

BIO 118: Environmental Biology – Syllabus for Summer 2027
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 (CGEE).
- Day/time of course meetings: Both class sessions and fieldwork days and times to be confirmed.
- Academic credit: BIO 118 + BIO 118L
- Class and lab/fieldwork times: minimum of 60 contact hours.
- Instructor: Fatima Mendoza, M.Ed. Science Education

Instructor's Information

Professor: Fatima Mendoza, Masters in Science Education She/Her/Ella pronouns. Major in Environmental Science at UNAM (*Universidad Nacional Autonoma de Mexico*) with a Master's in Science Education from the same University. I've focused on developing projects related to education for sustainability and the divulgation of science, specializing in environmental science and biology. I've taught Environmental Science and Sustainability Science subjects at different Universities in Mexico such as Ibero University, Tec de Monterrey, and IIES UNAM (*Instituto de Investigaciones en Ecosistemas y Sustentabilidad 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 course examines major environmental biology issues with particular emphasis on biodiversity, ecosystems, conservation, agriculture, environmental change, and the relationships between human societies and ecological systems in Mexico.

Through lectures, scientific readings, laboratory activities, ecological fieldwork, guest speakers, documentaries, and community-based learning, students will explore the ecological characteristics of tropical and temperate ecosystems of Mexico and examine the social, cultural, political, and economic dimensions of environmental challenges.

The course uses Mexico as a living laboratory. Students will move between classroom concepts and real-world ecological systems, including Indigenous agricultural systems, forests and watersheds, urban agriculture, chinampas, biodiversity conservation initiatives, waste management, and urban ecological projects.

Particular attention will be given to the idea that there is no single formula for conservation or sustainability. Effective environmental strategies must respond to specific ecological, cultural, historical, and socioeconomic contexts.

What background knowledge do I need before taking this course?

Prerequisite(s): None

What will I learn in this course

1. Understand details of pressing environmental issues related to population, agriculture, the climate, and land-use change.
2. Describe the basic biotic and abiotic factors that delimit the characteristics of the Mexican tropics.
3. Appreciate the importance of science in the conservation of biodiversity to delimit goals and programs.
4. Explain the importance of biodiversity for ecosystem functioning, human well-being, and cultural identity.
5. Be aware of the relevance of the participation of society in the conservation of biodiversity in tropical Mexico.
6. Evaluate different approaches to biodiversity conservation and identify their ecological and social strengths and limitations.
7. Recognize the importance of Indigenous and local ecological knowledge in understanding and conserving biodiversity.

8. Apply scientific methods to investigate environmental questions through laboratory and field-based activities.
9. Interpret and communicate scientific information using field journals, laboratory reports, audiovisual media, and written work.
10. Connect ecological concepts with social and cultural dimensions of environmental problems, recognizing that environmental issues are complex and context-dependent.

What will I do in this course?

Each week combines:

- Classroom learning
- Laboratory investigations
- Ecological fieldwork
- Guest speakers
- Community-based learning
- Scientific readings
- Individual reflection
- Collaborative projects

Five thematic modules

Module	Theme	Central Question
1	Ecology & Environmental Systems	How do ecosystems work?
2	Biodiversity & Conservation	Why does biodiversity matter, and how can it be conserved?
3	Agriculture, Food & Human–Environment Relationships	How do people shape ecosystems—and how do ecosystems shape societies?
4	Environmental Change & Ecosystem Services	How are ecosystems changing, and what do we gain or lose?
5	Urban Socio-Ecological Systems	Can cities become more sustainable?

POTENTIAL GUEST SPEAKERS & EXCURSIONS RELATED TO THIS COURSE

- Visit an indigenous heirloom corn *Milpa* agriculture system in the Nahuatl indigenous community Amatlan de Quetzalcoatl, Morelos.
- Workshop about endemic and conspicuous plants of Mexico in Lab Alocasia.
- Ecological hike in Amatlan with agroecologist and local Jorge Ramirez to learn about Amatlan Morelos biodiversity, microclimates, watershed conservation approach, and ecological services of the forest from an Indigenous community perspective.
- Talk with a local Biologist to learn about the origin of biodiversity in Mexico and the ecological characteristics of the state of Morelos.
- Field Trip to “Bosque de los Hongos Azules” to learn about the use and conservation of fungi specimens in Morelos.
- Visit to Padre Huerto, a local NGO that works towards creating urban food gardens accessible and through collective processes.
- Visit the ecological Farm Rancho La Troje, Tehuixtla, Morelos. To learn about permaculture, and alternative & organic production of meat.
- Speaker on Conservation of Indigenous Knowledge Linkage to Biodiversity Conservation.
- Visit to Xochimilco’s Ecological and Agroecological system *Chinampas* restoration project & Axolotario: Ajolote conservation project
- Visit *Tierra de Urbe*, the Urban Compost project, to participate in a Compost workshop and learn about the history of “trash” and the challenges of waste management.
- 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.
- Visit Huerto Romita, a small and local agroecological urban project in Mexico City that advocates for socio-ecological justice from neighborhood to the Mega City (local to global).
- Field Trip to Jardin Etnobotanico de Cuernavaca to learn about Mexican medicinal plants.
- Potential 1-night camping excursion with local biologists.

