

ENV 320-X & ENV 320L-X: Environmental Science – Syllabus for Summer 2027

**Taught at Augsburg University's Center for Global Education & Experience (CGEE)
in Cuernavaca, Morelos, México, with visits to Amatlan de Quetzalcoatl & two
days in Mexico City.**

- Course Location: Mexico, as part of the Environment & Social Justice Summer Program offered through Augsburg University's Center for Global Education & Experience (CGEE).
- Day/time of course meetings: Both class sessions and fieldwork days and times to be confirmed.
- Course Schedule: Class and lab/fieldwork times TBA; total number of hours: minimum of 60 contact hours.
- Academic credit: 4 credits with Lab credit
Class and Lab sessions: an average of 4 weeks (30 hours of class/ Lab time)

Instructor's Information

Professor: Fatima Mendoza, Masters in Science Education, she/her/ella pronouns. Master's degree in Science Education and *Licenciatura* (equivalent of B.S.) degree in Environmental Science from the UNAM (*Universidad Nacional Autonoma de Mexico*). I have focused on developing outreach and education projects that promote sustainability and scientific knowledge, specializing in Environmental Science and Biology. I've taught Environmental Science and Sustainability Science subjects at different universities in Mexico, such as the *Universidad Ibero*, *el Tecnológico de Monterrey*, and *IIES UNAM, Instituto de Investigaciones en Ecosistemas y Sustentabilidad de la UNAM* (UNAM Research Institute on Ecosystems and Sustainability).

Contact Information: mendoza@ausburg.edu, WhatsApp: +52 777 555 0116 (best way to reach me).

Office location: CGEE Mexico Site J.H. Preciado 314 col. San Anton. Cuernavaca, Morelos, Mexico.

What is this course about?

This intensive version of Environmental Science 320 introduces students to the interdisciplinary study of environmental systems through scientific concepts, field-based learning, community engagement, and socio-environmental analysis. Drawing primarily from examples in Mexico, students examine the relationships among ecological systems, human societies, environmental health, natural-resource management, environmental justice, and sustainability.

Rather than treating environmental problems as isolated scientific issues, the course approaches them as **complex socio-environmental systems** shaped by ecological processes, human decisions, cultural practices, economic structures, political institutions, and historical relationships with the environment. Concurrent registration in ENV320L is required.

The intensive format combines:

- In-class seminars and discussions
- Scientific and environmental data analysis
- Laboratory and field investigations
- Ecological hikes and outdoor observation
- Community-based learning
- Guest speakers and local environmental organizations
- Documentary and scientific article analysis
- A two-day immersive field component in Amatlán de Quetzalcóatl
- A two-day field excursion to Mexico City
- An integrative final socio-environmental project

The course will most likely include five modules:

1. **Environmental Science, Systems Thinking & Environmental Justice** - students will explore Environmental Science as an interdisciplinary field and develop systems-thinking and problem-solving approaches to understand complex environmental problems. The module will also introduce environmental justice and examine how environmental challenges are shaped by social, economic, cultural, and political factors.
2. **Ecology, Biodiversity & Ecosystems** - students will address how ecosystems function through the interaction of physical and biological factors, with particular emphasis on the Neotropics and Mexican ecosystems. Topics will include energy flow, nutrient cycles, biodiversity, ecological interactions, climate, vegetation, and the relationships between ecosystems and human communities.

3. **Population, Environmental Health & Pollution** - students will examine the relationships among human populations, resource consumption, environmental change, and human health. The module will address major environmental challenges including population growth, urbanization, pollution, waste, water quality, and environmental degradation, with attention to how environmental risks and impacts are distributed across different communities.
4. **Ecosystem Services, Conservation & Resource Management** - students will explore the ecological, social, and economic importance of ecosystem services, such as the challenges of conserving and managing natural resources in Mexico. Topics will include biodiversity loss, deforestation, agriculture, water management, pollution, Indigenous and local ecological knowledge, community-based conservation, and the tensions between conservation, livelihoods, and development.
5. **Sustainability, Climate Change & Alternatives to Development** - students will examine the causes and consequences of global environmental change, with particular attention to climate change, sustainability, and climate justice. The module will explore environmental policies, economic approaches, community-based initiatives, and alternatives to conventional models of development, considering strategies for creating more sustainable and socially just futures.

