­­­**AUBURN UNIVERSITY**

**SPECIAL EDUCATION, REHABILITATION, AND COUNSELING**

Course Number: COUN 2003-003

Course Title: Living & Communicating in a Diverse Society

Credit Hours: 3 semester hours credits/Graded

Instructor Information: Dwayne White (He/Him/His)

Graduate Teaching Assistant

dmw0050@auburn.edu

Student Hours: By appointment

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| *The course syllabus is a general plan for the course.*  *Deviations may be necessary in order to meet the needs of the class and any such deviations will be communicated to the class in a timely manner.*  ***REVISED – August 16, 2020*** |

**Required Reading**

**Textbook**

Johnson, A. (2018). *Privilege, Power, and Difference* (3rd Ed). McGraw Hill.

**Chapters and Articles:**

Blumenfeld, W. (2006). Christian Privilege and the Promotion of “Secular” and Not-So “Secular” Mainline Christianity in Public Schooling and in the Larger Society. *Equity & Excellence in Education, 39*(3), 195–210.

Brzuzy, S. (1997). Deconstructing Disability. *Journal of Poverty, 1*(1), 81-91.

Crenshaw, K. (2016, October). The Urgency of Intersectionality [Video]. TED. <https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality?language=en#t-140471>

Dancy, T. E., II, Edwards, K. T., & Earl Davis, J. (2018). Historically White Universities and Plantation Politics: Anti-Blackness and Higher Education in the Black Lives Matter Era. *Urban Education, 53*(2), 176–195

The New York Times. (2019, May 31). The Stonewall You Know Is a Myth. And That’s O.K [Video]. YouTube. <https://www.youtube.com/watch?v=S7jnzOMxb14>

Norton, M. I., & Ariely, D. (2011). Building a Better America-One Wealth Quintile at a Time. *Perspectives on Psychological Science, 6*(1), 9–12.

Sacred Land Film Prokect. (2015, May 26). Indigenous Reflections on Christianity [Video]. YouTube. <https://www.youtube.com/watch?v=OoxNyNWFvZw>

Starr, B. (2017, July 26). Through the eyes of women: Joan Trumpauer Mulholland shares how “she should for freedom” [Audio Podcast] Retrieved from <https://www.khsu.org/post/through-eyes-women-joan-trumpauer-mulholland-shares-how-she-stood-freedom#stream/0>

**Message from Your Instructor:**

Welcome to our class! I am elated to share this learning space with you this semester. As an educator, I value collaborating and building professional relationships with students to create a learning environment that supports their development and growth. I facilitate this by being respectful, authentic, flexible, and supportive. Thus, I expect you all to engage in this course because we co-create the learning environment together. Moreover, it is my goal to encourage, motivate, and challenge you to be the highest version of yourself in all dimensions of your being- affective, cognitive, and behavioral; so that you can get the most out of this course. I am also aware that we are living in a double pandemic (Covid-19/racial injustices) and will be sensitive to your needs. Should you have any questions, concerns, or suggestions at any time during the semester regarding course work, please feel free to contact me by email or schedule a time to meet. War Eagle!!!!!!!

**Course Description:**

This course meets SLO 9. The class focuses on content addressing the cultural context of relationships, issues and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities. Because successful living in a diverse society requires successful communicating, the course also focuses on communication around difficult topics (often referred to as difficult dialogues).

**Course Objectives:**

The assumption in this course is that all students in the College of Education are working to be competent, committed, and reflective professionals.

Upon course completion students will:

1. Knowledge of multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally
2. Attitudes, beliefs, understandings, and acculturative experiences, **including specific experiential learning activities**
3. Individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups
4. Cultural self-awareness; understanding citizens’ roles in social justice, advocacy and conflict resolution, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body
5. Awareness of advocacy processes needed to address institutional and social barriers that impede access, equity, and success for diversity individuals
6. Understanding of value of cultural diversity in a progressive society
7. Ability to engage in conversations about race, ethnicity, and culture in ways that are respectful, increase understanding among participants in the conversation, and support intergroup and intragroup cohesion to work toward common solutions

**Course Philosophy:**

As individuals living in a diverse society, there is value in understanding the culture of those around us. This course will expose students to opportunities to learn about other cultures, challenge beliefs they may hold about individuals from other cultures that may impede their ability to work and live in a diverse society, and gain awareness of ways diversity in society is enriches society. The class will blend the tradition of knowledge acquisition with experiential learning and self-exploration/reflection. It is critical in classes such as this that the environment is one of respect and sensitivity and is a safe environment for people to speak and share. As such, I expect that you will approach the content of this course as a student and good citizen who values others people as human beings. This means that you are expected to make a distinction between your ideas/beliefs that reflect your worldview and those that reflect the body of knowledge. Finally, this also means thathateful speech and actions will not be allowed in the class.