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 interest, passions, and your academic major.

Coming prepared to class after doing the readings and having done the assignments will help you stay engaged and 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 promoting the development of critical and scientific thinking.

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

Course Readings: Selected chapters will be provided from the following texts, ***you won't need to buy any books for this course.***

- Cunningham, WP. 2020. *Environmental Science: A Global Concern*, 16th edition). New York: McGraw-Hill.
- Selected Local Scientific Articles on Environmental Biology, Systems Thinking, Ecosystem Services, Ethnoecology, and Alternatives to Development.

How will my grade be determined?

Assessment	Weight
Active Participation & Preparedness	20%
Field Journals	10%
Laboratory Reports & Assignments	30%
Midterm Audiovisual Project	20%
Final Research Project	20%
Total	100%

1. Active Participation - 20%

Includes:

- Preparation for class
- Reading completion
- Asking questions
- Discussions
- Group activities
- Fieldwork participation
- Respectful engagement with community partners
- Connecting experiences to course concepts

2. Field Journals - 10%

Students maintain a scientific field journal throughout the program.

Each entry should include:

Observe → Describe → Interpret → Question → Connect

Rather than simply documenting what happened, students should use the journal to practice scientific observation and reflection.

3. Laboratory Reports & Assignments - 30%

Examples:

- Habitat/niche investigation
- Biodiversity sampling
- Soil analysis
- Water quality analysis
- Ecosystem services map
- Climate policy simulation
- Food-system analysis
- Waste/life-cycle analysis

4. Midterm Audiovisual Project - 20%

A short documentary/digital story/photo essay examining an environmental issue encountered during the first two weeks.

5. Final Research Project - 20%

A scientific essay/article accompanied by a poster or infographic.

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 is the expected course schedule?

WEEK 1 Understanding Ecosystems: From Ecology to Biodiversity

Guiding Question : How do ecological systems function, and what makes Mexico biologically diverse?

Potential visits:

- Visit to eco-tourism community based project in the Biological Corridor of Chichinautzin “*Bosque de los Hongos Azules*” (The blue Mushroom Forest)
- Guided tour of Cuernavaca Ravines & its micro-ecosystems
- Workshop about endemic and conspicuous plants of Mexico in *Lab Alocasia*, a conservation project of local biologists of Morelos

Core Concepts

- Ecology and environmental biology
- Systems thinking
- Biotic and abiotic factors
- Energy flow
- Food webs
- Population and community ecology
- Habitat and niche
- Ecosystems
- Biodiversity
- Mexican biogeography
- Ecosystem services
- Human–environment relationships

WEEK 2 Biodiversity, Conservation, Agriculture & Environmental Change

Guiding Question: How do humans conserve, transform, and depend upon biodiversity?

Potential visits:

- Visit a *Milpa* (Ancestral Indigenous Agriculture System) in the Indigenous Community *Amatlan de Quetzalcóatl*, to learn about the Nahuatl Cosmovision that is based on *Maiz* and their cultural practices related to the environment.
- Hike in the Mesophyl forest of Amatlan
- Visit project *Tierra de Urbe* (City Soil), a community urban compost grassroots project.

Topics:

- Conservation biology
- Threats to biodiversity
- Habitat destruction

- Fragmentation
- Overexploitation
- Climate change
- Invasive species
- Extinction
- Protected areas

WEEK 3 Urban Ecology, Sustainability & Socio-Ecological Futures

Guiding Question: How can ecological knowledge help us imagine more sustainable cities and communities?

Potential visits:

- Xochimilco ecological/agroecological systems
- Chinampa restoration project & Ajolotario
- Visit Huerto Roma Verde, a grassroots cooperative in Mexico City that develops several different projects aimed at sustainability strategies within Mexico City, one of the largest cities in the world.

Topics:

- Wetland ecosystems
- Urban biodiversity
- Traditional agriculture
- Habitat restoration
- Endangered species
- Water management
- Cultural landscapes
- Conservation conflicts
- Final Project Presentations

Final week: Students present their final research projects based on an environmental biology issue connected to Mexico and develop an evidence-based argument.

Examples:

- Indigenous maize biodiversity and climate change
- Ajolote conservation
- Urban agriculture in Mexico City
- Chinampa restoration

- Water quality and urbanization
- Fungi and forest conservation
- Agroecology and food sovereignty
- Urban composting
- Biodiversity conservation and Indigenous knowledge
- Ecosystem services and watershed conservation
- Invasive species
- Climate change and Mexican ecosystems

What are the course policies?

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 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 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 combine 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:

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

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 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 through 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 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.

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

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

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 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."
- 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 in this course, please contact the CLASS Office (Disability Resources) at class@augsburg.edu 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 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 or 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.

³ https://docs.google.com/document/d/1558SfklNIh8nOvrgqvnWNk3pXi-g19o_KCucEP4HLwY/edit

⁴ <https://www.augsburg.edu/advising/currentstudents/skills/>

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 worldwide 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.