This course is a requirement for the Environmental Studies major and fulfills one of the upper-division elective requirements for the Biology major at Augsburg University.

What background knowledge do I need before taking this course?

Prerequisites: 1 of CHM102 (Chemistry for Changing Times), CHM115 (General Chemistry I) or equivalents; 1 of MAT105 (Applied Algebra), MPL (Math Placement Level 3) or equivalents; BIO152 (Evolution, Ecology and Diversity) or equivalent; OR the instructor's permission.

What will I learn in this course?

1. Explain fundamental ecological principles and their relationship to human-environment systems.
2. Apply systems thinking to analyze complex environmental problems.
3. Identify major environmental challenges affecting Mexico and other regions of the world.
4. Analyze relationships among biodiversity, natural resources, human populations, and environmental health.

5. Explain how environmental problems are connected to social inequality and environmental justice.
6. Evaluate different approaches to conservation, resource management, and sustainability.
7. Recognize the value of Indigenous and local ecological knowledge in environmental management.
8. Analyze community-based and grassroots approaches to environmental challenges.
9. Evaluate environmental information and scientific evidence from multiple sources.
10. Develop evidence-based and contextually appropriate responses to a socio-environmental problem.

Institutional Student Learning Outcomes

iSLO's that will be met in this course are indicated with **. An assessment of these outcomes is described below in Assessment, Teaching Methodologies, and Classroom Activities.

iSLO Critical Thinking
<i>**use appropriate methods to gather and analyze evidence, identify underlying assumptions, and evaluate competing claims</i>
<i>**construct coherent, polished and persuasive arguments, narratives and explications in written, oral, and other formats</i>
iSLO Thoughtful Stewards
<i>critically engage their own beliefs and articulate their gifts and goals for meaningful life and work in a pluralistic context</i>

***identify the broad foundations for sustainable living and apply them in demonstrable ways*

iSLO Responsible Leaders

***employ the fundamental principles of quantitative literacy to arrive at thoughtful judgment*

<i>**articulate and solve problems in creative, analytical, and integrative ways</i>
iSLO Informed Citizens

<i>engage their communities and demonstrates a sense of agency to create change in ethical and informed ways</i>
<i>explain diverse positions and collaborate effectively across social, cultural, and geographic differences</i>

What will I do in this course?

Period	Module / Theme	Main Academic Focus	Major Field Experience
May 19–21	Module 1	Environmental Science, systems thinking & environmental justice	Local Cuernavaca field observation / Ravine Tour
May 22–25	Module 2	Ecology, biodiversity & ecosystems	Forest/ecological hike
May 26–28	Module 3	Population, environmental health & pollution	IMTA + water-quality lab + Tierra de Urbe
May 29–June 1	Module 4	Ecosystem services, conservation & resource management	2-day Amatlán immersion
June 2–5	Module 5	Sustainability, climate change & alternatives to development	Sustainability workshop & climate simulation
June 6–7	Integration	Socio-environmental systems synthesis	Preparation for Mexico City
June 8–9	Mexico City	Urban environmental systems	Xochimilco & Huerto Roma Verde
June 10–13	Final Integration	Environmental justice, sustainability & future scenarios	Final presentations/projects

The activities that comprise this course to meet our learning objectives will be:

- In-class discussions about scientific articles and local and international case studies on Environmental Science.
- Environmental Science laboratory experiments, including water and soil quality testing, and a socio-environmental analysis of a local area.
- Watching and analyzing topics depicted in local environmental documentaries.
- Participation in ecological hikes and excursions in local natural protected areas and other sites of socio-environmental importance.

