AUBURN UNIVERSITY

Department of Special Education, Rehabilitation, and Counseling

College of Education

Fall 2024 Syllabus

**Course Number: COUN 7400**

**Course Title: Orientation to Professional Counseling**

**Credit Hours:** 3 credit hours

**Co/Prerequisites:** None

**Course Meeting Times:** Thursday, 1pm-3:50pm

**Course Location:** EDUC 2130

**Instructor:** Kevin White, PhD, LPC, NCC

**Email:** klw0070@auburn.edu

**Phone:** (334) 844-7672

**Office:** EDUC 3124

**Office Hours:** By appointment

**Text(s) or Major Resources:**

**Required:**

Remley, T. & Herlihy, B. (2019). *Ethical, legal & professional issues in counseling* (6th. ed.). New York, NY: Pearson.

# Major Resources:

American Psychological Association (2020). *Publication Manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.

American Counseling Association (2014). *2014 ACA code of ethics*. <https://www.counseling.org/docs/default-source/ethics/2014-aca-code-of-ethics.pdf?sfvrsn=fde89426_5>

American School Counselor Association (2022). *ASCA ethical standards for school counselors*. <https://www.schoolcounselor.org/getmedia/44f30280-ffe8-4b41-9ad8-f15909c3d164/EthicalStandards.pdf>

Commission on Rehabilitation Counselor Certification (2023). *Code of professional ethics for rehabilitation counselors*. <https://crccertification.com/wp-content/uploads/2023/04/2023-Code-of-Ethics.pdf>

Additional resources will be posted on Canvas.

**Course Description:** Orientation to the counseling field with emphasis on philosophical, historical, psychological, and organizational foundations of professional practice.

# Course Objectives

Upon completion of this course, students will gain an understanding of:

1. History and philosophy of the counseling profession and its specialized practice areas (CACREP III.A.1)
2. The multiple professional roles and functions of counselors across specialized practice areas (CACREP III.A.2)
3. 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 III.A.4)
4. The role and process of the professional counselor advocating on behalf of the profession (CACREP III.A.5)
5. Professional counseling organizations, including membership benefits, activities, services to members, and current issues (CACREP III.A.6)
6. Professional counseling credentialing across service delivery modalities, including certification, licensure, and accreditation practices and standards for all specialized practice areas (CACREP III.A.7)
7. Current labor market information and occupational outlook relevant to opportunities for practice within the counseling profession (CACREP III.A.9)
8. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas (CACREP III.A.10)
9. Self-care, self-awareness, and self-evaluation strategies for ethical and effective practice (CACREP III.A.11)
10. The purpose of and roles within counseling supervision in the profession (CACREP III.A.12)
11. The importance of research in advancing the counseling profession, including the use of research to inform counseling practice (CACREP III.H.I)
12. Identification and evaluation of the evidence base for counseling theories, interventions, and practices (CACREP III.H.2)

**Course Requirements/Evaluation:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Assignment** | **Due Date** | **Evaluation** | **CACREP Professional Standards** |
| Class Discussion Participation | By Class | 10 pts. | Section III.A. |
| Professional Reflection: Program Expectation Reflection | 9/11 | 5 pts. | Section III.A.2. |
| Ethics Reflection: Imposing Values and Diversity | 10/2 | 5 pts. | Section III.A.10. |
| Ethics Reflection: Boundaries in Counseling | 10/16 | 5 pts. | Section III.A.10. |
| Professional Reflection: Self-Care and Evaluation | 10/30 | 5 pts. | Section III.A.4., 5., 11. |
| Professional Trends and Issues Response Paper | 11/6 | 15 pts. | Section III.H.1. 2, Section III.A.1., 2., 7. |
| Ethics Reflection: Challenges in Ethical Decision-Making | 11/20 | 5 pts. | Section III.A.10. |
| Professional Identity and Advocacy Project | 12/4 | 15 pts. | Section III.A.1., 2., 4., 5., 7., 9. |
| Legal and Ethical Case Study Group Project | 11/13 or 11/20 | 25 pts. | Section III.A.10. |
| Professional Development Activity and Reflection | 12/4 | 10 pts. | Section III.A.5., 6. |
| Total Points: 100 | | | |

Students in this course are required to complete all specified course requirements. Student’s final evaluation is based on these components. ***Descriptions of all assignments are attached to this syllabus.***

**The following scale will be used:**

90-100 points = A

80-89.99 points = B

70-79.99 points = C

60-69.99 points = D

Below 60 points = F

**Instructional/Teaching Method**

This is an in-person course. Instruction will take the form of lecture, small-group activities, classroom discussion, case studies, and reflective practice. There will also be a group project that will require a presentation. My teaching philosophy is Constructivist in nature, meaning that I believe learning best occurs when students bring their unique experiences into the classroom and create an environment where everyone can engage with the content in a meaningful and personal way. Learning will require you to engage with students and with me, your instructor, as we progress throughout the semester. I look forward to developing a learning environment that values the ways different individuals approach issues and creates dynamic discussion.

