will cover chapters 2-8; and the final exam will cover chapters 9-15. You will be allotted 3 hrs only for each exam.

# 5. Theoretical Orientation Paper (20 points):

The Theoretical Orientation Paper will be built on your understanding of counseling theories developed through in-class learning and discussions. Different theories will offer you different approaches to working with clients. As a counselor, you must be able to identify the theoretical basis that can best match who you are and what you believe will support clients in the counseling process. Developing your theoretical orientation will be critical in terms of case conceptualization, making treatment plans, and applying techniques and strategies in counseling practice.

*Writing guidelines:*

Select one theory that is most relevant to your worldview and discuss, in-depth, how they are implemented in that theoretical approach. This assignment will help you not only be aware of your different worldviews towards different theoretical approaches but also discover where you stand with those theoretical approaches.

**Three** sections should be included in this paper:

**The first section** should include a summary of your overall understanding of this theory and why you chose it as your main theoretical approach.

**The second section** will include your key beliefs about that theory. Please explicitly state each belief and explain why it matches your individual view of clients’ progress and personality development.

**In the third section**, you will talk about the implications of this theoretical approach in working with clients in your field (e.g., clients with disabilities, youth population).

I understand that you may have more than one theoretical orientation. However, in order to have the space to fully develop your thoughts within a few pages, I encourage you to choose **Only** **One** and provide detailed work.

Grading guidelines:

1. Your writing product should include the required three sections listed above.
2. This paper requires APA format (e.g., 12 font size, Times New Roman font, double spaced with 1 margin on each side and including a cover page).
3. The pages will range from **4-5** pages (excluding a cover page).

# 5. Theoretical Case Conceptualization Paper (20 points):

Each student will be randomly assigned a fictional case at the beginning of the semester. You will write a case conceptualization paper based on what you learned about each of the selected theories during the semester. This paper will help you to apply your understanding of counseling theories as well as the developed theoretical orientations to counseling practice.

*Writing guidelines:*

This paper will include **four** sections:

In the **first** section, you will use one paragraph to provide a very brief overview of the chosen theory.

In the **second** section, you must explain why did you choose this theory? For example:

* Why did you think it was more suitable than others (e.g., fit your theoretical orientation?)
* Why does this theory work best for your client?

Support your reasons why or why not you used your identified theoretical orientation.

In the **third** section, you will analyze the case by:

* Detailing your overall feelings about working with him/her
* Explaining your understanding of the client’s presenting concerns and your goals of working with him/her as viewed through the lens of the prescribed theory

In the **last** section, you will use your selected theory as a guide to compile your own list of theoretically consistent treatment plans and intervention strategies that may contribute to counseling outcomes for this client based on your assessment. **Please be as specific and creative as you can!**

Your ability to select and apply appropriate theoretical approaches for case conceptualization will be expected.

*Grading guidelines:*

1. Your writing product should include the required four sections listed above.

2. This paper requires APA format (e.g., 12 font size, Times New Roman font, double spaced with 1 margin on each side and including a cover page and a reference page).

3. The pages will range from 4-6 pages (excluding a cover page).

# 6. Weekly Reading Questions (10 points):

Each week students will answer 5 questions in Canvas. These questions are to help with content understanding and to ensure students are keeping up with the readings. These will begin the week 3 (9/02)

# Class Policy Statements:

**Accommodations Statement:** Auburn University and the Counselor Education program are committed to ensuring student success by providing them with the appropriate supportive resources when necessary. We encourage students to exercise their right under the Americans with Disabilities Act to access academic accommodations. Students who need accommodations should submit their approved accommodations through the AIM Student Portal on AU Access and follow up with the instructor about an appointment. It is important for the student to complete these steps as soon as possible; accommodations are not retroactive. Students who have not established accommodations through the Office of Accessibility but need accommodations should contact the Office of Accessibility at [ACCESSIBILITY@auburn.edu](mailto:ACCESSIBILITY@auburn.edu) or (334) 844-2096 (V/TT). The Office of Accessibility is located in Haley Center 1228. Once a student has begun the process for accommodations, they are responsible for scheduling a meeting with faculty to discuss how these accommodations will be implemented in practice. Faculty are committed to working with students to support their needs in conjunction with the Office of Accessibility.