POTENTIAL GUEST SPEAKERS & EXCURSIONS RELATED TO THIS COURSE

- Visit NGOs dedicated to sustainable permaculture techniques and Environmental Education grassroots projects.
- Visit an indigenous agriculture heirloom *Milpa* system farm in Amatlan de Quetzalcoatl, Morelos.
- Ecological hike with community-based volunteer firefighter groups to learn about biodiversity in the state of Morelos, diverse microclimates, the watershed conservation approach, and environmental services of the forest from a *Nahua* indigenous community perspective.
- Talk with local biologists about environmental issues and their research on the socio-ecological environments of Morelos.
- Visit the *IMTA (Instituto Mexicano de Tecnología del Agua)* water institute to learn about water conservation, water pollutants, and water management in Mexico.
- Speaker on the “Conservation of Indigenous Knowledge Linkage to Biodiversity Conservation,” the bio-heritage approach, and the complexity of social ecosystems.
- Field Trip to “*Bosque de los Hongos Azules*” in the Morelos Mesophyll Rainforest to learn about the conservation through management of a vast diversity of fungi specimens in Morelos.
- Visit Xochimilco’s Ecological & *chinampa* prehispanic agriculture system restoration project & Axolotario: Axolotl conservation project.
- Visit the grassroots community compost project *Tierra de Urbe* for a compost workshop, and learn about garbage management in Cuernavaca and socio-economic metabolism.
- Visit *Huerto Roma Verde*, a grassroots cooperative in Mexico City that develops several different projects aimed at sustainability strategies within one of the largest cities in the world.
- Field Trip to the *Jardin Etnobotanico de Cuernavaca* to learn about the management of Mexican medicinal plants and conservation strategies.
- Visit the Ecological Farm *Rancho La Troje* in Tehuixtla, Morelos to learn about alternative & organic meat production.
- Visit Mexico City’s sustainable and autonomous urban communities *Organización Popular Francisco Villa de Izquierda Independiente (OPFVII)*, known as *Los Panchos*. Emerging from the radical wing of Mexico’s urban popular movements, they have spent decades transforming marginalized peripheries into self-managed, cooperative living spaces rather than standard housing projects.

How can I prepare for the class sessions to be successful?

One of the first things that will help you do well in this class –and enjoy it– is to understand that science is useful and accessible if you take your time with it. To do well in this class, start by identifying the ways that science connects with your interests, passions, and academic major.

Coming prepared to class after doing the readings and having done the assignments will help you stay engaged, and it will promote valuable participation and class discussions, which will help you achieve a better understanding of the complex environmental systems and their functionality, as well as promote the development of critical and scientific thinking.

What required texts, materials, and technologies will I need?

Course Readings:

- ***Scientific American Environmental Science for a Changing World*, 4th edition. (2024) by Susan Karr, Anne Houtman, Jeneen Interland.**
- Selected scientific articles on environmental science, systems thinking, ecosystem services, ethnoecology, alternatives to development, social metabolism, and other topics found on *Moodle*.

How will my grade be determined?

Assessment	Weight
In-Class Assignments & Participation	30%
Discussion Day	10%
Lab Work	20%

Assessment	Weight
Final Presentation	20%
Final Research Paper	20%
Total	100%

In-class assignments and participation (30% of total grade):

- Quizzes: We will have several brief quizzes or “minute papers” on topics covered in your reading or in class. The objective of these quizzes is to assess whether students are comprehending content from lectures and assigned readings. Generally, the quizzes will consist of two questions, one from the previous lecture and one from the assigned reading. Students who come late to class will not be able to make up the assessment.
- In-class activities: These are active learning modules designed to increase student engagement and to foster the development of a deeper understanding of concepts covered in class.
- Discussion day questions: During the class period preceding a discussion day, all students will write and post on a Moodle forum at least 2 unique and thoughtful questions to be used as discussion prompts. Thoughtful questions do not always begin with “In what way...”, rather they should dig deeper to ask “Why?”. The objective of these questions is two-fold: 1) to assess reading comprehension and ability to think critically about the readings, and 2) to be used as discussion prompts by discussion leaders. Note: in order to get credit for turning in discussion questions, you must be present and participate in class on the day of the discussion.

Discussion Day Leaders (10% of total grade):

Students will work in groups to prepare and lead a class discussion. The objectives of this assignment are for students to: 1) demonstrate an ability to work cooperatively with group members to complete the assignment 2) develop and demonstrate critical thinking skills by evaluating competing claims on an environmental issue, 3) find credible sources that have publicly available journalistic standards and codes of ethics, provide a clearly identifiable position on the claim and provide high-quality, credible evidence related to the subject of the claim, 4) to orally present opposing viewpoints on the assigned claim based on information from their selected readings, and 5) to facilitate class discussion using a selection of questions (either generated by the group or posted on the forum by other students) to stimulate class discussion of opposing viewpoints on the claim. The professors have assigned a claim to each group (see list of topics). One class period will be spent with students working in groups to find readings on their claim (at least one reading that supports the claim and at least one that refutes it) for the class to read.