Each of us has cultural beliefs and a worldview that shapes how we see the world, what we value, and biases we hold. I ask that you develop an awareness of when your ideas and views reflect your culture and worldview rather than an absolute of what is right or wrong or good or bad. A fundamental part of this class is to identify ways in which the diversity of values and worldviews adds to the society in which we live

**Respect for Diversity:**It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

Important note: I will attempt to foster an environment in which each class member is able to hear and respect each other. It is critical that each class member show respect for all worldviews expressed in class. It is expected that some of the material in this course may evoke strong emotions, please be respectful of others' emotions and be mindful of your own. Please let me know if something said or done in the classroom, by either myself or other students, is particularly troubling or causes discomfort or offense. While our intention may not be to cause discomfort or offense, the impact of what happens throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention. If and when this occurs, there are several ways to alleviate some of the discomfort or hurt you may experience:

1. Discuss the situation privately with me. I am always open to listening to students' experiences, and want to work with students to find acceptable ways to process and address the issue.
2. Discuss the situation with the class. Chances are there is at least one other student in the class who had a similar response to the material. Discussion enhances the ability for all class participants to have a fuller understanding of context and impact of course material and class discussions.
3. Notify me of the issue through another source such as your advisor, a trusted faculty member, or a peer. If you do not feel comfortable discussing the issue directly with me, I encourage you to seek out another, more comfortable avenue to address the issue.

*Diversity Statement Adapted from Lynn Hernandez, Behavioral and Social Sciences, School of Public Health, Brown University*

### **Assignment Grading System**

**Class Activities**

Experiential Activities/Discussion/Quizzes 15 points

Readers Reflections 15 points

Syllabus Quiz 3 points

IAT Test 5 points

**Reflections**

Racial Identity Models 10 points

Lee County Remembrance Project 10 points

Disclosure Documentary Discussion 10 points

**Video Projects**

Poverty Podcast & Exercise 10 points

Group Video Project: Ableism 15 points

Video Project: My Local History 15 points

**Assessments**

Final Exam 18 points

**Total 120 points**

**Grade Criteria** (grades will be rounded to nearest whole number)**:**

A 108 - 120 points

B 96 – 107 points

C 84 – 95 points

D 72 – 83 points

F < 71 points

**Assignments/Projects:**

Assignments are due on the date listed on the syllabus. Canvas is considered the official time-stamp for assignments. Those assignments turned in after the indicated time on Canvas are subject to point deduction. Late papers/assignments will receive a 25% deduction in grade for each day they are late.

**Implicit Association Test (IAT)**

You will take the following tests and submit your results to get credit for the assignment):

Go to this link and take the following tests: <https://implicit.harvard.edu/implicit/selectatest.html>

1. Age
2. Race
3. Gender-Science
4. Sexuality

**Reflection Assignments (2pgs double-spaced + Reference Page, 12pt Times New Roman Font**

You will have three (3) reflection assignments in this course:

1. Racial Identity Models
2. Lee County Remembrance Project
3. Disclosure Documentary

**The reflection assignments should BE CREATIVE and interesting, and should have some sort of theme that connects to who you are as an individual.**

1. **Reflection Assignment for Racial Identity Models (2pgs double-spaced + Reference Page, 12pt font; 5 points)**

Write a paper addressing the following prompts after reviewing all the Racial Identity Development Models and viewing the lecture that incorporates Racial Identity.

* **2 pt: Use of the chosen Racial identity development model that best fits you**
* **2 pt:** Exploration of at least 2 stages you feel most closely align with where you fit from said model. This should include a description of the stages and practical applications from your own life (e.g., descriptive examples that indicate being at said stage)
* **2 pt:** Examination of how your identity and experiences have helped your racial identity development growth.
* **2 pt:** Examination of how your identity and experiences have hindered your racial identity development growth.
* **2 pt:** **Based on what you presented above regarding the different oppressions and privilege you experience,** how are your opinions, those you have empathy for, biases, prejudices, and life goals influenced by these experiences? Give us 2-3 examples.
* **Loss Points (-4):** Failure to reach page requirement OR failure to include references will result in a point deduction from the overall paper score.