**Student Expectations**

This is a foundational course. Students are expected to engage with their classmates, the professor, and to demonstrate self-direction (following your interests in the field). Participation in class discussion is vital, and challenging yourself to reflect critically on internal and external factors is an important part of developing skills and personal identity in the counseling field. Course content will be disseminated via Canvas, and you will find the syllabus, resources, and assignments there.

**Assignment Descriptions**

1. **Class Discussion Participation**

Each week students will engage in group discussion in class. We will discuss various topics. Students are encouraged to bring their authentic experiences into these discussions. I understand that some of us take more time to determine what we want to add to a conversation or what questions we want to ask. However, each student should engage in some way in discussions during class meetings.

1. **Professional Trends and Issues**

You are asked to select one article, which was published within the last 10 years from a counseling professional journal that identifies an important topic or issue in the field. This may address multiple issues including: professional development, counseling practice, advocacy, diversity, working with special populations or employment in a counseling specialty. It is important that it be a topic that you are interested in and will be willing to discuss in class. You are asked to develop a **3-page** (double spaced) response paper relating to this article. You are asked to:

* + 1. Identify the issue and what you consider to be the most significant aspects of this issue for counselors and/or counselors-in-training.
    2. Discuss any recommendations in the article about how counselors can address or help address this issue.
    3. Discuss your perspective on this issue as a developing counselor. This may include professional training, future goals, or concerns. Please consider reflecting on what you learned and how this might influence your own development as a counselor.
    4. Please include a citation for the article and attach a copy of the article to the assignment.

# Legal and Ethical Case Study Group Project

Each group will be provided a case study to complete their legal and ethical case study presentation. Groups will be required to submit a case response using an ethical and legal decision-making model (to be provided in class). In addition, groups will be required to submit a reference page (at least 5 scholarly resources that can include the textbook, The ACA/ASCA/CRCC Code of Ethics, Advocacy Competencies, Multicultural and Social Justice Counseling Competencies) that provides a rationale for developing their response. Each group will be provided 30-45 minutes to present the central issues of their case. The group presentation will take place near the end of the semester in class. The group should bring one or two discussion questions to facilitate class discussion. Group presentations will be worth 25 points. Keep in mind that everyone should contribute to a group project, not only participating in group discussion and developing the slides, but also engaging in actual presentation.

This assignment is a CACREP 2024 Key Performance Indicator (CACREP 3.A. Understands ethical and legal standards relevant to professional counseling) and will be uploaded to your comprehensive portfolio in Experiential Learning Cloud (formerly Tevera).

1. **Professional Reflection/Discussion Activities:** Students will be required to complete a series of reflection activities. These activities are linked to specific course lectures, discussion and in-class activities and professional readings. Reflections (5) are to be *1-1/2 page* double spaced and will focus on the specific prompts provided in class. Reflections are due the week after the prompts are provided.
   * 1. Professional Reflection: Program Expectation
     2. Ethics Reflection: Imposing Values and Diversity
     3. Ethics Reflection: Boundaries in Counseling
     4. Professional Reflection: Self-Care
     5. Ethics Reflection: Challenges in Ethical Decision-making

# Professional Development Activity & Reflection

Students will be asked to attend one professional development activity during the semester. Professional Development activities will be announced and identified in class. You are asked to write a **2-page** typed (double spaced) overview of the activity including the following:

* + 1. Identify the professional development activity
    2. What did you learn or how was the content beneficial
       1. How did it impact your awareness? Knowledge?
       2. How does this make you think about counselor competency?
    3. How might you integrate or use this information as you develop as a counselor
    4. Your overall evaluation of the professional development activity
    5. Attach any materials that you received from the activity that document your attendance.