Lab work (20% of total grade): This includes short post-lab quizzes, reports, and exercises. See course policies for information on lab requirements. The objective of the lab portion of this course is to engage in hands-on learning experiences in environmental science. Concepts and principles discussed in the lecture will be applied in a laboratory setting. Additionally, there will

be a number of high-impact field trips that illustrate environmental science in action in the community. Each lab will have a written assessment that is due either in a lab that day or the week following, as instructed. These assessments are designed to evaluate student learning in the lab portion of this course.

Final Research Paper & In-class presentation (20% / 20% of total grade): You will choose a topic of interest for your final research paper and then present your research in class. The structure of the presentation and format will be discussed further, and a rubric will be provided.

Grading Criteria

While it may vary slightly from assignment to assignment, most of your work will be graded on the following four criteria: 1) Form, 2) Content, 3) Interpretation and Analysis, and 4) Connections. The instructors consider superior work to be work that fulfills the following criteria:

1. Form:

- extremely well organized
- articulates ideas clearly and concisely
- correct grammar and spelling
- legible
- accurate citation of readings and speakers (using footnotes or endnotes and bibliography)

2. Content:

- includes an articulate statement of your thesis and/or questions for further exploration - demonstrates accurate knowledge of the subject
- scales down information to what is most important
- exhibits a profound understanding of the main points expressed by guest speakers and in required readings
- employs solid logic and well-documented data
- supports arguments with concrete examples from readings, speakers, and own experiences

3. Interpretation and Analysis:

- presents more than just a summary of information
- analyzes issues from different viewpoints
- recognizes interrelationships among issues
- draws upon assigned texts, class sessions, and guest speakers to support own thesis - makes logical arguments
- articulates the complexities of the issues
- generates critical questions not addressed fully by authors or speakers
- applies principles and generalizations already learned to new information

4. Connections:

- demonstrates an understanding of how issues interrelate with each other
- integrates knowledge from diverse sources

- compares ideas of authors of required readings with each other
- makes connections between ideas raised in required readings with those of guest speakers - takes new information acquired in Mexico and effectively integrates it with prior knowledge and experiences
- synthesizes and integrates information and ideas

What are the course policies?

1. Punctual attendance and active participation in all lectures is expected.
2. Students must concurrently enroll in ENV320 Lab. The ENV320 Lab grade will be integrated into the ENV320 grade. There will be separate assignments for lab, but the same overall grade will be given for both the lecture and lab sections of the course.
3. All class documents, schedules, and grades will be posted on Moodle.
4. Should personal issues or situations arise that impede your ability to participate in this class, timely communication with your professors is required.

Attendance and Class Participation

Effective class participation involves active participation in class sessions involving guest lectures, excursions, and other experiential activities, demonstrating knowledge of required readings during internal class sessions; and your overall work and progress in the course. ***Please note that class participation is required for a passing grade, and absences will impact your grade.*** Because participation is essential to the learning process if you miss class sessions (including guest speakers and excursions) for any reason, you must speak to the instructors prior to class, and you are responsible for obtaining notes, handouts, and announcements from other students and communicating with the instructor about how to make up what you missed. After 2 absences, you will have to present evidence from a medical practitioner (doctor, therapist, or other) that you were sick. Absences due to religious holidays and illness are considered excused absences. However, you still must inform the instructors of such absences in advance and discuss how to make up for the missed session/s; otherwise, your class participation grade will be affected. Absences for personal travel or visits from family or friends are not excused absences.