1. **Reflection Assignment for Lee County Remembrance Project (2 pgs double-spaced + Reference Page, 12pt font; 10 points)**

Write a paper answering the following prompts after viewing the Lee Country Remembrance Project Guest Lecture

* **6 pts: Provide a detailed description of the 3 most important pieces of information you learned from the LCRP lecture** (2pts per detailed description). **What is “most important” to you will be subjective: for example, these could be points connected to your identity, information that surprised you, connections to our class content, or points that caused an emotional reaction.**
* **2 pts:** Explore in detail whether the information presented to you was new. What did you learn that you had not been previously aware of before this lecture? What experiences in life led to you not being aware of this history?
* **1 pt:** What information did you already know before this lecture? What experiences facilitated you already being aware of this history? If you were not aware of any of this information, discuss what you wish you had known before today.
* **1 pts:** Finally, discuss how what you have learned from the LCRP presentation should be incorporated into this class as we continue our learning? For instance, how might you imagine an instructor can use this knowledge to further learning for future students taking this course?
* **Loss Points (-3):** Failure to reach page requirement OR failure to include references will result in a point deduction from the overall paper score.

1. **Reflection Assignment for Disclosure Documentary (2pgs double-spaced + Reference Page, 12pt font; 10 points)**

Write a paper answering the following prompts after watching the documentary Disclosure

* **4 pts: Provide a detailed description of the 2 most important pieces of information you learned from the Disclosure documentary** (2pts per detailed description). **What is “most important” to you will be subjective: for example, these could be points connected to your identity, information that surprised you, connections to our class content, or points that caused an emotional reaction.**
* **2 pts:** Explore in detail whether the information presented to you was new. What did you learn that you had not been previously aware of before this lecture? What experiences in life led to you not being aware of this history? Integrate into this conversation, a description of any defenses or reactions you noticed throughout the presentation (Some questions to get you started: Did you notice a desire to distance yourself from the material? Did you noticed a desire to suppress any emotional reactions? Where did you feel tension?)
* **2 pts:** As you answer these questions, consider your personal gender identity and the experiences you’ve had as a result of your gender identity. Discuss the first time you can remember seeing them represented on screen. How difficult was it for you to remember this? What do you think made it easy/hard to remember? How was the character portrayed in your memory? What were your emotional reactions to this portrayal? Be thorough as you consider your identity with these questions.
* **2 pts: Based on what you presented above, consider how your opinions, biases, empathy for, and/or prejudice toward transgender individuals were shaped by the media you were exposed to and other life experiences.** Give us 2-3 well-articulated examples.
* **Loss Points (-3):** Failure to reach page requirement OR failure to include references will result in a point deduction from the overall paper score.

**Video Project - Poverty: 3-4 minutes (10 points)**

**Discuss the following questions on video after listening to the appropriate podcasts and engaging in the appropriate poverty simulation:**

* **2 pts:** Describe your relationship, understanding of, and experiences with money and/or socioeconomic status. Utilize 1-2 key life experiences (i.e. experiences that helped you grow, molded you, or had a deep impact) to illustrate this relationship.
* **3 pts:** Discuss how your identity intersected or influenced the experiences your described above. How does  **your intersectionality** influence how you think and engage economics. (For help here, listed to Robin DiAngelo’s description of how her understanding that she was White distanced her from her understanding of being poor to help frame your own ideas of how your intersectionality may have influenced you).
* **2pts:** Discuss the aspects of the podcast and/or simulation that were most eye opening or meaningful to your learning.
* **2pts: Based on what you presented above regarding your intersectionality**, how are your opinions, those you have empathy for, biases, prejudices, and/or life goals influenced by your intersectionality and your understanding of poverty in America? Give us 2-3 examples.
* **1 pt:** Presentation is creative and interesting

**Group Video Project - Ableism: 25-30 minutes (15 points)**

**Record a group discussion on Zoom after each of you watch the documentary Crip Camp—A Disability Revolution. Your group should hold a thorough and nuanced discussion of the documentary which should include the following:**