**Assignments:** All assignments must be typed and prepared in a professional manner (i.e., neat, correct grammar, spelling), following APA Style 7th ed. guidelines. It is very important that students submit work on time, or they will find it very difficult to catch up. 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.

**Faculty Communication and Feedback**: At the beginning of each course, make sure that you understand the instructor’s preferred mode of communication and any specific communication protocol. One of the best ways to be effective as a student is to understand the instructor’s expectations and operate within those boundaries. Students should give the instructor **48 hours** to get back to them on any communication and **one week** for grading turnaround time on major assignments. **The instructor reserves the right to alter these feedback parameters due to contingencies such as holidays, course progress, campus emergencies, weather, holidays, professional activities, etc., with notice provided.** If students have concerns about communication or feedback, they should always go to the professor first. Students should explain their concerns as clearly as possible without judgment or emotion. Effective communication is an important skill, and every interaction in their program is an opportunity to develop this skill.

**Email: Your Auburn University email address is the university-approved form of communication between instructors and students.** Follow the steps in [the video linked here](https://community.canvaslms.com/videos/1072) to set your notifications preferences and specify that all course alerts are routed to your Auburn University email address (userid@auburn.edu). You can contact [Auburn University's OIT Help Desk](http://www.auburn.edu/oit/helpdesk/) for assistance forwarding mail sent to your Auburn email address to a different email address that you regularly check. Additionally, it is your responsibility to read course announcements sent by your instructor. These are posted in Canvas, and you can configure your notification preferences to receive an email each time a new announcement is posted.

**Canvas: This course will be supported by Auburn University’s Canvas platform**. The syllabus, class assignments, occasional lectures, test grades, final grades, and important announcements will be posted to the Canvas site for this course. Check the Canvas site for this course frequently.

**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.

**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

**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.

**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.

**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 Master’s and/or Doctoral graduate study. This includes rigorous evaluation standards of students completing the student learning objectives specified in this syllabus.

***Contingency Plans include the following:***

**Access to Course Content:**

All class materials and PowerPoints will be posted to Canvas for all lectures presented in class.

**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.

**Syllabus Disclaimer:**

The course schedule and assignments are designed with the most up-to-date information and policies in mind. If the situation changes, I 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 messages, emails, and all assignment due dates will be updated.

**Health and Participation in Class:**

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 must follow the AU policy related to COVID-19 ([Student decision tree](https://auburn.edu/covid-resource-center/_assets/pdf/sg-13-student-decision-tree.pdf)). 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.

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

* Notify me in advance
* Provide me with medical documentation, if possible
* Keep up with coursework as much as possible
* Participate in class activities and submit assignments remotely as much as possible
* Notify me if you require a modification to the deadline of an assignment or exam
* 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.

Students with questions about COVID-related illnesses should reach out to the COVID Resource Center at (334) 844-6000 or at [covidresourcecenter@auburn.edu](mailto:covidresourcecenter@auburn.edu).  

**Health and Well-Being Resources:**

These are difficult times, and academic and personal stress is a natural result. Everyone is encouraged to take care of themselves and their peers. If you need additional support, there are several resources on campus to assist you:

* COVID Resource Center (<https://auburn.edu/covid-resource-center/>)
* Student Counseling and Psychological Services (<http://wp.auburn.edu/scs/>)
* AU Medical Clinic (<https://cws.auburn.edu/aumc/>)
* If you or someone you know are experiencing food, housing, or financial insecurity, please visit the Auburn Cares Office (<http://aucares.auburn.edu/>)