P+: Came prepared with reading/notes, participated in the discussion based on reading (100%)

P: Participates (minimal), or excused absence with no makeup or unexcused absence with makeup (85%)

P-: Unprepared, unable to participate (75%)

Ex: Excused absence with a make-up assignment (93%)

Not present- unexcused (0)

Additional Comments

Credit Hours & Expectations for Time Spent Learning

Courses taken at the university level are measured in credits. To earn credit for a course, you will typically be required to spend time both inside and outside of class learning. The time spent in class and time spent outside of class combines as "time on task". Time on task is a measure of total learning time, including instructional time, study time, and completion of assignments and activities. At Augsburg University, most courses are 4 credits.

Why is our schedule SO BUSY? Why do I have to work so hard in this course?

US Federal Requirements Regarding the Amount of Course Time for University Courses:

The amount of time that you spend in class, attending guest speakers and excursions, and doing homework is not just Augsburg's whim. Rather, US federal education guidelines set a minimum number of hours that must be spent "in class" each week, as well as a minimum amount of time that you must spend on "out-of-class work per" week per 4-credit course.

The MINIMUM amount of time required "in class" is as follows:

- 1 hour of direct faculty instruction per week PER course credit for 15 weeks
- 4-credit courses (all but Latin Dance): 60 total hours; average of 4 per week over the course of 15 weeks

PLUS 2 hours of homework or "outside of class" work PER credit PER week: for 4-credit courses: 8 hours per week per course (x 4 courses = 32 hours)

Taking four 4-credit courses is more than a full-time job, as the federal expectation is that you spend an average of 48 hours/week on 4 courses.

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The minimum amount of time required "in class" is as follows:

- 37.5 hours for 1 credit / number of weeks = hours per week
- 150 hours for 4 credits / number of weeks = hours per week (minimum of 10 hours/week)

You are also required to spend at least 6 ADDITIONAL hours on course-related work "outside of class" weekly. Typically, that consists of required readings and assignments. In this program, some

of those additional hours will be spent listening to “oral texts” (guest speakers) instead of completing longer required readings or conducting extensive research papers.

Taking 4 4-credit courses is more than a full-time job, as the federal expectation is that you spend 40 hours/week “in class, PLUS additional time on homework for each course!

Explanation of Grades

Augsburg University uses a letter grading system using the definitions listed above.

Grade	G.P.	Percentage	Description
A	4.00	93-100%	Excellent. Highest standard of excellence; Goes above and beyond stated expectations; Deep integration of discussions, guest lectures, readings, excursions, and/or work in practicum sites in assignments.
A-	3.67	90-92%	
B+	3.33	88-89%	
B	3.00	83-87%	Good. Above basic course requirements. Some integration of class discussion, lecture, theory, and/or guest speakers and excursions in assignments.
B-	2.67	80-82%	
C+	2.33	78-79%	
C	2.00	73-77%	Satisfactory. Basic standards and expectations for course met; minimum integration of class discussion, lecture, theory, and/or guest speakers and excursions in assignments. Course grades falling below 2.0 will not be accepted toward licensure into Augsburg licensure programs.
C-	1.67	70-72%	
D+	1.33	68-69%	
D	1.00	63-67%	Poor. Below are the basic standards and expectations.

D-	0.67	60-62%	
F	0.00	<60%	Failure
P	0.00		Pass*
LP	0.00		Low Pass*
N	0.00		No Pass

**The letter grade equivalent of a P grade is a C- or higher.*

***The letter grade equivalent of an LP grade is a D-, D, or D+.*

CGEE Grading Policy about Late Assignments

You must submit assignments on time. If you need an extension, you must talk to me in advance to negotiate a new deadline. If you have not been given an extension in advance and you turn in a late assignment, you will be docked half a grade. If you are more than one week late, you will be docked a full grade.

Communication

Please check your Augsburg email address daily for course updates and important information because it is the official mode of communication for this program and for the Moodle course. In addition, you should look for class-related WhatsApp messages and check your course Moodle site regularly. You may contact me via WhatsApp or email. Expect responses during typical work hours.

Inclusivity Statement

Augsburg University values the diversity of persons, perspectives, and convictions. Critical thinking, rigorous analysis, and open discussion across a full range of ideas lie at the heart of the University's mission as an institution of higher learning. Essential to the University in living out its mission of educating students to be "informed citizens, thoughtful stewards, critical thinkers, and responsible leaders" is that the foundation be one of diversity, inclusion, equity, and intercultural competency.