* **4 pts: Each member should provide a description of the 1 most important pieces of information gained in the documentary. What is “most important” to you will be subjective: for example, these could be points connected to your identity, information that surprised you or caused an emotional reaction.**
* **6 pts: Group members will engage in a thorough discussion including posing and answering questions with one another. This discussion should be organic, as if members are talking with one another naturally about the documentary.** Points will be awarded based on the a) questions are insightful and reflective of a thorough understanding of the documentary, b) answers from group members are shared across the group, c) question and answers connect to other course content learned across the semester, and d) it is clear from question and answer content that all group members have reflected on their personal identities as they related to the documentary.
* **3 pts: Based on the group discussion, the group will consider together how their opinions, biases, empathy for, and/or prejudice for diverse abilities have been shaped and impact their engagement.**
* **2 pts:** Presentation is creative and interesting. All are respectful and engaged in challenging conversation throughout the discussion. Recording is 25-30 minutes long.

**Video Project – Local History: 8-10 minutes (15 points)**

**Record a creative multimedia project after researching more about your local history. You can pick a place where you grew up, the place where you spent the most years or had the most attachment to, or Auburn, AL.**

* **1 pt:** Identify clearly the location of your research. Tell a little about the basic history (e.g. when “founded” officially, by whom, town growth, etc.)
* **3 pt:** Locate any indigenous history in your town. Who did the land belong to and when/how was it stolen? Reflect on how this may have shaped your town in the early years.
* **4 pt:** Provide detailed descriptions of any other ways in which your town has been shaped by oppressive forces. Include original sources and multimedia when possible (e.g., images, interviews). **Be clear and descriptive when discussing what forms of oppression shaped the community you selected to research. This could include anything from laws and local ordinances to statues/symbols of respect for White supremacists to buildings that are inaccessible. Be thorough and creative in what you research and connect this to your understanding of intersectionality.**
* **2 pts:** Detail any attempts that you can find of community members attempting to make changes toward diversity, inclusion, and justice in your town. What were they trying to change? How did they try to change it? WHO was trying to change it? For example, was there ever a push for changes in laws, civil rights, changed polices? What about local court cases where someone fought for rights for the community?
* **2 pts: In what ways have you benefitted from the oppressive structures in place in your town? In what ways have you been disadvantaged? In what ways have you been complicit throughout your lifetime in maintaining oppressive forces (**i.e. in what ways have you been inactive because your town “is the way it is”)**?**
* **2 pts:** What reactions did you notice in your body as you researched your town? What emotions came to the surface? What tensions did you feel? What do you think led to these reactions? Did you find this exercise physically or mentally exhausting in any way? If so, discuss. If not, describe what you think may have kept it from being exhausting.
* **1 pts:** Video is 3-6 minutes long. References are included on the video (read or written).

**Reader’s Reflections (5pts x 3 = 15 pts total)**

The reading for this class is not casual. To demonstrate that you have read, and engaged with the course readings, a weekly reflection is due, based on the assigned readings, at 11:59 pm on Sunday midnight they are due.

**Reflection Rubric**

1. Unpacks at least 2 specific concepts or points from the readings (with in-text citations). (1point)
2. Relation of new information to old information learned in the course to date or in previous related coursework. (1point)
3. Relation of information in article or reading to personal experiences. (1point)
4. Discussion at a critical level, not just recitation and summary, from all of the readings and/or videos. (1point)
5. Length of posting: **1 full page, 12 Times New Romans font, double-space, word-document.** (1point)

**Note:** Discussion at a critical level means discussing the concepts and ideas raised by the readings. You should synthesize the main ideas or themes across the readings, rather than respond to each reading in a laundry list. What are the cohesive ideas/patterns that go across the readings? Or, where do the readings seem to disagree? What questions do you have, after unpacking the readings? A "critical" discussion would NOT include your feelings about the author's writing style (e.g. “I like this article” or "This article is boring") but aim for an intellectual/academic treatment of the ideas. **Do not just tell me what the article or reading states...I already know this. I want to gain an understanding of your thoughts.**

*Reflection based on syllabi written by Dr. Carey Andrzejewski, Auburn University*

**Final Exam (18 pts)**

The final exam will be administered using an online format. If you do not have capabilities to access an online exam (smart phone, laptop, tablet, etc.), please contact your instructor immediately after the first class. Exam format will be multiple choice and short-answer response questions, based on the readings, videos, class lectures, and discussions. The best way to do well is to stay actively involved in the course material (i.e., take notes as you read, review lectures, quiz yourself, and so on).