# Professional Identity and Advocacy Project

The purpose of this assignment is to assist in the development and identification of steps to engage in advocacy during the program and as a future professional. This assignment has two components:

1. **Professional Planning Reflection** (*2 pages double-spaced*)
   * + What will be your primary specialization and why did you select this specialization?
     + What setting and/or population would you like to work in?
     + What professional organizations do you believe will be most beneficial to you as a Professional Counselor?
     + What are you short-term (1-3 years) and long-term plans post-graduation?
     + What type of training and experience activities would you like to have during your counseling program?
     + From a professional perspective, how do you see the occupational outlook (career opportunities) for your specialization, and how do you address the future with that in mind?
2. Develop an **advocacy position statement** incorporating the ACA, ASCA or CRCC Code of Ethics. ACA Code of Ethics link:

<https://www.counseling.org/docs/default-source/ethics/2014-aca-code-of-ethics.pdf?sfvrsn=fde89426_5>

ASCA Code of Ethics link:

<https://www.schoolcounselor.org/getmedia/44f30280-ffe8-4b41-9ad8-f15909c3d164/EthicalStandards.pdf>

CRCC Code of Ethics link: <https://crccertification.com/wp-content/uploads/2023/04/2023-Code-of-Ethics.pdf>

* The advocacy position statement should be *2 pages double-spaced,* utilizing APA format (include citations if you are referring to the ACA/ASCA/CRCC Code of Ethics and/or the ACA Advocacy Competencies).
* The ACA Advocacy Competencies can be used as a resource for this statement which should focus on these questions:
  + What steps will you take to engage in advocating for the counseling profession?
  + What steps will you take to engage in advocating for clients?
  + How will you utilize professional development training experiences during the program and as a future counselor to build your professional identity as an advocate?
  + Discuss the impact and significance of the ACA Code of Ethics for you as a counselor-in-training and as a future professional counselor.

**Course Schedule**

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| --- | --- | --- | --- | --- |
| Course Schedule | Topics | Readings | Assignment | CACREP Standards |
| Week 1  8/21 | Review syllabus – Recorded (students will attend orientation) |  |  |  |
| Week 2:  8/28 | Professional Orientation   * Program and Professional Standards | Master’s Handbook, Master’s Professional Experiences Handbook |  | Section III.A. – 1., 2., 6. |
| Week 3:  9/4 | Professional Identity of Counselors   * Philosophy Underlying the Counseling Profession * Development of Counseling * History of Counseling | R&H: Chapter 2  CSI Exemplar, 2015 |  | Section III.A. – 1., 2., 6. 7., 9. |
| Week 4:  9/11 | Current Issues Related to Professional Identity   * Counselor Credentialing and Licensure * Legal & Political Issues * Identity & Professionalism | R&H: Chapter 2  Kaplan et al., 2014 (20/20 vision)  CSI Exemplar, 2015 | **Reflection: Program Expectations (9/11)** | Section III.A. – 6. 7., 9. |
| Week 5:  9/18 | Ethics in Counseling   * Decision-Making Process | R&H: Chapter 1 |  | Section III.A.10. |
| Week 6: 9/25 | Ethics in Counseling   * Multicultural Competence & Social Justice * Client Rights & Counselor Responsibilities | R&H: Chapter 3 & 4  Codes of Ethics  Multicultural & Social Justice Counseling Competencies |  | Section III.A. – 4., 10. |
| Week 7:  10/2 | Ethics in Counseling   * Confidentiality & Privileged Communication * Malpractice & Resolving Legal & Ethical Challenges | R&H: Chapter 5 & 8  Codes of Ethics | **Reflection: Imposing Values and Diversity (10/2)** | Section III.A.10. |
| Week 8:  10/9 | **FALL BREAK: No Class**  Recorded Lectures  Counseling Relationship   * Prohibited Non-counseling Roles & Relationships * Boundaries   Issues in Counseling   * Records and Subpoenas | R&H: Chapter 6 & 9  Codes of Ethics |  | Section III.A.10. |
| Week 9:  10/16 | Issues in Counseling Continued   * Counseling Children & Vulnerable Adults   Counseling Families & Groups | R&H: Chapter 11 & 12  Codes of Ethics | **Reflection: Boundaries in Counseling (10/16)** | Section III.A.10., 11. |
| Week 10:  10/23 | Issues in Counseling   * Competence, Assessment, & Diagnosis   Self-Care and Evaluation as a Counselor   * Self-Care strategies * Self-Evaluation as a Counselor | R&H: Chapter 7  Additional readings posted on Canvas |  | Section III.A.5., 10., 11 |
| Week 11:  10/30 | Trends and Issues in Counseling   * Technology in Counseling * Professional Writing, Conducting Research, & Publishing | R&H:  Chapter 10 & 16  Codes of Ethics | **Reflection: Self-Care (10/30)** | Section III.A.10., Section III.H. – 1., 2. |
| Week 12:  11/6 | Professional Roles and Counselor Education   * Supervision & Consultation * Social Justice * Advocacy Methods and Practices | R&H: Chapter 15  Codes of Ethics  (Toporek & Daniels, 2018) | **Professional Trends/Issues Response Paper (11/6)** | Section III.A. – 4., 5., 10., 12. |
| Week 13:  11/13 | Ethics in Counseling | Ethical Case Presentations |  | Section III.A.10. |
| Week 14:  11/20 | Ethics in Counseling | Ethical Case Presentations | **Reflection: Challenges in Ethical Decision-Making (11/20)** | Section III.A.10. |
| Week 15:  11/27 | **Thanksgiving: No Class** |  |  |  |
| Week 16:  12/4 | Catch up/Course Wrap up |  | **Identity & Advocacy Project (12/4)**  **Professional Development Activity Reflection (12/4)** | Section III.A.10. |