Additional information on University policies can be found by accessing the Faculty Handbook, Employee Handbook, and Student Guides at [University Handbook](#).¹

Privacy Practices in this Course

In order to create a classroom community built on trust, our interactions, discussions, and course activities must remain private and free from external intrusion. As a learning community, we are collectively responsible for upholding privacy protections and cultivating inquiry. We

¹ <https://sites.augsburg.edu/academicaffairs/resources/handbooks/>

respect the individual dignity of all and will refrain from actions that diminish others' ability to learn.

FERPA

As your instructor, I am committed to protecting your privacy by only using university-approved course technologies and adhering to the Family Educational Rights and Privacy Act ([FERPA](#)²). This includes using your educational data only as allowed by FERPA. I am unable to share any personally identifiable information without your written consent, except for legitimate educational purposes, or under certain conditions described above. FERPA applies to all students enrolled in this institution regardless of sex, race, color, national or ethnic origin, religious belief, age, disability, gender, sexual orientation, gender identity or expression, marital status, familial status, pregnancy, citizenship, creed, genetic information, or veteran status.

Peer-to-Peer Privacy

We share a lot with each other in this class, which is why we will prioritize respect, trust, and privacy. Do not share others' personal information, names, phone numbers, emails, addresses, pictures, etc. without that individual's explicit consent. Additionally, all student work should be handled with respect and remain within interactions of this course.

Do not photograph, duplicate, digitally, or verbally share representations of other students' written or creative work, classroom dialogue, discussion posts, or presentations to social media or any other third party. If you have questions about this please ask me, our department chair, or the school director for additional clarification.

Community Agreements for Inclusive Discussion

We believe learning is a social process, and we learn most when in conversation with others. This means academic discussions are an important aspect of this course. In good discussions, differences in beliefs, opinions, and approaches are to be expected. Learning to disagree respectfully is a key academic, workplace, and life skill. During the first week of class we will spend time crafting community agreements to unpack what that means to us. Below are examples of community agreement statements that we may find helpful:

- This environment is a brave space where we are willing to be uncomfortable to learn. • We will criticize ideas, not people.
- We will back our opinions and arguments with facts and reasoning.
- We will practice active listening.
- We will speak with fairness and call out bias, exclusion, and prejudice. • We will encourage others to join the conversation.
- We will speak using "I" language.
- We will give undivided attention to the person who has the floor.
- It is okay to pass.
- We can disagree with another person's point of view without putting that person down. • We will speak our opinions using the first person and avoid using "you."

² <https://www.augsburg.edu/registrar/ferpa/>

- We will remember that we differ in cultural background, sexual orientation, and/or gender identity or gender expression and will be careful about making insensitive or careless remarks.
- It is okay to feel uncomfortable. People feel uncomfortable when they talk about sensitive and personal topics.

(Source: ACUE, 2023, Implementation Guide for Inclusive Classrooms)

Academic Honesty

Good academic work must be based on honesty. All work submitted in this course should be your own and produced exclusively for this course. The use of sources (ideas, quotations, paraphrases) should be properly acknowledged and documented. We will talk more about what this looks like specifically as we begin our first writing and inquiry assignments. Academic dishonesty can have serious consequences. You can review the full academic honesty standards and consequences at [Augsburg Academic Honesty Policy](#)³ and talk to me if you have any questions.

What university resources can help me during this course?

Academic Support and Accommodations

Your success in this class is important to me. We all need accommodations at times because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together, we'll develop strategies to meet both your needs and the requirements of the course.

Academic Tutoring: Your tuition provides you free access to academic support resources. You can find a list of tutoring resources at [Academic Advising](#)⁴. Most relevant for this course, Augsburg's Writing Center provides online opportunities to get support and feedback on your written assignments. Contact <https://sites.augsburg.edu/writingcenter/>.

Disability Accommodations and Accessibility: If you need disability-related accommodations to have equal access to this course, please contact the CLASS Office (Disability Resources) at class@augsb.org or schedule a meeting with CLASS at www.augsburg.edu/class. Phone: (612) 330-1053. If accommodations are required, the CLASS Office will notify me privately about your needs. Please note that you will not be required to disclose your disability, only your accommodations. The sooner you let me know your needs, the sooner I can assist you in achieving your learning goals in this course.