**Experiential Activities/Discussion/Quizzes (15 pts)**

It is expected that you will be present and be an active participant in this course. As a part of this, you will need to share your thoughts during discussions and activities. Part of the value of this course is to learn from peers (in addition to peer-based learning that will occur during presentations). At least 5 exercises will occur across the semester. *Exercises can include quizzes, discussion questions, and experiential activities.*

**Class Calendar and Topics**

*\*Subject to change. Any changes will be communicated, and syllabus will be updated as necessary.* ***Synchronous class meetings are not mandatory, but I highly recommend attending.***

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| --- | --- | --- | --- | --- |
| **WEEK** |  | **TOPIC** | **READINGS DUE** | **DUE** |
| 1 | Aug 17 | Introduction to Course  Engaging COUN 2000  Having Difficult Dialogues  The Basic Concepts / Language & Terminology  *Sensoy & DiAngelo, 2017 (Chapter 1)* |  | **Syllabus Quiz Due**  **Introduce Yourself Discussion Due** |
| Aug 21  **Synchronous Class Meeting** | Reflecting on Resistance  Critical Thinking and Theory  How Am I Reacting  *Sensoy & DiAngelo, 2017 (Chapter 2)* |  |  |
| 2 | Aug 24 | We’re in Trouble: Discrimination in the US | Introduction & Chapter 1 | **Experiential Activity #1**  **(tentative)** |
|  | *Ep. 011 Good Ancestor Podcast* |  | **IAT Tests** |
| 3 | Aug 31 | Discussion: We’re in Trouble |  | **Readers Reflection #1** |
| Sept 4  **Synchronous Class Meeting** | Privilege, Oppression, and Difference | Chapter 2 |  |
| 4 | Sep 7 | Intersectionality | Crenshaw, 2016 | **Discussion Post**  **(tentative)** |
|  | Racial Identity Models  *Racial Healing Handbook Exercise* |  |  |
| 5 | Sep 14 | Making Privilege and Oppression Happen | Chapter 4 | **Reflection: Identity Models** |
|  | Racism & Microaggressions  *Sue et al., 2007* | Dancy et al., 2018 |  |
| 6 | Sept 21 | Lee County Remembrance Project |  |  |
|  | Sept 25  S**ynchronous Class Meeting** | Oppression: Who’s Problem Is It? | Chapter 5 | **Reflection:**  **Lee County Remembrance** |
| 7 | Sept 28 | Capitalism, Class, and Domination | Chapter 3  Norton & Ariely, 2011 | **Experiential Activity #2** |
| 8 | Oct 5 | The House we Live in  *(PBS “Race-The power of Illusion”)* |  | **Video Project: Poverty Podcast & Exercise**  **A** |
|  |  | Oppression: What Does It Have To Do With Me?  *How Racism Harms White Americans* | Chapter 6 |  |
| 9 | Oct 12 | How Privilege Works | Chap 7 | **Readers Reflection #2**  **(tentative)** |
|  | Privilege and Understanding Isms  *Sensoy & DiAngelo, 2017 (pg. 65)* |  |  |
| 10 | Oct 19 | Ableism | Brzuzy, 1997 |  |
|  | Ableism (cont.) |  | **Group Video Project: Discussion on Ableism** |
| 11 | Oct 26 | Sexism  *SteelFisher et al., 2019* |  | **Readers Reflection #3**  **(tentative)** |
|  | Heterosexism and Cissexism *Singh, 2015* | NYT, 2019 |  |
| 12 | Nov 2 | Religion and Oppression | Blumenfeld, 2006  Sacred Land Film Project, 2015 | **Reflection: Disclosure Documentary** |
| Nov 6  **Synchronous Class Meeting** | Defense Modes: Denial, Minimization, and  Discomfort | Chapter 8 |  |
| 13 | Nov 9 | Myths & Rebuttals  *Sensoy & DiAngelo, 2017 (Chapter 11)* |  |  |
|  | What Can We Do? | Chapter 9 | **Video Project: Local History** |
| 14 | Nov 16 | Advocacy and Action |  | **Experiential Activity #3** |
|  | Advocacy and Action | Through The Eyes of Women: Joan Trumpauer Mulholland Shares How “She Stood For Freedom” |  |
| 15 | 23 | Review for Exam |  |  |
|  | Dec 2-8th | **FINAL EXAM WEEK** |  | **Final Exam** |

**Course Policy Statements:**

**Name/Pronoun Statemen**t: Please change your name in Zoom to include your pronouns in parenthesis [e.g., Dwayne White (he/him/his)]. You can also communicate this information to me via email or Canvas mail.