# \*Course schedule is subject to change with notice.

# Class Policy Statements:

1. Class Participation: The format of the class is designed to maximize student-student discussion and to facilitate personal and professional growth as a counselor. Participation is an essential element of this course. It is expected that you will complete the reading assignments, ask questions, and participate in all assignments. Failure to submit assignments on time will result in losing assigned points, and make-up for the late assignments or extra points will not be allowed for this course unless being approved by the instructor in advance.
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 the *Tiger Cub* for more information on excused absences.
3. Readings and Participation: Students are expected to read course materials *in advance* of the class meeting. Class participation is an integral aspect of the course and is expected of all students.
4. Make-Up Policy: Arrangement to make up a missed major examination or assignments (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. Course Assignments: Course assignments are due on the dates and times specified within the course schedule and Canvas. If you are concerned about your ability to complete quality work as described in the schedule, contact meas soon as possible so we discuss how to support your learning in our course. When assignments are turned in late, without an excused or approved absence, scores for the assignment(s) will be reduced by 5% per day, with no assignments accepted more than 1 week past the due date.
6. Course Communication: Canvas will be used as the medium to transfer educational materials for this course. Students will upload completed assignments to Canvas. University e-mail (**NOT** messages through Canvas) will be the primary avenue of communication with the instructor in between class sessions.
7. Course Contingency: If normal class 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, and 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:
9. Engage in responsible and ethical professional practices
10. Contribute to collaborative learning communities
11. Demonstrate a commitment to diversity
12. Model and nurture intellectual vitality
13. Learning Community: In this course, we will seek to establish a community of trust and mutual respect. Please be mindful and considerate of yourself, your peers, and your instructor. Though not all people in the class will share your views, the environment requires careful listening and responding to others in a manner in which you wish to be responded to. The course design is based on the assumption that each of you is a resource person as well as a learner. As such, we have a responsibility to contribute to the learning of the collective group, as well as to our own individual experience.
14. Professional Behavior: As students preparing 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:
15. Demonstrate appropriate professional behavior in the classroom/online learning environment including appropriate use of technology
16. Demonstrate respect for peers and faculty
17. Demonstrate responsible behavior related to engaging in class activities (e.g., discussion board in Canvas), completing assignments and participating in your educational training

**Academic Honesty Policy:**

Academic Honesty Statement: All portions of the Auburn University Student Academic Honesty Code (Title XII) found in the *Student Policy eHandbook* 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 concern 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.

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# 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](mailto: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.

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# 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.

# 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.

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# 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.

# 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 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.

# Justification for Graduate Credit:

# This course includes advanced content on professional orientation, ethical and legal standards and practices, and professional development and identification in counseling. This includes content as specified by the Council for the Accreditation of Counseling and Related Programs (CACREP, 2024) specific to *Professional Counseling Orientation and Ethical Practice* (Section 2, Counseling Curriculum – 1). 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.

**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 message, 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/>)

**Course Expectations Related to COVID-19**:

* **Course Attendance**: If you are quarantined or otherwise need to miss class because you have been advised that you may have been exposed to COVID-19, you will be expected to develop a plan to keep up with your coursework during any such absences.
* **Course Meeting Schedule**: This course might not have a traditional course schedule. Be sure to pay attention to any updates to the course schedule as the information in this syllabus may have changed. Please discuss any questions you have with me.
* **Technology Requirements:** This course requires particular technologies to complete coursework. If you need access to additional technical support, please contact the AU Bookstore at [aubookstore@auburn.edu](mailto:aubookstore@auburn.edu).