Health and Wellness

We understand that as a student, you may experience a range of issues that can cause barriers to learning. These stressful moments can impact academic performance or reduce your ability

³https://docs.google.com/document/d/1558SfkINh8nOvrgqvnWNk3pXi-g19o_KCucEP4HLwY/edit⁴

<https://www.augsburg.edu/advising/currentstudents/skills/>

to engage. If you or someone you know are suffering from any challenges, you should reach out for support.

If you were seeing a therapist or psychiatrist at home, be sure to inquire as to whether or not it is feasible for you to have online sessions via Zoom Skype or another format while you are in Mexico. Some therapists are open to this, and that way you can continue to work with the person whom you already know. If not, **online counseling is available for free for all students** on Augsburg CGEE programs through TELUS Health One. TELUS is a mobile service you can download to your phone and/or laptop. It is not only for use in an emergency, or once you are abroad. You can take advantage of the services if you have any issues prior to departure, set up ongoing sessions if you think you will need the services of a therapist while you are abroad, and at any time you just need to talk to someone before, during or after your international experience. This service is available 24-7.

We highly recommend that you download the TELUS Health One app on your phone, become familiar with the services and delivery options, and create a profile. This last step is vital to easy access in the future. Please make sure you select Augsburg University as your home institution, if asked.

- [App Store for iOS devices](#)
- [Google Play for Android](#)

Please view this [Augsburg Telus Health One Mental Health Support Guide](#) to learn more about how to use the app.

If you want to see a psychologist or psychiatrist in Mexico, we can refer you to English-speaking professionals who have been recommended by past and current students. Unless your own insurance from home (not the travel insurance) covers it, you will need to pay for that out of pocket (approximately US \$53-60 per session, depending on the therapist or doctor, plus your cab rides (US \$5 each way). Previous students have been happy with the attention that they have received here.

Past students have also taken advantage of online chat groups and online support group meetings for a variety of issues, including anxiety, depression, and other mental health issues. One website that has many different online support groups and chats on a variety of issues is the [Daily Strength](#). Another is [Healthful Chats](#), which hosts a wide variety of chatrooms and

support groups for issues such as anxiety, bipolar disorder, body dysmorphic disorder, depression, eating disorders, gender identity, OCD, and PTSD. The inclusion of these sites here is not intended as an endorsement but rather a way to share some of the resources available and to make you aware of the plethora of resources on the World Wide Web.

Title IX and Sex Discrimination

Augsburg University is committed to creating a safe learning environment for all students, including one that is free of discrimination. Please see the [Sexual Misconduct Policy](#). If you or someone you know has experienced sex discrimination, including sexual assault, dating violence, domestic violence, and stalking, you may contact Marah Jacobson, Ed.D., Associate Provost, and Title IX Coordinator, at titleix@augsborg.edu or 612-330-1034 to report an incident, seek support, and/or take action.

Please be aware that faculty members are required to disclose information about suspected or alleged sex discrimination or other potential violations of the Augsburg University Sex Discrimination Policy to the Title IX Coordinator. If the Title IX Coordinator receives information about an incident, they will reach out to offer information about resources, rights, and procedural options as a member of the campus community. If you or another student you know wishes to speak to a [confidential resource](#) who does not have this reporting responsibility, you may contact the Center for Wellness and Counseling at cwc@augsborg.edu or 612-330-1707; Campus Ministry at 612-330-1732; or the Aurora Center at aurora@umn.edu or 612-626-9111 (24/7).

Supporting Pregnant and Parenting Students

Augsburg students who are pregnant or are experiencing related conditions (including childbirth, termination of pregnancy, or lactation; related medical conditions; or recovery therefrom) may [request reasonable modifications](#). Students may contact the Title IX Coordinator at titleix@augsborg.edu or 612-330-1034 to learn about [specific actions the University can take](#) to prevent discrimination and ensure access to Augsburg's educational programs and activities.

To learn more information, contact Noah Greenfield, Program Coordinator in the Dean of Students Office, at deanofstudents@augsborg.edu or 612-330-1160.