**Attendance**: Students are expected to participate in class lectures and activities. All lectures are pre- recorded and uploaded on Canvas for students to view in the assigned week.

**Excused Absences**: Only university excused absences will be accepted. 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 once a week after the absence. Appropriate documentation for all excused absences is required. Please see Student Policy eHandbook [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies) for more information on excused absences.

**Religious/Cultural Observance**: Persons who have religious or cultural observances that coincide with this class should let the instructor know in writing (by e-mail for example) prior to the date of said religious or cultural observance.  I strongly encourage you to honor your cultural and religious holidays!  However, if I do not hear from you, I will assume that you plan to attend all class meetings.

**Technology and Assignments:**

It is the student’s responsibility to attain and maintain the technology necessary to complete this distance education course. **Students are expected to upload course assignments to Canvas by the end of the week in which they are due (by 11:59pm on Sunday). Late papers and assignments will be reduced by 25% for each day they are late.**

**Make-Up Policy**: Late papers, assignments, tests, etc… are not allowed except in the case of excused absences. Arrangement to make up a missed test, in-class activity, or presentation 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.

**Academic Honesty**: The University Honesty Code and the university policies, see website at <https://sites.auburn.edu/admin/universitypolicies/default.aspx> for more information, pertaining to cheating will apply to this class. 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.

Much plagiarism occurs as a result of missteps in regard to reading, note taking, and citation practices, or from procrastination, and/or panic. Care, timeliness, and communication will eliminate most of the risk. If you have questions about whether or not you should give credit to a source in your work, you may clarify it with me. In general, though, I recommend ***always*** citing sources you have consulted as well as those you borrow from directly. If you are having difficulty with an essay, please contact me right away!

**Educational Accessibility Accommodations:** Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

**Student Mental Health and Well-Being:** If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact **Student** **Counseling and Psychological Services (SCPS)** at **(334) 844-5123and** <http://wp.auburn.edu/scs> during and after hours, on weekends and holidays, or through its counselors physically located in the Medical Clinical and Haley Center. The East Alabama Mental Health Center has a toll free number that may be called 24 hours a day, 365 days a year for emergencies at **800-815-0630**. The clinician on-call will assist you as needed.

**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:

a. Engage in responsible and ethical professional practices

b. Contribute to collaborative learning communities

c. Demonstrate a commitment to diversity

d. Model and nurture intellectual vitality

**Title 1X:**  Auburn University is committed to providing an environment that is free from discrimination and harassment based on protected class. If you believe you have been the victim of harassment or discrimination based on race, color, religion, national origin, disability, age, or sex (including sexual orientation, gender identity, and gender expression), we encourage you to report it. If you report sexual assault or sexual misconduct to a faculty member, the faculty member is obligated to notify the University’s Title IX Coordinator about the basic facts of the incident. For more information about your Title IX reporting and resource options at Auburn University, please go to: [www.auburn.edu/titleix](http://www.auburn.edu/titleix)

*Course Policies Adapted for Use from CRLT, University of Michigan.*

**COVID-19 Policy Statements**

**Health and Wellbeing 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 Response Team ([ahealthieru.edu (Links to an external site.)](http://www.ahealthieru.edu/))
* Student Counseling and Psychological Services ([http://wp.auburn.edu/scs/ (Links to an external site.)](http://wp.auburn.edu/scs/))
* AU Medical Clinic ([https://cws.auburn.edu/aumc/ (Links to an external site.)](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/ (Links to an external site.)](http://aucares.auburn.edu/))

**A Healthier U Campus Community Expectations**

We are all responsible for protecting ourselves and our community. Please read about student expectations for fall semester, including completing the daily GuideSafe™ Healthcheck ([https://ahealthieru.auburn.edu/ (Links to an external site.)](https://ahealthieru.auburn.edu/)).

You are expected to (1) take your temperature daily and (2) complete your Healthcheck screener to receive your A Healthier U pass. **You may be asked at any time during class to show your pass.**